UNIVERSITI TEKNOLOGI MARA

ODL
BEST PRACTICE

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What sort of learning?

OPEN LEARNING	ONLINE LEARNING	E-LEARNING
VIRTUAL LEARNING	DISTANCE LEARNING	FLEXIBLE LEARNING
INDIVIDUALIZED LEARNING	**LEARNING**	RESOURCE - BASED LEARNING
SELF-STUDY	INDEPENDENT LEARNING	STUDENT - CENTRED LEARNING
COMPUTER - ASSISTED LEARNING	INTERACTIVE LEARNING	WORK - BASED LEARNING

Opening access to learning

- Open-up education to students wherever they might be located (suburban, villages, etc)
- Increase access to Learning by removing unnecessary barrier (Distances, Internet Coverage, etc)
- Mode online or offline
- Synchronous or Asynchronous

Responding to student needs

- Allow students as much freedom as possible to determine their own goals (student's centred)
- Help students to recognise their potential (coaching, facilitating, ILS)
- Encourage lifelong learning (infinity)
- Peer Learning (Zone Proximal Development)

The design of self-study materials

- Ensure that self-study materials are structured in a logical manner (Use the best Instructional Design Framework/Model such Universal Learning Design Model, Assure Model, Isman Model, Gagne, etc)
- Make use of a multi-media approach to facilitate learning
- Encourage deep rather than superficial learning
- Prepare the study guidance (brief, instruction, prescribe, the media to be used)

Universal design principles

PRINCIPLE 1

Equitable Use

The design is useful and marketable to people with diverse abilities.

PRINCIPLE 2

Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

PRINCIPLE 3

Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

PRINCIPLE 4

Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

PRINCIPLE 5

Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

PRINCIPLE 6

Low Physical Effort

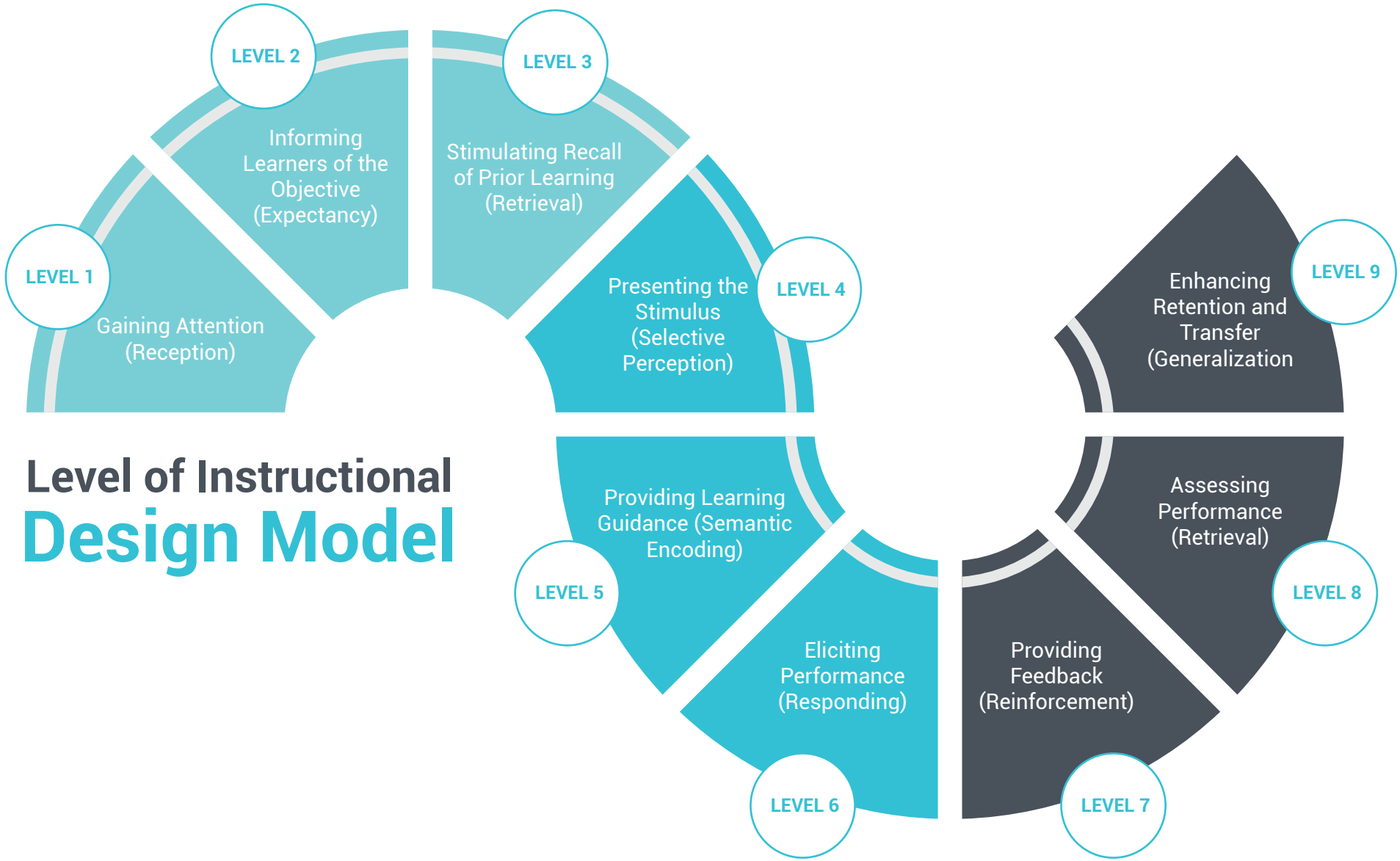
The design can be used efficiently and comfortably and with a minimum of fatigue.

