

Arab Open University

Developing Course Materials Procedures

Approved By:

Approval Date:

1. Introduction

Developing effective course materials depends on planning, organizing and collaboration, and intensive efforts from many people skilled at using the right tools. These requirements are essential in online multimedia and course instructional materials development, which is highly dependent on ever-changing information and communication technologies.

Arab Open University believes that academic standards must not be compromised, regardless of the instructional medium employed. Employing the principles and guidelines developed by the university will help all participants involved in online instructional development to ensure that their efforts are rewarded, ultimately, with satisfied learners.

The Arab Open University has a good experience in developing learning materials, especially in Education. The course development process is the duty of the Faculty, however, developing the instructional materials is a result of cooperation of many parties coordinated by the Directorate of Instructional Materials & Education Technologies (IMET).

After the course has been adapted or developed, Instructional Materials and Educational Technologies (IMET) staff will work jointly with faculty members and subject specialists from the designated faculty to actually build course's instructional products for use by tutors and students. This step should always be approached carefully.

2. Developing Instructional Materials Objectives:

1. To help students in studying at their own pace.
2. To assist all learning styles of students.
3. To improve students understanding and skills by providing combined units with all kinds of information needed.
4. To have an equal online facilities comparing with the face to face lectures by converting face to face activities and students considerations to an online material.
5. To let students evaluate their learning process.
6. To distribute high quality, unified and comprehensive materials that is compatible with OU, UK online material to all branches.

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3. Module preview

- It is of great importance to notice that creating instructional materials is a long and a costly procedure. It is much more effective to locate available materials that may be able to be adopted or edited to meet AOU needs.
- If producing new materials is considered necessary, a diversity of tools can be used to help plan and complete the development process.
- Preproduction actions are applied before materials are produced, and often include forming a developing team, identifying and arranging the responsibilities, specifying the activities, creating scenarios, and writing scripts.
- Embedding prototyping in the development process is essential. Prototyping helps the production team to test and confirm the legitimacy of ideas before committing time and assets to ideas that may require expensive changes later.

4. Selecting Existing IM vs. Developing New

a. Selecting existing Instructional Materials

- It is always smart to do a decent search to locate available instructional materials that can be adapted to AOU particular use.
- If we could not find any, we will need to develop new instructional materials. Doing either of these tasks systematically and carefully will save efforts, time and fund in the long run.
- Selecting existing instructional materials involves many decisions to guarantee that the selected instructional materials will provide specific skills and knowledge for AOU students. The factors influence these decisions include:
 - Availability,
 - Cost,
 - Whether materials are up-to-date,
 - Whether AOU students have the skills and equipment required to access and use the materials, and
 - If the material fits the design of AOU instructional analysis.

b. Developing new Instructional Materials

- Creating new instructional materials may be the most expensive stage of the procedures of developing courses.
- Because of the high expense involved in producing instructional materials, it is vital to decide if existing materials can be used or modified rather than producing new ones.
- If it is decided that no existing materials is able to satisfy the particular course requirements, the instructional materials production will start.
- Forming the Project Team to include:
 1. Designated Dean: Role: approve the template and the final package.
 2. General course coordinator (GCC): Role; Fill up the template provided, gets the Dean’s approval, follow-up, and coordinate with IMET people.

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3. Course coordinator (or assigned tutor): Role; revise the detailed materials, record the course materials, get feedback from students and update the course by uploading new TMAs –calendar, and evaluate the course design.
4. Instructional designer/Project Manager: Role, design the Instructional Materials packages by following the Instructional design steps and coordinating the work.
5. Students: Role, evaluating the designed materials and provide feedback to her/his tutor.

