

Consensus on Policy for Online, Distance and Multimode Learning

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I. Introduction

The Vice Chancellor convened an ICT workshop on 9th – 11th May. The main objective of the workshop was to address areas critical to providing an integrated and harmonized ICT environment and in particular to define the role, responsibility and accountability of each UWI entity involved in the development of online courses and programmes.

Arising from the workshop, a Working Group was formed to arrive at consensus on policy and procedures for online programme development including an agreed responsibility matrix of the roles of UWI Entities. The group comprised representatives from;

- Academic - Dr. Mark Figueroa
- I.T. - Mr. Carlton Samuels
- Open Campus - Prof. Stewart Marshall
- Quality and Standards - Prof. Alvin Wint
- Principal - Dr. Tewarie
- Library - Mrs. Karen Lequay
- Coordinator - Mrs. Brigitte Collins

This report seeks to define a consensus policy for online, distance and multimode learning.

Vision

The starting point for a UWI policy regarding, online, distance and multimode learning is a vision of what UWI needs to achieve in the long term, conditioned by the need to respond to the immediate imperative which is to rapidly improve service to the UWI-12 and other underserved communities.

As the UWI masters the use of multiple modalities, it will increasingly be able to offer students a menu of learning opportunities that allows them to choose those which best suit their learning styles and socio-economic circumstances.

Immediate Imperative

While keeping this vision in view the immediate goal is to develop the processes, build the relationships, clarify the roles, garner the resources and create the incentives that will ensure a rapid development of online learning opportunities for students from the UWI-12 and other underserved communities.

Convergence, Resource Maximization and Coherence

Given the convergence between different learning modalities and the need to avoid duplication of effort and maximize the use of available resources on all campuses, the policy for online, distance and multimode learning seeks to build the maximum level of cooperation among the campuses to rapidly develop new programmes. In addition, the policy must ensure that the delivery to students away from the physical campuses is carried out in a coherent manner, utilizing a common standard that brings credit to the UWI.

Online programme delivery through the Open Campus

To achieve the level of coherence desired, from 1st January 2008, all new online courses and programmes for students not registered at one of the physical campuses will be developed and delivered through the Open Campus. Existing online courses and programmes for these students will be incorporated into the Open Campus over the next 18 months in a timeframe mutually agreed by the parties concerned.

II. Standards and Protocols Required for Course Development

A Common UWI Standard

Allied to this approach must be the adherence to common standards for the development of online learning opportunities across the UWI. With this approach, it will be possible to ensure that learning objects developed on any campus are transferable across all campuses and are available for the development of modules, courses and programmes to be delivered through the Open Campus.

The Various Uses of the Online Mode

In consideration of the foregoing and the position taken regarding online programme delivery through the Open Campus, additional issues need to be taken into account. These relate to;

1. courses/programmes that the physical campuses already deliver in an online or multimode format to any group of students who are not primarily engaged in face to face study at the campuses;
2. courses/programmes that were in the process of being developed for such delivery;
3. courses that are currently delivered in an online or multimode format to students registered on one or more of the physical campuses or which are being developed for such delivery; and
4. the various courses that have been developed throughout the University that have an online or multimode component.

Transitional Arrangements

Existing Online Distance Delivery

Courses/programmes (described at 1 above) that were previously delivered online by one of the physical campuses would now be delivered through the Open Campus and would be seen as part of a transitional phase. The details regarding how they would be delivered and how the resultant costs, risks and revenues would be shared would be dealt with within **Protocol 1** discussed below.

Courses/programmes that were in the process of development (described at 2 above) would also be dealt with in the same manner.

Online Delivery to On-campus students

Where courses/programmes have an online or multimode character and are delivered only to students registered on one or more of the physical campuses (described at 3 above) these courses would continue to be delivered as before and would not be delivered through the Open Campus.

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They would, however, come under **Protocol 2**, which also relates to the next set of courses (described at 4 above).

Note is taken of the wide range of courses that are currently being delivered utilizing some element of online learning or other multimodalities. The stage at which each of these is currently developed varies widely. In addition, different instructors, departments and faculties have varying intentions as to how far they wish to go towards utilizing these modalities. Unfortunately, there is already a certain amount of duplication and overlap with respect to how the different courses have been developed.

An Inventory of Courses with an Online or Multimode Format

There is an urgent need to complete an inventory of all courses across the University that are currently utilizing an online or multimode format. To gain the maximum benefit from this exercise it will be useful to carry out this exercise in two phases. The first phase would be based on the arrival at a quick agreement on the template to be used (hereinafter referred to **Template 1**).

This Template shall provide an immediate indication to colleagues across the University as to where developments are taking place towards online and multimode approaches to delivery. Where there is overlap or duplication of effort, colleagues would be able to get together and cooperate thereby avoid further duplication of effort. In addition, the Open Campus would be able to identify where it may best be able to call to see partners for the courses/programmes that it wished to develop immediately. Units/departments and faculties across the University must inform their counterparts about the modules/courses or programmes that they are preparing or intend to develop for online delivery.

In the absence of a common standard across the University, such an exercise would have some limitations. In the process of transformation of courses from a face to face mode to an online or multimode delivery there would be a number of stages that can be described and understood differently. As such the initial inventory will not provide an unambiguous tool for communicating the status quo to all those involved due to differences in definitions used and or approaches taken.

A Standard for the Elements of a Completed Online Course

It is therefore important to develop a standard (hereinafter referred to as **Standard 1**) for the development of online and multimode courses. This Standard would specify;

- the characteristics that a course must exhibit before it can be delivered through the Open Campus.
- an outline of the pathways through which a course could be transformed from delivery within the face to face mode to one that is delivered based on the UWI standard for online or multimode delivery.
- a range of elements that would allow an instructor to accurately convey to colleagues the degree to which the course had been transformed and the amount of work that would be required if the Open Campus wished to use such a course as a starting point for one that is to be delivered online.
- the degree to which courses that are utilizing online elements in courses delivered exclusively to students registered on the physical campuses would need to conform in cases

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where there is no immediate intention to transform towards using a significant online component.