PRINCIPLE 7

Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Instructional design model



Level of Instructional Design Model

NO	TOPICS	TEACHING AND LEARNING ACTIVITY								STUDENT PREPARATION TIME				TOTAL			
		LECTURE		TUTORIAL		PROJECT		TEST		LECTURE	TUTORIAL	PROJECT	TEST				
		F2F	NF2F	F2F	NF2F	F2F	NF2F	F2F	NF2F	SPT (NF2F)	SPT (NF2F)	SPT (NF2F)	SPT (NF2F)	SLT	F2F	NF2F	SPT (NF2F)
1	Developing 3D game concept	2	2	0	0	0	0	0	0	0	0	0	0	4	2	2	0
2	Developing 3D game character	2	2	0	0	0	0	0	0	0	0	0	0	4	2	2	0
3	Developing 3D game gameplay	2	2	0	0	0	0	0	0	0	0	0	0	4	2	2	0
4	Execute game development through appropriate software's and platform	2	1	0	0	0	0	0	0	2	0	0	0	5	2	1	2
5	Level Design in Various Game Genres	2	1	0	0	0	0	0	0	2	0	0	0	5	2	1	2
6	Building terrain, architecture and spaces	2	1	0	0	0	0	0	0	2	0	0	0	5	2	1	2
7	Lighting and atmospheric effects	2	1	0	0	0	0	0	0	2	0	0	0	5	2	1	2
8	Placing encounters	4	2	0	0	0	0	0	0	2	0	0	0	8	4	2	2
9	Playtesting	2	1	0	0	0	0	2	0	2	0	0	6	13	4	1	8
10	Final presentation	0	0	0	0	2	12	0	0	0	0	12	0	26	2	12	12
11	Developing 3D game concept	2	0	1	0	0	0	0	0	2	1	0	0	6	3	0	3
12	Developing 3D game character	2	0	1	0	0	0	0	0	2	1	0	0	6	3	0	3
13	Developing 3D game gameplay	2	0	1	0	0	0	0	0	1	1	0	0	5	3	0	2
14	Execute game development through appropriate software's and platform	2	1		0	0	0	0	0	1	1	0	0	5	2	1	2
15	Level Design in Various Game Genres	2	1	1	0	0	0	0	0	1	1	0	0	6	3	1	2
16	Building terrain, architecture and spaces	2	1	1	0	0	0	0	0	1		0	0	5	3	1	1
17	Lighting and atmospheric effects	2	1	1	0	0	0	0	0	1		0	0	5	3	1	1
18	Placing encounters	2	1	1	0	0	0	0	0	1		0	0	5	3	1	1
19	Playtesting	2	1	1	0	0	0	0	0	1		0	0	4	2	1	1
20	Final presentation	0	0	0	0	2	16	0	0	0	0	16	0	34	2	16	16
	TOTAL	**38**	**19**	**7**	**0**	**4**	**28**	**2**	**0**	**23**	**5**	**28**	**6**	**160**	**52**	**47**	**62**
	Student's learning time per week	**2.7**	**1.4**	**0.5**	**0.0**	**0.3**	**2.0**	**0.1**	**0.0**	**1.6**	**0.4**	**2.0**	**0.4**	**4.0**	**3.6**	**3.4**	**4.43**

