



AFRICA COLLEGE OF THEOLOGY-ACT

Training Redemptive Servant Leaders

E-LEARNING POLICY

AUGUST 2023

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EXECUTIVE SUMMARY

The policy outlines ACT's eLearning purpose, mission, vision, objectives, principles, and Commitments. Policy guidelines focus on: curriculum; curriculum development process; guidance, admission procedures; approaches and methodologies; learning materials; learner support; instructors; assessment; role definitions; coordination of the policy; communication, and, policy review.

Internet-based Information and Communication Technologies and the move towards knowledge-intensive, interdependent, and internationalized societies have drawn attention to education and training delivery systems.

In embracing this policy, ACT targets the potential of eLearning to increase the capacity and cost-effectiveness of its training programs. By using eLearning approaches, ACT will reach its target groups, with limited access to training, enhance the quality and relevance of existing educational structures; ensure connection between its curricular and emerging networks and information resources; and promote innovation and opportunities for lifelong learning.

Implementation of the eLearning process will include policy communication, coordination, approvals, monitoring, collaborations, and linkages. Evaluation of the effectiveness of eLearning policy will include policy research and analysis. Evaluation findings will be used to review the policy

ACRONYMS

FSD	Flexible Skills Development
ICTs	Information Communication Technologies
INVEST	Innovative Vocational Educational Skills Training
FaB	Flexible and Blended
FSD	Flexible Skills development
ICT	Information Communication Technology
LRC	Learning Resource Centre
LMS	Learning Management System
NGOs	Non-Governmental Organizations
OERs	Open Educational Resources
ODeL	Open, Distance, and eLearning
PLWDs	People Living with Disability

DEFINITION OF TERMS

Blended learning: is a comprehensive use of practical multiple teaching and learning strategies, a range of technologies in combination with face-to-face interaction, and the use of both physical and virtual resources; methodologies such as simulations, role play, and focus groups.

Learning: is an active process of acquisition of attitudes, knowledge, and values as well as developing skills using a variety of resources including people, printed material, electronic media, experiential and work-integrated learning, practical training, reflection, and research among others. Learning is also associated with personal behavioral change and empowerment as an aspiration to improve and sustain oneself to help others in need.

Responsible open admission is aimed at identifying potential and appropriate support for learners. It constitutes competency-based evaluation and recognizes learners' educational backgrounds. It promotes equity of access and the provision of appropriate learner support interventions aimed at bridging the gaps in learners' academic and social readiness for higher education geared towards sustainability and employment creation. Learner-centeredness requires that the learner is seen as the main focus of the educational process and that all learners are supported to take progressive responsibility for their learning and research, and learners are encouraged to explore areas suiting their immediate needs. The pedagogy employed should, however:

- Enable successful learning through rich environments for active learning.
- Establish links between learners' current meanings and contexts and new knowledge to be constructed, and encourage independent and critical thinking which enhances personal building.

Knowledge Society: This is viewed as a community or formal association of people who acknowledge the strength of knowledge creation and are committed to making effective use of networking of people with similar interests and in this process contribute to this knowledge.

Learner support: is a generic term that is applied to a range of services that are developed and offered by ACT to assist learners in meeting their learning objectives and to gain the knowledge and skills for them to be successful in their studies. Learner support includes:

- Tuition support in the form of detailed, individualized, and timely feedback to formative and summative assessment; regional tutorials in a medium (face-to-face, online, and teleconferencing) that is accessible to learners; remedial interventions such as responsible open admission programs to help underprepared learners achieve success to enhance the learning rapport between learners and teacher.
- Peer support in the form of institutionally, and informally arranged and supported peer self-help groups or focus in-text support in the form of a well-designed, well-integrated Module ware creating rich environments for active learning with sensitivity to context, different voices, and encouraging dialogue between teachers and learners to decrease the distance between learners and study materials and other facilities.
- Administrative support in the form of timely, accurate, and accessible information from institution to learners about all aspects of the learning process - from registration to graduation.

Tutoring in eLearning encompasses a broad range of teaching, coaching, mentoring, apprenticeship, monitoring, and evaluating activities that guide learners through their Modules, mediating the learning materials, facilitating the learning process, and ensuring simplicity and effectiveness.