An Accurate and Updated Inventory

Utilizing Standard 1, it would be possible to develop a new template (hereinafter referred to as **Template 2**) which would be used to obtain an ongoing and more accurate inventory of courses that contain online or multimode elements and or are in the process of transition.

An Established Process for Course Development

Allied to the development of the inventories discussed above would be an agreed process for course/ programme development. This would involve the creation of a system to register a declared interest in the development of courses/ programmes for online delivery and for development of a pool of resources and resource persons for the development of online and multimode courses/ programmes.

The process would involve the following steps;

- i. Where the Open Campus, an individual, and or a unit from the physical campuses wishes to develop a new course/ programme in the online or multimode format or wishes to further advance the transformation of an existing course/programme they should register this interest;
- ii. They should then check the inventory to see which campuses, faculties, departments and or individuals have already indicated that they have initiated relevant work in the field;
- iii. They shall then be required to utilize a specific template (hereinafter referred to as **Template 3**) to provide notification to those who have already registered their interest and to the community as a whole;
- iv. If a response is received there would be an agreed protocol (hereinafter referred to as **Protocol 3**) which will guide the establishment of course teams and more generally the development of cooperation between those parties that have expressed an interest; If no response is received by an physical campus entity it will be able to proceed with the development of the course/programme;
- v. In the case of the Open Campus, it shall seek a partner in the form of faculty, department or individual; if it does not receive a positive response it shall register the absence of a positive response and shall be free to seek a partner from outside the UWI;
- vi. In all cases the Developer shall provide a plan of work utilizing a template (hereinafter referred to as **Template 4**) indicating the timetable for the development of the course and shall register the progress they would be able to proceed towards the development of the course/ programme;

At any stage in the course of the development of the programme another entity may declare an interest. It is understood however that depending on the stage of development, the Developer should be able to proceed with confidence that they will not necessarily have to modify what they had originally planned. Once the course/programme is available, the learning objects created shall go into the pool of those available for use across the campuses.

III. Course Delivery

The actual delivery of courses through the Open Campus will involve a number of specific roles and responsibilities these are to be set out in **Matrix 1** outlined below.

Sharing of Material

The goal is to ensure the maximum sharing of material across the campuses. In as far as materials developed shall belong to the UWI, intellectual property issues need not arise. There will, however, be issues relating to the need to acknowledge authorship and other professional inputs. It is also important not to create perverse incentives. **Protocol 4** shall provide the framework for sharing of all materials between campuses.

A Common Technical Platform

To facilitate the processes discussed above all campuses shall have to adopt a common delivery platform. It is therefore agreed that online delivery across the UWI shall move towards a common Moodle based platform. In developing this platform it shall be necessary to build in additional roles that allow for greater access to learning objectives across the campuses and for greater cooperation in between instructors and course development teams especially where the members of these teams have already been developing online material for their on-campus courses. The inclusion of affiliate bodies such as the Schools of Business and units that have adopted other platforms poses particular challenges but these need not be addressed immediately. It will be the responsibility of the Open Campus to initiate discussion with the Schools of Businesses and other affiliates regarding ways in which this transfer might be facilitated and discrepancies reconciled for online delivery of their programmes offered through the Open Campus.

Cross campus Technical Teams

In order to achieve the above it shall be necessary to establish cross campus technical teams in the two areas. The first relates to instructional technology and shall ensure that the campuses follow a common approach to course development. The second relates to the ICT platform and shall ensure that as the campuses upgrade the platform used for course delivery they do so in step with each other. The University will dedicate its central IT services to the support of one platform. Academic individuals or departments wishing to use an alternative platform will need to ensure they can source alternative support services. Programmes already developed with alternative platforms will be dealt with on a case by case basis according to **Protocol 1**

Other Issues

Within the framework set out above there are many other issues that need to be resolved.

- i. The provision of incentives and the requisite training to staff to participate in the development online programmes. This may require the upgrading of the IDUs and will require that faculties and departments determine for example whether time off, recognitions towards evaluation and promotion or the making of a payment to members of staff is a more appropriate incentive. Refer to Appendix 6 item 6 for recommendations on how to address this issue.
- ii. A pool of E-tutors drawn from on and off-campus locations will also need to be trained.
- iii. Students need to be provided with what they require to make use of online opportunities.

- iv. A number of the financial issues have been mentioned above but in addition to these there are questions that relate to the billing of governments. Addressing the financial matters such as the allocation of funds are critical as one of the main reasons that faculty/departments entered into online development was for income generation for use in developmental work and research. See Appendix 5 for a typical financial plan proposed by the Open Campus for consideration.
- v. There are also issues relating to the upgrading of the technical capacity available to UWI to cater to a much larger set of online student users.
- vi. The capacity of the Boards of Undergraduate Studies and Graduate Studies & Research to do quality assurance will have to be strengthened in terms of the number of officers available as well as the skill set on hand given the need to assess not only the quality of course content but also the extent to which the standard for online delivery is being met.
- vii. The integration of the information systems across the campuses is a necessity to ensure that students can do courses delivered from other campuses.

A summary of the issues raised at the Vice Chancellors workshop along with recommendations is available in **Appendix 6**.

