



PENYEDIAAN MQA01 OPEN DISTANCE LEARNING (ODL)



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Referred Document

- [CODE OF PRACTICE FOR PROGRAMME ACCREDITATION:
OPEN AND DISTANCE LEARNING\[COPPA:ODL\]](#)



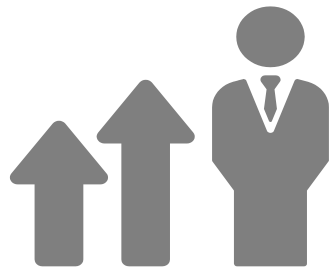


TODAY'S SESSION

- 1. OVERVIEW OF COPPA:ODL**
- 2. REQUIREMENT OF MQA01**
- 3. MAPPING SECTIONS 2:3:6**
- 4. Q&A – DURING SESSION**



INSTITUTIONS APPLYING FOR ODL PROGRAMME:



- ODL Institution
- Non-ODL Institution

Assessing ODL Programme

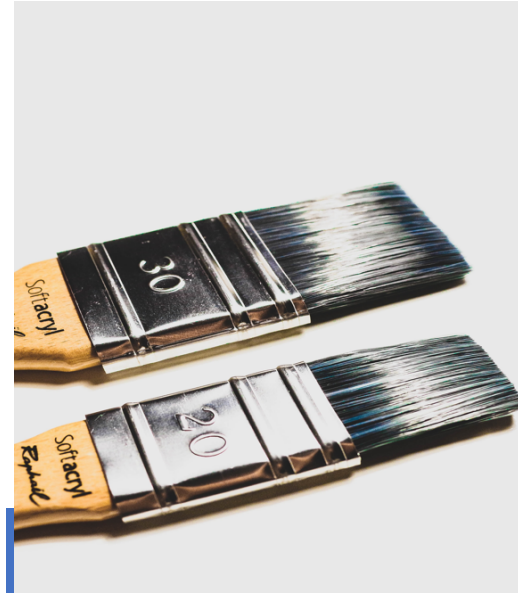
Readiness to Embark on ODL



PROGRAMME



**ACADEMIC
STAFF**



STUDENTS



SUPPORT

What is Open Distance Learning (ODL)?

ODL refers to the provision of **flexible** educational opportunities in terms of **access** and **multiple modes** of knowledge acquisition.

- **Flexible** means the availability of choices for educational endeavours anywhere, anytime and anyhow.

- **Access** means opportunity made available to all, freeing them from constraints of time and place.

Multiple modes mean the use of various delivery systems and learning resources.



Definitions of ODL

- ✓ The term open and distance learning (ODL) reflects both the fact that **all or most of the teaching is conducted by someone removed in time and space from the learner**, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure (UNESCO, 2002)
- ✓ Most definitions of open and distance learning pay attention to the following characteristics: **separation of teacher and learner in time and place; institutional accreditation; use of mixed-media courseware, involves two-way communication**, possibility of face-to-face meetings and use of industrialized processes (Commonwealth of Learning, 1999).
- ✓ Open distance learning refers to education and training in which using the **learning resources**, rather than attending classroom sessions, **is the central feature of the learning experience** (Commonwealth of Learning, 2003)



The ODL PROGRAMME

- Globalized online learning – in the PPT Vision & Mission
- Has demand?? !!
- Appropriate process to design & develop curriculum
- Stakeholder? ODL Experts?
- Requirements of the discipline of study?
- ODL System ready?
- ODL Coordinator?



OPEN DISTANCE LEARNING (ODL)

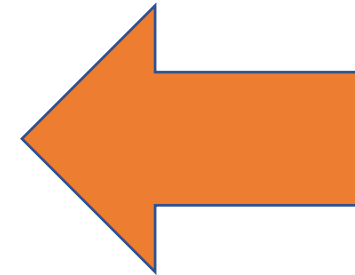


- **60% of courses** offered in the programme conducted via ODL
- For a course to be considered as an ODL course, **80% of the Student Learning Time (SLT) need to be delivered via open and distance mode.**
- **SLT supported through:**
 - Synchronous & Asynchronous Activities
 - Self Instructional Learning Materials (SIM)
 - Learning Support Services
- **f2f Sessions can be conducted through various modalities – virtual or physical**

MQA – COPPA:ODL

The seven areas of evaluation for ODL programme accreditation are:

- i. Programme Development and Delivery;
- ii. Assessment of Student Learning;
- iii. Student Selection and Support Services;
- iv. Academic Staff;
- v. Educational Resources;
- vi. Programme Management; and
- vii. Programme Monitoring, Review and Continual Quality Improvement.