REFERENCE

TOPIC	TOTAL
LECTURE/CONSULTATION	**80**
TUTORIALS	**12**
CONT. A	**8**
PROJECT	**60**

Sample of SLT framework

Study of units • 2 hours per study session per week (lecture/consultation/coach) • 5 study session per unit • 8 units within course • SLT for basic study of 8 units	= 80 HOURS
Tutorials • 4 Tutorials in course • 3 hours per tutorial per week (recording video) • SLT time for tutorials	= 12 HOURS
Continuous Assessment • 5 tutor marked assignment (3 hours each) • Time for preparation (3 hours) • SLT for assessment	= 8 HOURS
Project Work • Ongoing during second half of course • SLT for project	= 60 HOURS
Estimated Total SLT	= 160 HOURS (4 credits)

TYPE	BEFORE CLASS	DURING	AFTER CLASS
BASIC TRAD	None	- Lecturer present content in a simplified version - Discussion - Students start on task with lecturer's supervision	Students complete tasks → Submit → Lecturer gives feedback
Approx. SLT	Own prep time	0 - 1 (hour)	1 hour, Max 2 hours + own revision time
PRE-POST	Students do simple introductory task Eg: Watching a 3 min video → Give opinion	- Lecturer present content in a simplified version - Students start on task with lecturer's supervision	Students complete tasks → Submit → Lecturer gives feedback
Approx. SLT	30 min - 1 hour	0 - 1 (hour)	1 hour, Max 2 hours + own revision time
FLIPPED	Students read / work on a substantial task beforehand	- Discussing and exercises during class (live or asynchronous over 4 - 5 hours) - Conclude at the end of class	Students do own revision and synthesis
Approx. SLT	2 hours	0 - 1 (hour)	Own revision time
INTERACTIVE SESSION	None	- Lecturer present content + intermittent Qs / interactive elements - Students work on task with lecturer giving input - Students complete task → Submit	Students do own revision and synthesis
Approx. SLT	Own prep time	0 - 1 (hour)	Own revision time
POWER TO LEARNERS	- Students work in groups - Students post	- Lecturers → peers provide feedback - Conclude at the end of class	Students do own revision and synthesis
Approx. SLT	3 - 4 hours	0 - 1 (hour)	Own revision time

How ODL works?

Learning by doing	Depends crucially on feedback to learners	Need to capture learner' 'want' to learn	Articulated needs
Make sense of what they're learning	Learn at their own pace	Own choice place	Support Learners

Student support

- Ensure that appropriate support is available to students as and when they need it (hotline, FAQs, MPP, HEA, Faculties, Campuses, ICT etc)
- Ensure that the support provided takes into account local conditions
- Disable student (OKU)

Benefits for learners

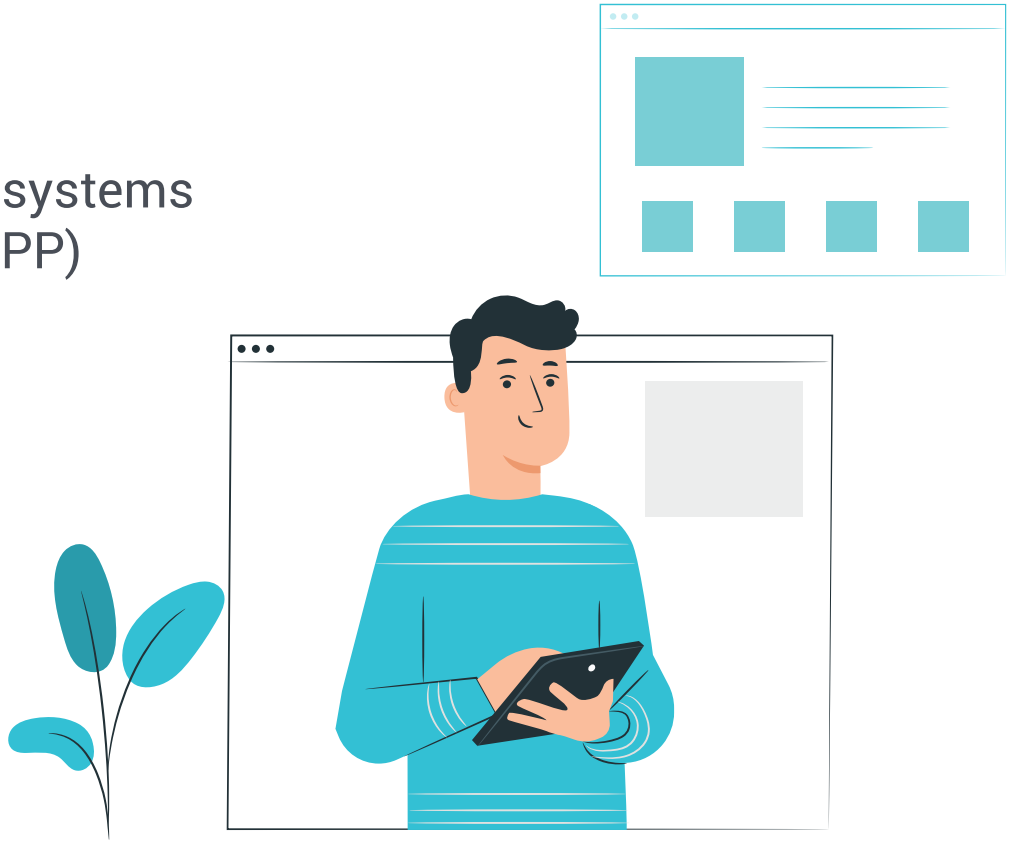
- Learn at your own pace
- You know where you're heading
- Comfort of privacy
- Feedback on learning
- Master difficult things
- Stop when you are tired
- More confident