IV. Conclusion

The overriding aim is for the establishment of University-wide standards for online and multimode teaching/learning with suitable infrastructure and measures and methodology for quality control, which shall be approved by the Boards for Undergraduate Studies and Graduate Studies & Research

In effect there will be four campuses operating and making arrangements with each other within a University-wide framework with the University Executive Management acting as a Court of Appeal and/ or a Dispute resolution mechanism. Consequently there will be a Working Policy governing the delivery of any form of e-learning for the University of the West Indies as a whole. The operational details are to be worked out and written in the form of protocols designed to facilitate a culture of professionalism and mutual respect in the spirit of collaboration across the regional University.

Consequences of above policy approach

| Existing online courses/programmes | |
|---|---|
| 1 | Blended learning that is campus specific shall remain the sole responsibility of the campus and its appropriate sub-units. However for blended learning, there is a need to establish university-wide standards with clear milestones which shall optimize online components that can be utilized to produce complete online courses. The Open Campus shall take the lead in establishing the framework in collaboration with the other campuses. (See Standard 1) |
| 2 | Any multi-campus course or programme delivered online but targeted to on-campus students as part of an online or blended learning multi-campus approach shall continue to be managed as it is currently managed subject to the reservation noted above. (See Standard 1) |

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|--|---|
| 3 | <p>Where online or multimode courses or programmes were formerly delivered by physical campuses or there is an expansion of on-campus courses or programmes to non-campus based (distance) students, the delivery shall take place through the Open Campus.</p> <p>A set of protocols (Protocols 1 and 2) to guide there relations between the relevant Campus(es) and the Open Campus shall be put into effect to govern relations. This shall cover issues relating to the delivery of the courses and programmes and their financial implications. Any breaches or controversies or disputes shall be resolved by the University Executive Management.</p> <p>A protocol (Protocol 2) shall address those cases where an on-campus student wishes to do an online course offered by the Open Campus or vice versa. This shall involve financial as well as system integration implications. Matters such as these shall be sorted out so that the transition is seamless and transparent to the student.</p> <p>A Framework shall be worked out and presented to the University F&GPC. University-wide issues of Standards and Quality shall be presented to the Boards of Undergraduate Studies and Graduate Studies & Research for approval.</p> |
| Proposed modus operandi for new online developments | |
| 4 | Online courses that are not for on-campus students shall be the responsibility of the Open Campus. |
| 5 | Responsibility in (4) above means that the Open Campus shall make arrangements for the delivery of courses and programmes to its students. As far as possible this shall be done in cooperation with faculties and departments from the other campuses |
| 6 | A protocol (Protocol 3) shall be put into effect for the commissioning of courses and/or programmes from any campus. The emphasis in this protocol shall be on institutional relations between the Open Campus and the other campuses through the faculties and departments. |
| 7 | Each Campus shall establish a pool of faculty willing and able to design and develop online courses for the Open Campus. A first step towards establishing such a pool shall be the creation of an inventory of all courses that currently utilize online or multimodalities in their delivery and of the attitude of the instructors of these courses towards cooperating in developing their courses for delivery through the Open Campus. This shall mean that possibilities and limitations shall be clearly identified University-wide. This in turn shall open the doors to cross-campus and inter disciplinary collaboration. |
| 8 | The Open Campus shall not seek to replicate the faculty structure of the other campuses but where it is engaged in the delivery of programmes that are quite distinct from those offered on the other campuses or where there is no one available to undertake course development or academic coordination on the other campuses, it shall have the authority to go beyond the other campuses in resourcing its needs for Course Development and/or Academic Coordination. |
| 9 | Open Campus courses and/or programmes shall be available to campus-based students. A protocol (Protocol 4) shall be put into effect to govern relations. |

Matrix 1: Specify roles and responsibilities of UWI Entities in the *delivery* of online course/programmes. This will involve protocols for sharing material across the UWI and establishing a common technical delivery platform.

Protocol 1: Covering courses/ programmes that were previously delivered or which were being developed for delivery by the physical campuses in an online or multimode format to any group of students not primarily registered on campus face to face programmes.

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Protocol 2: Covering courses/ programmes that were being delivered or developed for delivery by the physical campuses in an online or multimode format to students registered on one or more of the campuses as well as the wide range of course that are currently being delivered utilizing some element of online learning or other multimodalities.

Protocol 3: For the process to be followed in establishing a cooperative team for the development of online and multimode courses or to proceed unilaterally in the absence of an expression of interest from other parties.

Protocol 4: For the sharing of online objects and other e-learning items between the campuses

Template 1: For the immediate collection of an inventory of all courses/ programmes that fall Protocol 1 and 2 above.

Template 2: For the creation and maintenance of an inventory of courses that benchmarks their current state of development against Standard 1 described below.

Template 3: For the registration and notification of interested parties of the intention to develop (or advance the transformation of an existing) course/ programme towards delivery in an online or multimode format.

Template 4: For indicating the timetable for the development of a course for online or multimode delivery and for the registration of progress towards this goal.

Standard 1: For the specification of characteristics that a course must exhibit before it can be recognized for future delivery by the Open Campus; the pathways through which a face to face course may be transformed and the degree to which courses offered on the physical campuses that use online or other multimodalities must conform to a common standard.