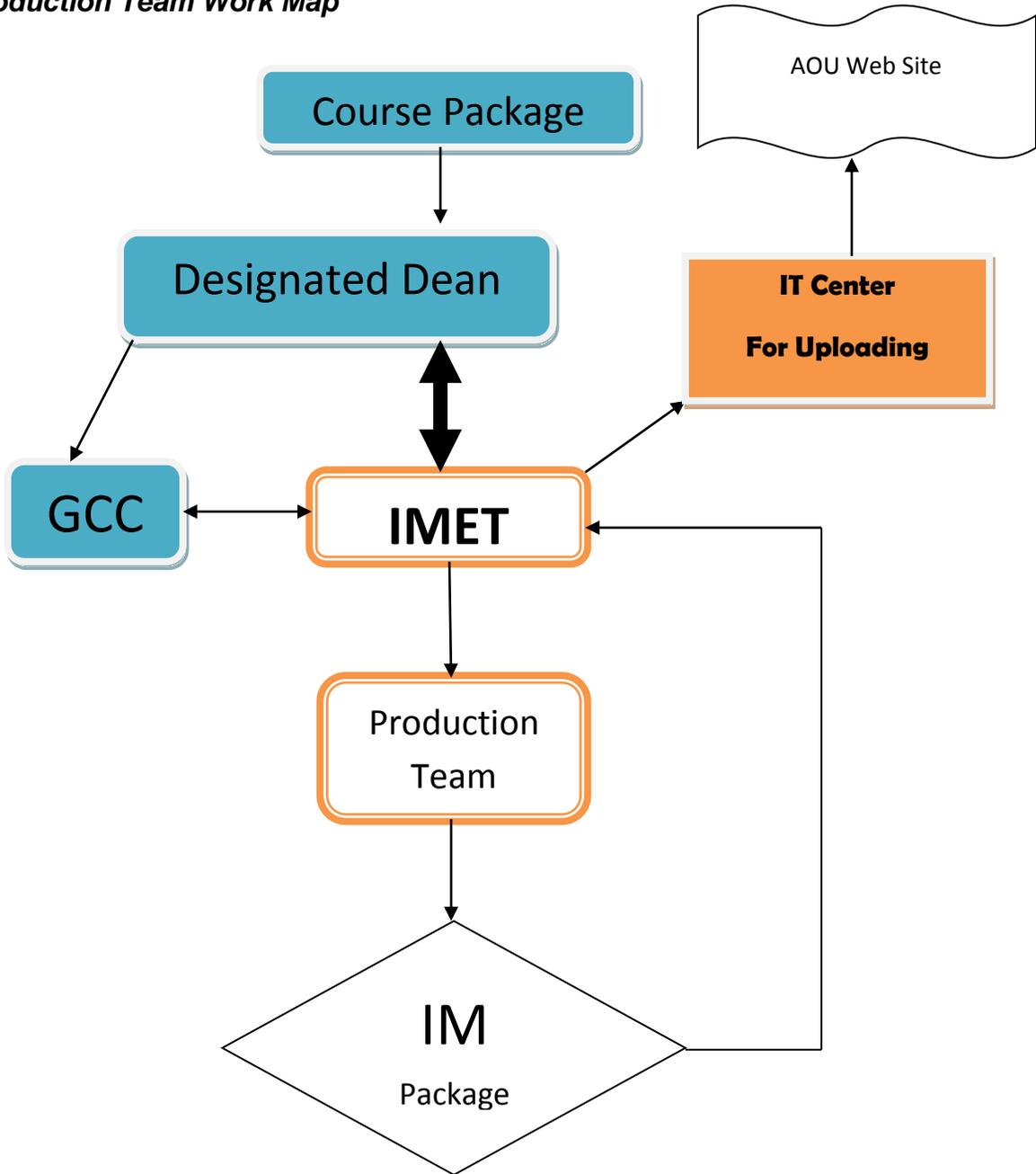
5. Preproduction

- Developing instructional materials must be treated as a project.
- Projects require careful planning, handling and managing before production begins.
- PERT (Program Evaluation and Review Technique) and Gantt charts shall be used to show the overlap of real-time and simultaneous activities. Both PERT and Gantt charts help estimate project costs, efforts and timelines, help team member plan their time, and help the project manager control and coordinate the production activities.
- In video and multimedia instruction, the treatment (the look and feel of the product and a short narrative of what users will experience) will need to be created and presented to the university top management (Vice-Rector for Academic Affairs & Vice-Rector for Education & Information Technologies). Treatment helps the management "see" what the project will look like when finished, and giving the developing team needed permissions to continue development.
- Video instruction requires a shooting script, which encompasses a thorough description of each shot, exact wording of the dialog or narration, and descriptions of sounds.
- An editing script, also created for video production, contains data specifying how many lectures are included, on what spot each lecture starts and ends, and how long a segment is, for the final product.