Widening participation denotes activities that are aimed at bringing in and supporting groups of people who are identified as under-represented in higher education. By so doing, it takes into account the diverse needs of people in different sectors of the economy, as well as different racial, gender, and age groups, people living with disability (PLWD), and other cohorts who participate in higher education.

1.0 INTRODUCTION

1.1 ACT Vision

Training redemptive servant Leaders.

1.2 ACT Mission

To equip men and women for church and parachurch ministry as redemptive-servant leaders through the attainment of character formation, academic training, and professional skills.

1.3 Core values

- We are **Christ-centered** seeking to encourage students to make Christ known in their communities
- We practice **integrity** and encourage accountability and **honesty** both academically and personally in holding to high moral and professional standards.
- We value and practice **prayer and Scripture reading**.
- We practice **biblical stewardship** seeking to use
- ACT time, skills, bodies, and resources in ways that honor the Lord and fulfill His purposes.

2.0 JUSTIFICATION, PURPOSE, GOALS AND SCOPE OF THIS POLICY

2.1 Justification

Due to the increasing demand for access to higher education and technological advancements, e-learning has become an integral part of the delivery of theological and Leadership training in higher education. This document sets out the guidelines and standards for ACT eLearning systems, policies, and procedures.

2.2 Purpose of the ODeL Policy

The purpose of ACT - ODeL Policy is to help in guiding stakeholders to have quality delivery of eLearning with regard to instruction and procedures. The policy shall help stakeholders approach eLearning activities with the recognition of the mission to assist student trainees in the timely achievement of their ministry and career goals.

2.2 Policy Goals

The goals of the ACT eLearning Policy are, to:

- To provide a framework for mainstreaming eLearning into different academic programs in Africa College of Theology
- To increase access to higher education through multiple modes of delivery.
- To provide a framework for assuring the quality of eLearning-delivered programs.
- To leverage the effectiveness of online/eLearning as enablers of eLearning-delivered programs.
- Commit ACT to a continual, responsive interaction with current and emerging national and international imperatives and developments with relevance to quality eLearning provision.

2.3 Scope of the Policy

This policy focuses on the rules and regulations; standards to be upheld; systems and structures to be put in place; delivery modes, roles of learners; learner support, lecturers' and program heads leaders' roles; and that of the administration.

2.4 eLearning Vision

Africa College of Theology seeks to be a premier provider of high-quality eLearning programs that respond to market needs.

2.5 eLearning Mission

To position ACT as a leading provider of Theology and Leadership studies through eLearning approaches in the East African Region and beyond.

2.6 eLearning

Commitment

ACT will promote, foster, and reward all efforts towards the creation, integration, sharing, re-using, and re-purposing of eLearning Resources (eLR) in Module design, development, and delivery in a blended learning environment for achieving increased quality and cost-efficiency.

ACT academic and academic support staff will be committed to the philosophy of eLearning Resources in building capacity and positive attitudes for effective eLR creation and eLR integration for the development and delivery of Modules as well as other professional engagements.

All members of ACT academic and academic support staff will plan and implement suitable academic activities involving the creation and use of eLearning Resources by learners thereby helping them acquire competencies required for a knowledge society.

2.7 Guiding Principles

In implementing this policy, the following guiding tenets will be upheld:

- Institutional autonomy
- Quality
- Efficiency and effectiveness
- Democratic participation
- Honesty and integrity
- Openness
- Transparency and accountability

3.0 eLearning POLICY AIMS

GOVERNANCE

To realize success, ACT will aim at achieving its long-term eLearning goals by:

- Developing its capacity in eLearning delivery through reflective practice, and staff development processes as outlined in the Higher Education Council of Rwanda.
- Developing curriculum prior to registration and teaching. This will give learners adequate time to make informed decisions and preparation, and give trainers ample time for the development of more comprehensive and coherent programs.
- Enabling the development of capacity in eLearning educational delivery through reflective practice, including staff development processes as laid out by the Higher Education Council of Rwanda

4.0 GOVERNANCE AND ADMINISTRATION

As it is the case for Campus-based learning, eLearning at ACT shall be administered and managed under the office of the Director of eLearning. The Curriculum Development Committee (Comprising all academic staff) shall oversee the design and development of the eLearning curriculum under the guidance of Deputy Principal Academics and the Director of Quality Assurance.