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Appendix 1 – Protocols

Protocol 1

Protocol 1: Covering courses/ programmes that were previously delivered or which were being developed for *delivery* by the existing campuses in an online or multimode format to any group of students not primarily registered on campus face to face programmes

| | Areas of Responsibility | Policy | Potential Issues for resolution |
|----|--|--|--|
| 1 | Overall responsibility for programme/course delivery | Always the Open Campus | |
| 2 | Overall responsibility for administrative/technical delivery | Always the Open Campus | |
| 3 | Operational responsibility for administrative/technical delivery | As determined by the Open Campus in consultation with original developers | When non-Open Campus system is used, resolution will have to be sought on which system to use. |
| 4 | Overall responsibility for registration | Always the Open Campus | |
| 5 | Operational responsibility for registration | Always the Open Campus | |
| 6 | Registration system to be used | As determined by the Open Campus | When non-Open Campus system is used, resolution will have to be sought on which system to use. |
| 7 | Administrative support | As determined by the Open Campus in consultation with original developers | When non-Open Campus system is used, resolution will have to be sought on which system to use. |
| 8 | Technical support | As determined by the Open Campus in consultation with original developers | When non-Open Campus system is used, resolution will have to be sought on which system to use. |
| 9 | Learning management platform to be use | As determined by the Open Campus in consultation with original developers | When non-Open Campus system is used, resolution will have to be sought on which system to use. |
| 10 | Overall academic responsibility for delivery | As mutually determined between the Open Campus and the original developers | |
| 11 | Operational academic responsibility for deliver | As mutually determined between the Open Campus and the original developers | |
| 12 | Learning support | As mutually determined between the Open Campus and the original developers | |
| 13 | Course maintenance and updating | As mutually determined between the Open Campus and the original developers | |
| 14 | Evaluation/Assessment of students | As mutually determined between the Open Campus and the original developers | |
| 15 | Fee determination | Open Campus within Council determined framework | Billing of Contributing Governments |

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Protocol 1: Covering courses/ programmes that were previously delivered or which were being developed for *delivery* by the existing campuses in an online or multimode format to any group of students not primarily registered on campus face to face programmes

| | Areas of Responsibility | Policy | Potential Issues for resolution |
|----|--|--|--|
| 16 | Framework for revenue sharing | Subject to financial model to be established | Issues: how to deal with recovery of development costs, period of amortization, delivery cost model (admin cost, ICT costs, academic cost), surplus sharing, |
| 17 | Framework for recovery of course development costs | Subject to financial model to be established | |
| 18 | Framework for risk sharing | Subject to financial model to be established | |
| 19 | Responsibility for marketing | Open Campus in consultation with the original developers | |
| 20 | Responsibility for Quality Assurance | BUS and BGS&R | |
| 21 | Responsibility for resolution of conflicts | UWI Executive Management | |

Protocol 2

| | | | |
|---|---|---|--|
| | Protocol 2: Covering courses/ programmes that were being delivered or developed for delivery by the existing campuses in an online or multimode format to students registered on one or more of the campuses as well as the wide range of course that are currently being developed utilizing some element of online learning or other multimodalities | | |
| | | | |
| | Requirements | Policy | Potential Issues for resolution |
| 1 | Registration of course/programme | Unit must register course/programme utilizing Templates 1-4 | |
| 2 | Standard | Follow University Standard | |
| 3 | Updating/Development | Unit must complete notification utilizing Template 4 | |
| 4 | Monitoring, Reporting | Units to provide an annual report to IDU re online/multimode programmes | |
| 5 | Coordination | Cross-campus task force for online/multimode learning. Task force should include cross-faculty input. | |
| 6 | Quality Assurance | BUS and BGS&R | |
| 7 | Framework for course sharing across campuses | Subject to model to be determined | Issues: how to deal with recovery of development costs, period of amortization, delivery cost model (admin cost, ICT costs, academic cost), surplus sharing, and billing of Governments (refer Appendix 5 for proposed financial plan) |

Protocol 3

| | | | |
|---|--|---------------|------------------------------|
| | Protocol 3: For the process to be followed in establishing a cooperative team for the development of online and multimode courses or to proceed unilaterally in the absence of an expression of interest from other parties. Coordinator(s) will be needed in the Open Campus to initiate and follow through with this protocol. The Coordinator(s) will be required to organize other team members to complete tasks assigned in timely manner. This will require persons will skills including strong people skills to deal with different team members involved in the process. | | |
| | | | |
| | Requirements | Policy | Issues for resolution |
| 1 | Notification | | |
| 2 | Contact | | |
| 3 | Team Formation | | |
| 4 | Monitoring, Reporting | | |
| 5 | Coordination | | |
| 6 | Quality Assurance | | |

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Appendix 2 – Matrix 1

A = Approve; C = Consult; CR = CoRespon; P = Participate; R = Responsible

Online Distance Education Programme Responsibility Grid (delivered by Open Campus primarily to distance students)

| Activities | UWI Entities | | | | | | | | | |
|--------------------------------------|--------------|--------------------|----------------|-----|---------|---------|----------|-----------|-----------|----------------|
| | Open Campus | Campus IT Services | Faculty/ Depts | IDU | Library | Bursary | Registry | BUS/ BGSR | UWI F&GPC | Other Campuses |
| Tendering for programme projects | C | | | | I | | | | | C |
| Approval of online DE programme | R | | | | I | | | A | | C |
| Resource/revenue allocation | R | | | | I | P | | | A | |
| Marketing | R | | | | | | | | | |
| Management and administration | R | | | | I/C/P | P | P | | | |
| Content | R | | CR | | C/P | | | | | |
| Course Structure/Design | R | | C | C | C/P | | | | | |
| Teaching/Learning process (delivery) | R | | P | | C/P | | | | | |
| Maintain Course | R | | P | | C/P | | | | | |
| Student support | R | P | P | | P | P | P | | | |
| Evaluation and Assessment | R | | P | C | P | | | A | | |
| Quality Assurance | P | | P | | P | | | R | | |