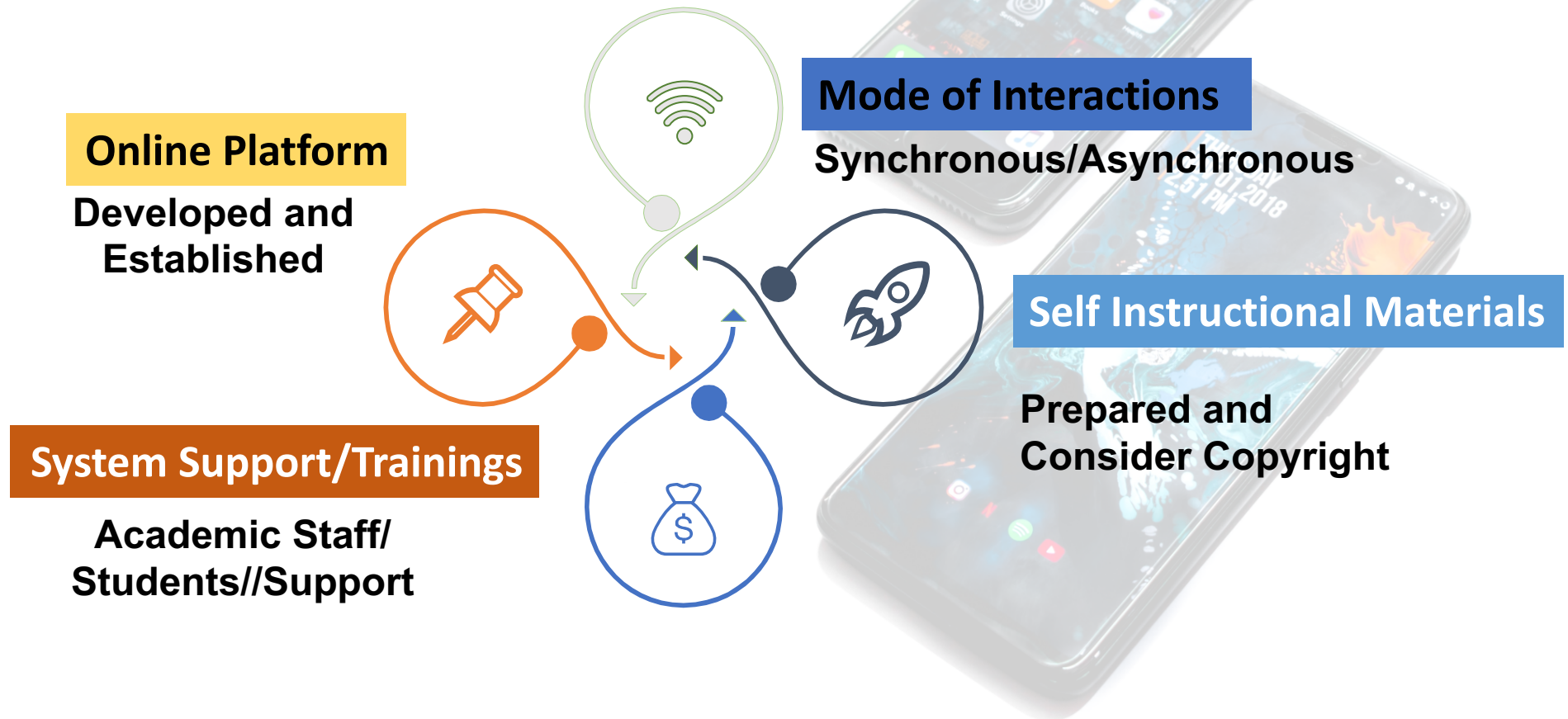
**Same as
conventional
requirement**

Main Features/Requirement OF ODL

- **OUTCOME BASED** - outcomes or abilities which students should be able to demonstrate upon completion of an educational programme
- **ODL EXPERT** - Deal with the challenges of instruction and provide training as well as advice on ODL learning-teaching processes and practices.
- **SIM – Self Instructional Materials**
- **An electronic/online learning platform** to conduct learning and teaching activities
- **Nature of Interaction – Synchronous or Asynchronous**

THE ODL SYSTEM

Is the whole system ready?