6. Production

- Rarely will instructors be responsible for media production, but knowing the processes are helping when communicating with media production specialists.
- Each type of product, whether multimedia, print, video, or online, have major production processes to be carried out by a group of academics and specialized production people.
- Each of the different forms of media demands both careful review of the preproduction documents, and careful evaluation during the production phase.
- Course materials are prepared in accordance with the course specifications described in the course development report. This is a major step in the course instructional materials development process. IMET professionals are closely involved in this process along with the faculty members and subject specialists.
- The produced course instructional materials will be forwarded to the AOU-IT Services for uploading for limited use by the Dean & Faculty members for evaluation.
- Approval by the designated Dean is required before the materials will be open for students.

Production Team Work Map



Instructional Materials design Template

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Overview

Course Description

Learning Outcomes

Course Calendar

Course General Information:

Course Name: _____

Course code: _____

Course Credit Weight: _____ Credit Hours

Department: _____

Pre-requisite : _____

Course Duration: _____ Weeks

Course Delivery: _____ hour tutorial per week

Office hours: _____ hour per week

Requirements "Plug ins "(software required): _____

Course Dean (Name/email): _____

GCC: General course coordinator (Course

Chair) (Name/email): _____

Course instructional designer (Name/email): _____

Course Material

Hard Copy (How many books?) What are the books' titles? CDs, cassettes, etc.

Soft copy of the book (for visually impaired students and for E-learning purpose)

Course Chair Resource:

- *Course Data Sheet. (That will Include the general information about the course)*
- *Study Calendar*
- *Notes on the Course Guide.: **The variations***

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• **Main components of the UKOU supplied course and its variations with AOU instruction.**

- *Assessment Booklet*
- *List of online resources*
- *PowerPoint presentations*

UKOU Website: please provide the link of the course and (**Username, Password**) **very important!**

Course Assessment, and activity weight:

- *TMA 01 (Week ___) ___ points*
- *TMA 02 (Week ___) ___ points*
- *TMA ___ (Week ___) ___ point*
- *Final Exam (after Week___) ___ points*

The course will be developed using educational theories that aim to convert the raw materials to ways that would be suitable to view on learning management system.

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The online materials should be interactive and complementary to information that the student will get from the original book in order to cover his needs.

Banner / Course Name / Course Code

Required

Course Introduction

Required

مقدمة حول المقرر

Instructions (for studying the course, week by week)

تعليمات هامة

- Which pages should be covered?
- How long should the student spend in studying this week?
- Related activities
- Extra resources
- Tutor's files

Required

Each Lesson will be having the followings:
The below template will be repeated as much as the Lessons numbers.

Lesson (NO) and the Title of the Lesson

رقم الدرس وعنوانه

Learning Objectives

أهداف الدرس

Required

Mind Maps (of the chapter to let students follow the right path)

خطة المقرر

Required

Pretest

اختبار قبل البدء

(General questions to make the user test his knowledge before starting the course)

Post-Test

اختبار بعد البدء

(The same test as pre-test to help students assess knowledge gained after classes)

PowerPoint Presentation

عرض الدرس باستخدام بور بوينت

Required

Summary (Brief of the chapter)

ملخص الدرس

Required

Self-assessment

تقييم ذاتي

(Quiz for each lesson-chapter, not considered in the grade book, should be objective questions). **Required**

Glossary

مصطلحات الدرس

(That is provided from OUK (soft copy is needed)

Activities and exercises

أنشطة و تدريب

On each part of the chapter, as each piece of information given should be followed by an exercise with its feedback. **Required**

Case studies
(For each lesson- section) if needed.