Multimode Campus Programme Responsibility Grid (to be delivered to on campus students)

| Activities | UWI Entities | | | | | | | | | |
|--------------------------------------|--------------|--------------------|----------------|-----|---------|---------|----------|-----------|-----------|----------------|
| | Open Campus | Campus IT Services | Faculty/ Depts | IDU | Library | Bursary | Registry | BUS/ BGSR | UWI F&GPC | Other Campuses |
| Tendering for programme projects | C | | | | I | | | | | C |
| Approval of online campus programme | C | | R | | I | | | A | | C |
| Resource/revenue allocation | | | R | | I | P | | | A | |
| Marketing | | | R | | | | | | | |
| Management and administration | | | R | | I/C/P | P | P | | | |
| Content | | | R | | C/P | | | | | |
| Course Structure/Design | | P | R | P | C/P | | | | | |
| Teaching/Learning process (delivery) | | | R | | C/P | | | | | |
| Maintain Course | | P | R | | C/P | | | | | |
| Student support | | P | R | | P | P | P | | | |
| Evaluation and Assessment | | | R | C | P | | | A | | |
| Quality Assurance | | | P | | P | | | R | | |

Appendix 3 – Standard 1

The tool below outlines the process involved in developing an online course. The Department/Faculty who wishes to develop online course, contacts the Open Campus and proceed as outlined in this tool. The UWIDEC Quality Assurance Tool is an extract from *Quality management in course development and delivery at The University of the West Indies Distance Education Centre* by Dianne Thurab-Nkhosi and Stewart Marshall

UWIDEC Quality Assurance Tool

| | Activity | Person (s) Responsible | Time Frame | Assumptions | Measurable output | Remarks | Score |
|---|---|---|---|--|---|---------|-------|
| Phase 1: Course Concept (planning) | | | | | | | |
| 1 | An eLearning course development checklist has been completed | Course developer and instructional designer | Will be set when course writer's contract is being signed | A separate, comprehensive tool that identifies the elements in a course plan exists. | A course concept outlining choice and combination of media, content areas, assessment | | |
| 2 | Clear student learning objectives have been developed | Course developer and instructional designer | | | Student learning objectives stated clearly in the course plan | | |
| 3 | Clear performance criteria set | Course developer and instructional designer | | | Assignments, rubrics for students | | |
| 4 | The course plan includes Active learning, i.e., case study, problem based, anchored learning | Course developer and instructional designer | | | | | |
| 5 | The plan includes opportunity for student to student interaction | Course developer and instructional designer | | | | | |
| 6 | The plan includes opportunity for student to instructor interaction | Course developer and instructional designer | | | | | |
| 7 | The plan includes the use of further resources, e.g. links, presentations, audio, video files | Course developer and instructional designer | | | | | |
| 8 | The plan includes the appropriate use of technology tools for the objectives | Course developer and instructional designer | | | | | |
| Phase 2. Production Preparation | | | | | | | |

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| | Activity | Person (s) Responsible | Time Frame | Assumptions | Measurable output | Remarks | Score |
|----|---|---|-------------------|--------------------|--------------------------|----------------|--------------|
| 9 | Draft course content has been prepared in manageable segments based on the course concept | Course developer and instructional designer | | | | | |
| 10 | Draft content and course concept have been reviewed | Instructional designer | | | | | |
| 11 | Draft content has been edited | Editor | | | | | |
| 12 | Relevant copyright information has been requested | Editor | | | | | |
| 13 | A consistent, visually appealing course design has been developed | Graphic designer | | | | | |
| 14 | Website structure has been defined, i.e. areas for course, pages in these areas | Web designer | | | | | |
| 15 | HTML pages have been developed and uploaded | Web designer | | | | | |
| 16 | The homepage not only provides information and guidance, but it is engaging | Web designer and graphic designer | | | | | |
| 17 | The course outline Provides all information required of the student in the course | Course developer and instructional designer | | | | | |
| 18 | Course schedule contains all information on assignments and assessment dates | Course developer and instructional designer | | | | | |
| 19 | Consistent guidance available for student and easy to access | Web designer | | | | | |
| 20 | Easy to navigate through course components | Web designer | | | | | |

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| | Activity | Person (s) Responsible | Time Frame | Assumptions | Measurable output | Remarks | Score |
|--|---|---|-------------------|--------------------|--------------------------|----------------|--------------|
| 21 | Easy to navigate through the content | Course developer and instructional designer | | | | | |
| 22 | All segments have manageable amounts of information | Course developer and instructional designer | | | | | |
| 23 | Learning activities are part of the course content delivery | Course developer and instructional designer | | | | | |
| 24 | A consistent, visually appealing course design has been developed | Graphic Designer | | | | | |
| 25 | Accessibility issues are addressed | Web designer | | | | | |
| Phase 3: Student Support Criteria | | | | | | | |
| 26 | Course orientation designed | Team | | | | | |
| 27 | Tutors assigned for the course | | | | | | |
| 28 | Communication tools developed for the course | Team | | | | | |
| 29 | Response time for communication decided on | Team | | | | | |
| 30 | Learning styles are considered throughout the material | Course developer and instructional designer | | | | | |
| 31 | All chats and discussions will be moderated | Course developer | | | | | |
| Student and Course Assessment and Evaluation Criteria | | | | | | | |
| 32 | Assignments developed to encourage critical thinking | Course developer and instructional designer | | | | | |
| 33 | Self assessment activities have been developed | Course developer and instructional designer | | | | | |
| 34 | Opportunities for student input into assessment criteria | Course developer and instructional designer | | | | | |
| 35 | Course evaluation | Team | | | | | |

Appendix 4 – Template 1

For the creation and maintenance of an inventory of courses that benchmarks their current state of development against Standard 1 described below.