Benefit for lecturers

- Don't have to repeat the same things
- Help deliver more
- Develop important skills beyond curriculum
- Develop learners instead of listeners
- Refresh your practice
- Being a Learning Manager

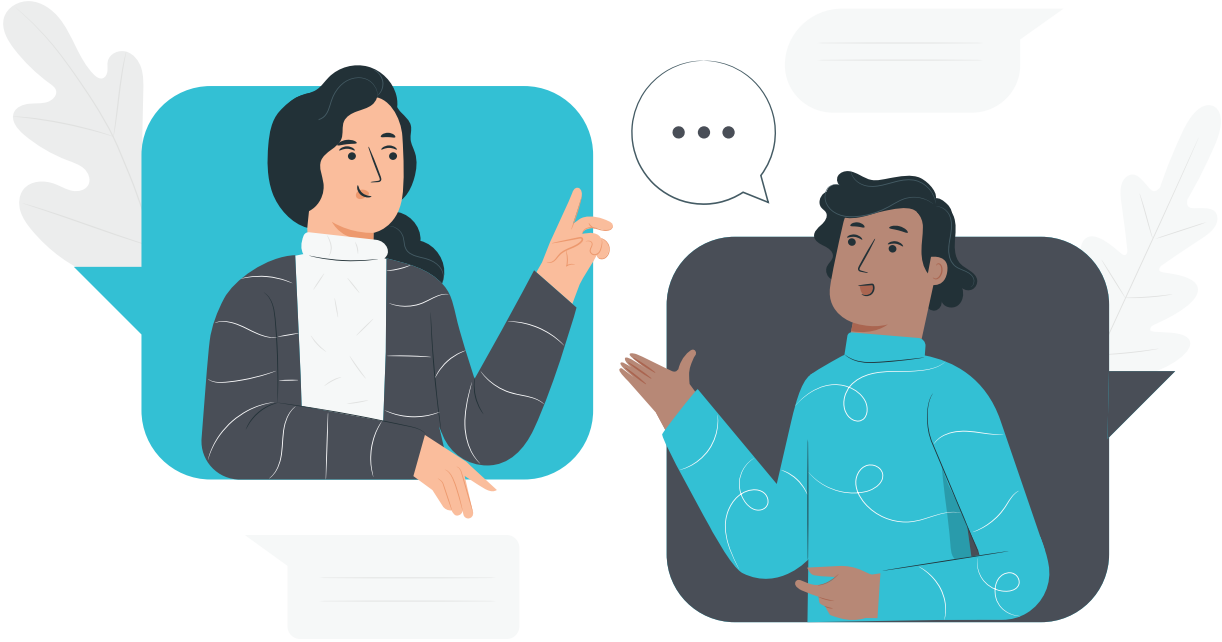
Cost-effectiveness

- Optimise student numbers
- Decentralise student support systems (HEA, Faculties, Campuses, MPP)