دراسة حالة

Graphics, illustrations needed: (will be designed after your recommendations) ex:
graphs, flowcharts, images related to the chapter.

TMA

الواجب الدراسي النصف فصلي

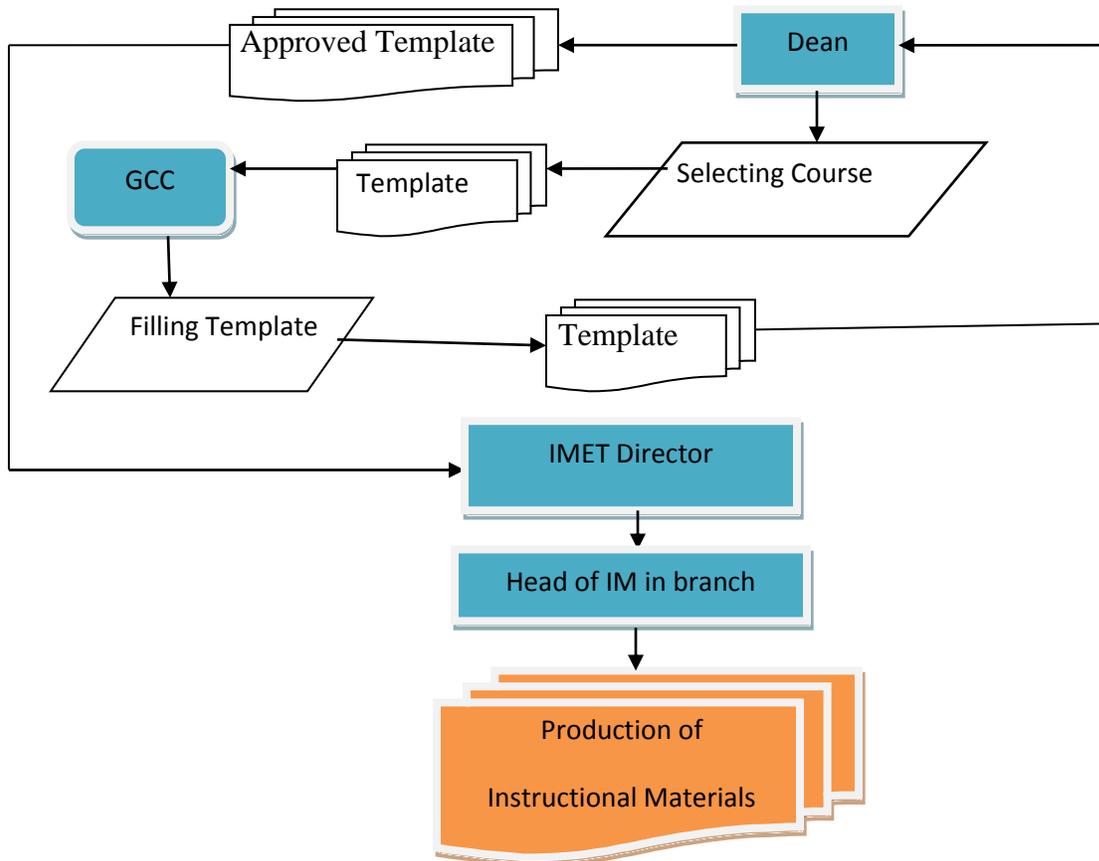
Flash Clip (the story board for any animation needed will be provided in this box and we will design it after your recommendation)

Evaluation

التقويم

IM Development Template Flowchart

1. Dean Select Course for which Instructional Materials to be developed and send template to the General Course coordinator (GCC) in order to fill the requirements.
2. General Course coordinator fills up the template and returned it back to the Dean for approval.
3. The approved template will be sent to the Director of IMET.
4. Director of IMET sends the template to Head of Instructional Materials in the branch for processing.



References

E-course package development proposal. AOU-Bahrain Branch, February 2012.

Rossett, A. & Gautier-Downes, J. *A handbook of Job Aids*. San Diego: Pfeiffer, 1991.