Contents of Template 2 using sample from Department of Economics, Mona

| | Item | Definition |
|----|------------------------|---|
| 1 | Course Code | The alphanumeric course code including subject code (8-digit code). In cases where the old code is used, indicate both codes |
| 2 | Course Name | Full course name/title |
| 3 | Campus | Campus on which the course was created |
| 4 | Faculty | Indicate the Faculty with academic responsibility for the course |
| 5 | Programme | The academic programme of which the courses is a component (e.g. BSc Management Studies) |
| 6 | Level | Certificate, Undergraduate, Diploma, Graduate |
| 7 | Developer | Staff member who designed or created the online course component |
| 8 | Number of Credits | |
| 9 | Number of Students | |
| 10 | Instructor | |
| 11 | UWIDEC/Non-UWIDEC | Indicate whether the online course is one of the UWIDECs offerings or not |
| 12 | Learning Management | Identify the learning management tool through which the online components are offered (e.g. Moodle, WebCT, BlackBoard) |
| 13 | Online Status % | Categorization of online component |
| 14 | - Supported | <ul style="list-style-type: none"> • Course development was not done based on the instruction design process • Some of the face-to- face content is online • Content is largely text based • Very little or no use of the learning activity modules such as discussion forums and quizzes. |
| 15 | - Internet Based | <ul style="list-style-type: none"> • Course development was done based on the instruction design process • The Instruction Design Brief has been completed and has informed the organization of online course. • 100% of the content that is usually delivered face-to-face is online • Text appears in short concise chunks • Face-to-face learning and assessment activities have been replaced with corresponding online modules. Example: Face-to-face discussion topics are posted online using the discussion forum module. • Online facilitator/s has/have been assigned to guide and support students learning. |

Draft for Discussion

| | Item | Definition |
|----|-----------------------------------|---|
| 16 | - Internet Optimized | <ul style="list-style-type: none"> • Course development was done based on the instruction design process • The Instruction Design Brief has been completed and has informed the organization of online course. • 100% of the content that is usually delivered face-to-face is online • Text appears in short concise chunks • Face-to-face learning and assessment activities have been replaced with corresponding online modules. Example: Face-to-face discussion topics are posted online using the discussion forum module. • Course largely comprises of interactive multimedia objects • Online facilitator/s has/have been assigned to guide and support students learning. |
| 17 | Attitude of Instructor | (E) Enthusiastic, (W) Willing, (N) Neutral, (U) Unwilling, (O) Opposed |
| 18 | Tools Currently being used | |
| 19 | - Calendar | Each course has a calendar component. If an instructor has an assignment due on specific date, this date is automatically highlighted on the calendar. Integrated with the activities the instructor creates. Can also be used as a personal calendar for the students |
| 20 | - Resources | Instructor is able to compose web pages on the LMS using material that may have been created elsewhere for example from MS Office suite. |
| 21 | - Other | Links to PowerPoint files, Excel and flash files etc. |
| 22 | - Lesson Format | Tool to take students through sequential set of activities which must be completed before progressing to next set of activities. Allows flexibility once setup by Instructor. Automatically takes student to next phase (provided student attains or meets certain grade criteria) without intervention from Instructor. |
| 23 | - Glossary | List of definitions relating to terms used in the course. Allows adjustment so that staff or students can create items. Allows search facility in the glossary. Links can be provided in the course material to glossary for explanation of the term. Can be used as FAQs etc. |
| 24 | - News Forum | Instructor is able to send messages to class. Message is posted on website as well as email addresses in student profile. Student is able to reply to messages placed on the forum. |
| 25 | - Discussion Forum | Both Instructors and Students are able to initiate discussions and fellow class participants respond. Provides asynchronous form of communication. Discussions are viewed in a threaded format. |
| 26 | - Quizzes | Instructor is able to create online quizzes for assessment of students. Provides for different question types such as multiple choices, true/false, short answer. System automatically marks the quiz. Results are maintained on grade sheet attached to the student. |
| 27 | - Chat Rooms | Messaging features. Synchronous form of communication. Setup by instructors to allow interactive communication at a particular date/time or at any time. |
| 28 | - Assignments | Instructor creates assignment indicating due date/time. After this date and time expires, the system will not accept assignment. Assignments can also be marked and comments inserted online. (Marking has to be done by Instructor) |

Draft for Discussion

| | Item | Definition |
|----|--|--|
| | | Upload single file - Student composes assignment outside of LMS and then uploads/submits file to LMS. |
| | | Online assignment - allows student to submit through editor in the LMS. |
| | | Offline assignment - student gets instructions online but the actual work is done offline - field trips, project. Grades can be uploaded the system even though assignment not updated online. |
| 29 | - Private Messaging | One person to another. Messages only goes to specific person and may not be synchronous. |
| 30 | - Journal | Similar to online assignment. Provides an area for students to present their own views on a particular topic. - similar to online form of assignments |
| 31 | - Wiki | Enables a group of persons to work on a web page. Allows collaborative updates to web pages quickly. |
| 32 | - Links to website | Provides links to external websites. |
| 33 | - Choice activities | Can be used for polling. Used for tutorial registration for example. Provides countdown on choices. Instructor can keep track of the progress of the poll either by name or in a graphical format. |
| 34 | - Workshop | Similar to lesson formatting - allows for peer assessment |
| 35 | Towards Optimization | |
| 36 | - Resources required to optimize | Resource required to move from Internet based to internet optimized stage. |
| 37 | - Plans for further online development | |
| 38 | - Target date/date online | |

Appendix 5 - A Proposed Financial Plan

Appendix was extracted from draft proposal towards a policy for Online learning for Distance Education Students by Professor Stewart Marshall, UWIDEC, April 2007.

In the following typical financial plan, a programme comprising 10 courses is developed to be offered online to 50 students in a cohort. It is assumed that a further two cohorts will take this set of courses before they are redeveloped, and so the development costs are amortized over three offerings. It is further assumed that an upper limit of 25 students is set for each e-tutorial group. The course fee for each 3-credit point course in this programme is set at US\$300.

On this basis, each offering of the programme results in a surplus of US\$63,183, to be distributed between the Department and the Open Campus on a previously agreed basis.