SELF INSTRUCTIONAL MATERIALS (SIM)

- A mechanism/system where all forms of interaction and delivery are integrated.
- The programme must involve the provision of appropriate self-instructional materials (SIM) for **self-directed learners**.
- There must be a unit or section devoted to the design and development of SIM – Instructional Designer??
- The department must provide an electronic/online learning platform to conduct learning and teaching activities.

SELF INSTRUCTIONAL MATERIALS (SIM)

- SIM for the ODL programme must be provided in the following ways:
 - adopting existing materials;
 - adapting existing materials;
 - creating original materials
 - any other appropriate approaches.
- The department should consider having intellectual property rights and licensing policies for learning materials, learning objects and innovations. Copyright laws and best practices must be in place and observed.

How do you design your Self-Instructional materials?

- Text Material Strategies - Text only?? – pdf
- Broadcast Strategy – Podcast
- Mixed mode or multi-media strategy
- Online Strategy – Asynchronous
- Supplementary and complementary strategy
 - Project Work
 - Audio-Visual Materials

ONLINE LEARNING ELEMENTS FOR ODL

SIM RESOURCES can be prepared on various format:

- **Recorded video** (Rakaman video)
- **Podcast** (rakaman audio)
- **Screencast** (rakaman skrin)
- **Narrated presentation** (persembahan berbentuk penceritaan)
- **Animation/Web 2.0 tools** : *powtoon, prezzi etc* (animasi, perisian web 2.0)
- **Simulation (VR/AR/MR) Simulasi** (realiti maya/realiti berperantara/realiti tergabung)
- **Classroom lecture** (Syarahan dalam/luar kelas)
- **Interactive content** (Kandungan interaktif) - contoh : ThingLink
- **Interview video** (Video temu bual)
- **Practical/laboratory video** (Video praktikal/makmal)
- **Industry visit video** (rakaman lawatan industri)



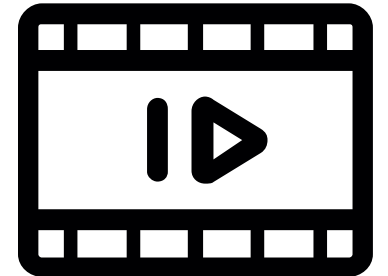
What should be included in a SIM?

A typical unit in a self-instructional material has the following structure:

1. Title
2. Introduction
3. List of content
4. Learning Outcomes
5. Resources needed for the unit/topic
6. Activities for independent learning
7. Assessment
8. Key points

Other Requirements for ODL

- **Appoint a full-time programme leader/coordinator** and a team of course coordinators and/or instructors with adequate authority for the effective delivery of the programme.
- **A conducive learning environment and proper facilities** for the execution of practical based training in line with the requirement of the programme.
- **Encourage innovations** in teaching, learning and assessment and include tools (i.e. analytics) to monitor student learning activities.
- Must obtain feedback from stake holders to improve the delivery of the programme outcomes.



ODL STUDENT SUPPORT SERVICES



- HEP must offer **appropriate orientation, developmental or remedial support to assist all ODL students**, including new students, incoming transfer students and students with special needs.
 - Clear information about the requirements and demands of pursuing a study programme through an ODL mode
 - ODL learners may face specific and different learning challenges compared to other conventional students and support for ODL learners must take into consideration a broad range of services including technical, academic and personal
 - All student support services must be designed to cater for the non-residential nature of ODL learners

ODL ACADEMIC STAFF

- HEP to provide a formal staff induction and continual staff professional development programme, for them to be current in their **knowledge and skills**, both in their chosen discipline **as well as in their pedagogical, andragogical and technical skills related to ODL.**
- Policies and procedures for recognition through promotion, salary increment or other remuneration such as **incentives to reward innovation in ODL must be clear**, transparent and based on merit.



THE ODL SYSTEM

How does information made available to academics & students?



ODL Support

For academic staff and students



- Help Desk
- Monitoring
- Facilities
- Feedback
- Security – System, Assessment, etc.



Conclusion : ODL Alignment

PLO/CLO – Teaching & Learning - Assessment