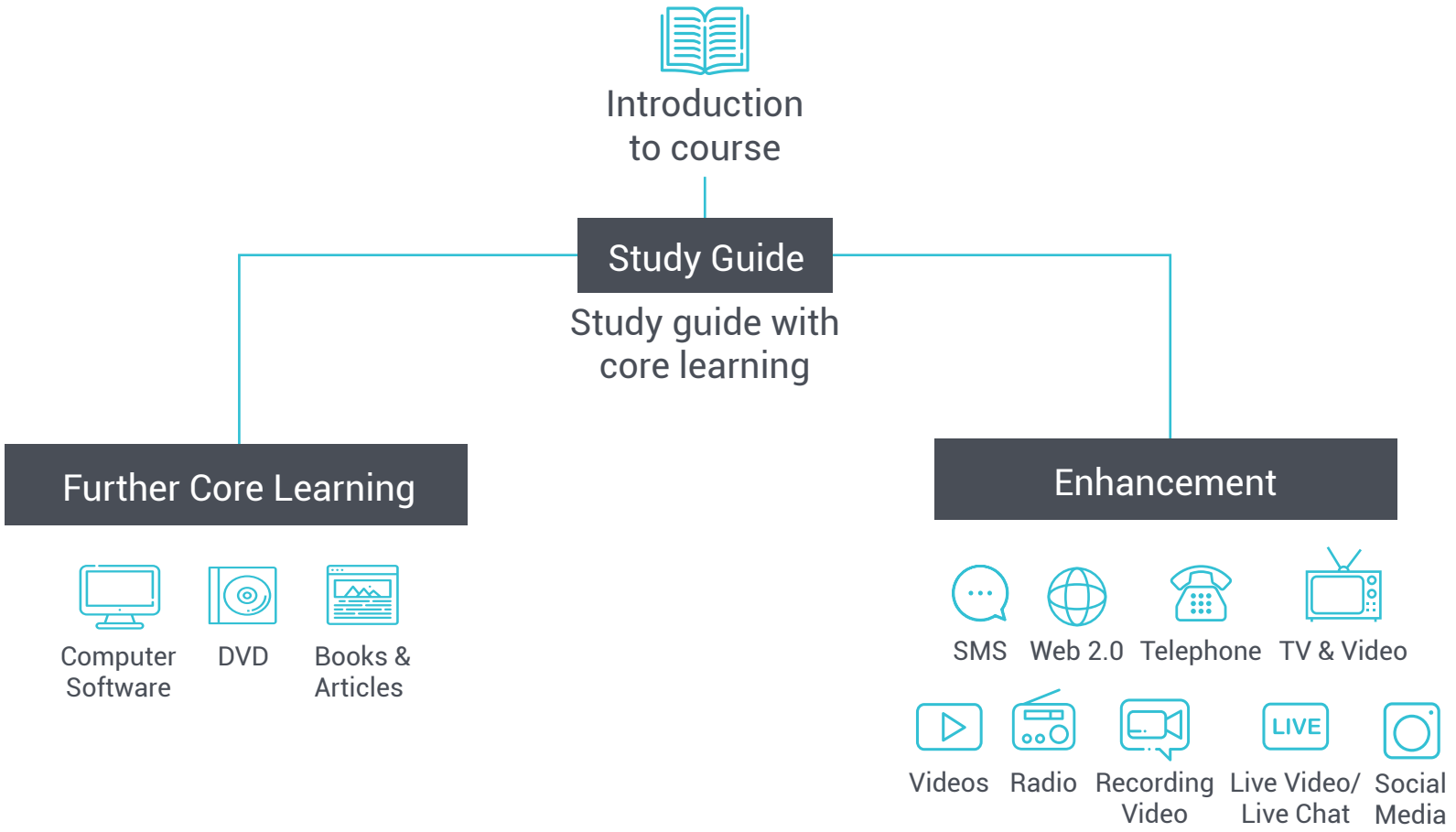


The quality of materials and systems

Ensure that self-study materials and student support systems are of the highest possible quality (post, call, message, CD/DVD, LMS, Social Media, email, live Chat, streaming, etc)



Types of delivery



Online Resources - Set Help Groups - Tutor Support - MPP - CIDL Alternative - Libraries - Etc.

Record everything

Document all the conversation / communications with the students

Audit purposes

Quality assurance

References

- **Melton, F. R. (2004).** *Planning and Developing Open Distance Learning: A quality assurance approach.* New York, Routledge.
- **Perraton, H. (2005).** *Open and Distance Learning in the Developing World. New York, Routledge.*
- **Gagne, R. (1985).** The Conditions of Learning. New York, Holt: Rinehart & Winston.
- **Garis Pandungan Open & Distance Learning UiTM**

THANK YOU