Open Campus+Dept ABC: Financial Plan for Programme EFG

| Course Development Costs (\$US) | | | | |
|--|-----------|--------------------|-----------------|---------------|
| Variables: | | | | |
| Amortize development costs over y offerings, where y = | | | | 3 |
| Number of courses: x = | | | | 10 |
| Item | Costs | | Cost per Centre | |
| | Item Cost | Cost for x courses | Dept ABC | Open Campus |
| Project coordination and administration | | 4,000 | 2000 | 2000 |
| Course Writer (development) | 4,700 | 47,000 | 47,000 | |
| Web developer (promotional website) | | 1,450 | | 1,450 |
| Asst. Instructional design/Editor | 1,300 | 13,000 | | 13,000 |
| Web developer (Moodle LMS) | 1,500 | 15,000 | | 15,000 |
| Curriculum Development Specialist | 1,500 | 15,000 | | 15,000 |
| Total Development Costs | | 95,450 | 49,000 | 46,450 |
| Development costs per offering of x courses | | 31,817 | 16,333 | 15,483 |

Draft for Discussion

| Course Delivery Costs (\$US) | | | | |
|--|------------------|---------------------------|------------------------|--------------------|
| Variables: | | | | |
| Number of students: z = | | | | 50 |
| Maximum number of students per e-tutorial group: m = | | | | 25 |
| Number of e-tutorial groups: n = | | | | 2 |
| Item | Costs | | Cost per Centre | |
| | Item Cost | Cost for x courses | Dept ABC | Open Campus |
| Course Coordinator (delivery) | 1,700 | 17,000 | 17,000 | |
| Tutor | 1,150 | 23,000 | 23,000 | |
| Registrarial System & Support | 500 | 5,000 | | 5,000 |
| Financial System & Support | 500 | 5,000 | | 5,000 |
| Technological System & Support | 500 | 5,000 | | 5,000 |
| Total Delivery Costs for z students | | 55,000 | 40,000 | 15,000 |

| Development & Delivery Costs (US\$) | | | |
|--|------------------|-----------------|--------------------|
| | TotalCost | Dept ABC | Open Campus |
| Total Development & Delivery Costs for z students per offering of x courses | 86,817 | 56,333 | 30,483 |

| Income (US\$) | |
|--|----------------|
| Fee per course \$USfee = | 300 |
| Total Income = US\$fee * z students * x courses | 150,000 |

| Surplus (US\$) | |
|-----------------------------|---------------|
| Surplus per offering | 63,183 |

Appendix 6 – Issues & Recommendations from Workshop

| | Issues Raised | Recommendations |
|-----------------------|---|--|
| General Issues | | |
| 1 | Lack of clarity of roles of UWI Entities. The fuzziness of the relationship of UWIDEC and the campus-based faculties; It was not clear what to reasonable expect of UWIDEC e.g. the basis of the costing that had to be made. | Through wide consultation clarify the role of the Open Campus and all UWI Entities in online course/programme development. It was agreed that a matrix of responsibility should be defined to provide a snapshot of the specific role of each entity in the development and delivery of online courses/programmes at UWI. |
| | | Resource Allocation/Costing - Open Campus system poses new challenges that relate to the resources to maintain and develop the new system, its interface with existing campus systems and the problem of economic costs and the calculation of charges to different governments for their students. |
| 2 | Not much information about the Open Campus is currently available to Heads who develop programmes. There is a concern that departments and faculties might become marginalised if their growth and development is curtailed –if one set of activities is deemed not within their purview. | |
| 3 | There is a fear of over-centralisation in an institutional culture where it was felt that centralisation usually leads to immobilisation and lack of accountability. | Ensure that the structure for delivering online teaching and learning under UWI remains open and accessible to all departments. A sense of ownership amongst academics needs to be fostered. |
| 4 | Managing collaborative arrangements with external partners. | |
| Academic | | |
| 5 | Unfamiliarity among Academics with using the Internet and web-based tools; there is need for academics to receive training in design of online courses and for constant pedagogical retraining in online teaching tool. | Ensure that members of staff are given the training necessary to become good online practitioners. Attention to the pedagogical benefits can enhance the learning environment. |
| | | Support Academic staff with an adequately staffed academic web-support unit, capable of offering the necessary course design, materials development, course site development services, intellectual property guidance etc. to those faculty who most need them, ensuring the development of high-quality online courses and freeing the faculty member to focus on the facilitation of learning and on management of their course and their course interactions. |

Draft for Discussion

| | Issues Raised | Recommendations |
|---|--|--|
| 6 | The large overhead of time to prepare material; the Academic must be prepared to spend a large amount of time to maintain the sites regularly and to update the discussion forum. Students expect almost real-time response to queries. The typical Academic does not have sufficient time to properly develop the online programmes, and at the same time fulfil other academic responsibilities such as teaching and research. It was noted that the younger members of staff were concerned about the effect and impact that developing these programmes would have on their career development particularly with regard to their promotion or to their tenure with the University. | <p>Provide release time from other academic duties for faculty to develop online courses. A possible solution may be to provide 1 semester for academic staff to develop 2 online courses or 1 year release time to develop 5 courses. In order for this model to be successful, Lecturers will require dedicated pedagogical and technical support during this time.</p> <p>Provide clear incentives to Academic staff to participate. In fashioning such incentives it is likely that time off and recognition of online course material as being equivalent to a publication may be more important than any financial incentives that can be afforded to the developers of such material.</p> |
| | | Expand promotion and tenure policies so that online course development and teaching are seen as a plus toward promotion and tenure. Encourage Lecturers on the research track to research teaching and learning with technology and recognize their work during promotion and tenure. |
| | | Provide financial incentives which may include receiving increments or one-off payments for Lectures developing courses, teaching online, or providing expertise as required for adapting material for online learning. |
| | | Recognize exceptional online teaching with a teaching award such as Vice Chancellor's Award for Excellence, the Guardian Life Premium Teaching Award. |
| 7 | Ensuring that there is commitment from the Academic community for the development and maintenance of the online courses and programmes. | |
| 8 | Finding ways of increasing the collaboration among the Academics and reducing duplication and triplication of courses. | It is highly desirable that the standards of quality be maintained. The Vice-Chancellor noted that the UWI-12 had very particular needs which could be met by using technology. He noted further that the competition was being extremely innovative in coming up with alternative solution to meet the demands which had been identified in these countries. |
| | | A cooperative model for online, distance and multimode learning requires technical and other platforms that allow for greater interaction of colleagues across the campuses. |
| | | Maximize resources available on the physical campuses in order to develop online, distance and multimode learning opportunities within a cooperative structure that avoids duplication of effort and provides academics with incentives to participate in this process. The challenge is to develop such a framework. |
| | | Libraries assist course developers obtain course readings and locate online resources needed in their teaching. They are also an important resource for distance students accessing online databases for research projects. Unfortunately, the expertise Library staff can contribute to course development teams is often forgotten but their contribution should be acknowledged. |

Draft for Discussion

| | Issues Raised | Recommendations |
|--|---|---|
| 9 | Students' attitude to the online learning culture: Just as some lecturers might simply put notes online, some students expect to do no more than read lecture notes. Getting the most from the environment has to be taught. | Tutors need to be provided with initial and continuing training related to supporting students online. Additionally, their interaction with students needs to be monitored. |
| Student Issues | | |
| 10 | Low feedback and participation from students also students were not assured of anonymity hence their low participation. | |
| 11 | Ensuring I.T. competence in our students to use the systems efficiently. Students in the online learning environment should be evaluated with respect to the level of their technological expertise. | Prior to online learning, significant time needs to be spent informing students about what is required to be successful in the online learning environment. This might include assessment of learning styles, student access to technology, computer literacy, academic discipline, motivation to learn, commitment to learning etc. Once a student decides to take an online course, they should be provided with an orientation to assist them in being a successful online learner. The orientation may include tips to assist them in becoming familiar with the Learning Management System (LMS), direction to resources including support and online library services, online study strategies, time management, and other applicable skills. These strategies do exist with programmes offered by The UWIDEC; as such, research needs to continue regarding how to make the transition to online learning easier for students. |
| Quality Assurance and Standards | | |
| 12 | Maximising the technical capacity across the UWI to provide speedy and reliable standardisation of online assessment practices. | Standards need to be established on course development. In developing standards for final delivery of online optimized courses it is important to ensure that these standards speak to the intermediate steps that courses need to go through in the case where they are being developed from the face to face mode through the adoption of an online enabled, online supported and finally and online optimized model. |
| | | Quality control of course and programme content are no different for online optimized courses. At the same time there is a need for the development of the quality assurance capacity as it relates to the issues of online delivery. There is a consensus that both of these components will be retained by OBUS but this would require a significant upgrading of this Office to avoid the creation of new bottlenecks. |
| 13 | Faculty members who incorporate communication tools into their courses, but then fail to use them, monitor their use, or respond to students who use them. Students sometimes raise questions intended for the instructor but which are answered by other students, often without a response from the instructor. | Maintain the integrity of the learning experience through programme evaluation but also through research. |
| Technical Infrastructure | | |
| 14 | Maximising the technical capacity across the UWI to provide speedy and reliable access to online learning. | Strengthen UWIDEC's capacity/ability to deliver online courses and programmes. This makes institutional sense. At the moment it is an act of faith the quality of service to the students will be enhanced. |

Draft for Discussion

| | Issues Raised | Recommendations |
|--|---|---|
| 15 | Need to enhance the current infrastructure across the UWI and embrace the technologies, improved access to the internet; perhaps there may be need to find a new provider (UWIDEC). | |
| 16 | There is uneven distribution of student access to the reliable internet throughout the region. | UWIDEC proposes that the capacity of the sites be built up significantly in order to correct the cross-sectoral response. |
| 17 | Technical support for students to resolve web-based platform and general computing issues is also a major factor in successful online delivery. | As the institution moves towards large-scale fully online programming, the need for 24/7 access to technical support will become critical. This is available at Mona but not the same level of support across the UWI. |
| <i>Administration: Bursary and Registry</i> | | |
| 18 | Problems encountered with the Registry relate to the kind of information made available to them. Others are more deep-seated coming from the lack of integration of the different Campus systems. The Bursary issues seem intractable and are more worrying as they impact most negatively on the students from outside Jamaica e.g. routing of cheques, financial clearance etc. | The development of an integrated strategic information system that allows a seamless integration of the relevant administrative data with the course delivery system is essential to overcoming delivery problems of the past. |
| 19 | The length of time it takes to prepare budget proposals for online programmes. | |
| 20 | Regulations and policies may need to be revisited for online delivery. | Re-evaluation of examination regulations as different requirements will be necessary for online distance education. For example, examinations would not be limited to physical locations. (Issue raised subsequent to workshop). |
| <i>Marketing and Financial Viability</i> | | |
| 20 | The financial viability of programme delivered in the online mode depends on the ability to attract sufficient students to furnish adequate revenue streams while keeping costs of course and programme development to a minimum. | In the contemporary UWI context this suggests the need to balance a demand driven with a supply driven model for programme development. The programmes for which there is greatest demand in the target communities need to be identified along with an appraisal as to which learning objects have already been developed by UWIDEC and/or the three campuses and which can be brought together or which need to be created to quickly fashion courses and programmes to meet these needs. To this end inventories need to be conducted on both the demand and supply sides. |