4.1 Roles of the Office of the Director of eLearning

Programs

The office is assigned the role of:

- To administratively and academically support eLearning in the College.
- To facilitate the development of content to be delivered through the LMS.
- To train academics, administrative and technical staff on eLearning practices
- To develop eLearning systems and technologies to cater to students.
- To provide demand-driven eLearning courses and programs.
- To raise awareness about eLearning practices and processes.

4.1.7 Responsibilities of the Office of the Director of eLearning Programs

4.4.7.1 Management

- Support online systems that are geared towards supporting distance teaching and learning
- Guide and support all the distance education and online activities at ACT.
- Manage all online education processes and practices.
- Ensure that e-learning education initiatives are aligned to ACT policies and systems.
- Allocate functions and roles to academics, academic support staff, and students.
- Develop collaborative and benchmarking activities.
- Carry out budgeting and procurement for eLearning-related items.
-
- Guide the Human Resource Department on the recruitment of eLearning staff and tutors.
- Manage eLearning-related assets within the College.
- Manage the eLearning systems.
- Evaluate and revise processes, procedures, programs, and courses.
- Provide leadership in the implementation of online teaching and learning practices

4.4.7.2 Coordination

- Coordinate and facilitate training for material development and the use of online for facilitators and staff
- Coordinate and facilitate the development of distance and online study material
- Coordinate the administration processes of eLearning programs.
- Coordinate the administrative processes of assignments and examinations (receive and dispatch assignments and examinations to relevant faculty members)
- Coordinate the application and registration processes of eLearning students

4.4.7.3 Supporting eLearning Teaching and Learning

- Support pedagogical initiatives geared towards the improvement of teaching and learning
- Provide systematic ongoing eLearning professional development programs and support to all staff participating in the delivery of eLearning
- Provide support and capacity for the development of study material
- Ensure the availability of high-quality learning materials that are available to learners in a variety of Instructional media.
- Physically produce, provide storage, and disseminate materials.
- Ensure that study materials (including assessment schedules) are ready when students register
- Provide demand-driven courses for the community
- Ensure that quality assurance is adhered to in eLearning programs
- Facilitate the integration of technology into teaching and learning
- Conduct reflexive research to promote eLearning education
- Provide training programs on eLearning facilitation

4.4.7.3 Supporting eLearning

- Coordinate all activities that support eLearning
- Support online systems that are geared towards supporting online teaching and learning
- Provide student support services (academic, technical, face-to-face, and administrative support)
- Provide orientation sessions for eLearning students and teachers
- Provide information on eLearning courses and programs
- Develop and manage the database for eLearning

5.0 IMPLEMENTATION OF THE E-LEARNING POLICY

5.1 eLearning Curriculum

a) Customizing an Existing Module to an eLearning Module

eLearning material developers will follow the following process for customizing an existing Module into an eLearning one. The instructors (faculty) will convert the module-based international best practice eLearning guidelines. Faculty are also required to fulfill other departmental standards. It is recommended that faculty members work with the College instructional designer throughout the development process to ensure the Module meets the College's and appropriate national accreditation standards for online Modules.

The instructional designer will evaluate the online Module for the required standards as recommended in the eLearning curriculum and notify the faculty member, the appropriate department head and dean, and the Director of eLearning when all the online Module design criteria have been met.

In case the Module does not meet eLearning, Module standards and is not aligned with the underlying principles and quality standards, the proposed Module shall be returned to the faculty member with recommendations for amendments.

It is mandatory that all online Modules meet requirements established by this policy, other College academic policies, the Higher Education Council (HEC) of Rwanda and other accrediting bodies.

b) Creating a New Module for the Online Program

If a faculty member desires to create a Module specifically as an online Module, the Module must first conform to the requirements of developing eLearning Modules. That is, follow the HEC recommended template of developing eLearning Modules as stipulated in the format in the appendix. It should then be subsequently approved following ACT procedures for curriculum development as well as those of HEC.

Faculty will be responsible for developing eLearning materials in their departments. If faculty are developing the materials as part of their duties at ACT, the authorship shall fall to ACT as the copyright owner.

In case students assist with creating or producing e-learning Modules, they shall be acknowledged as collaborators. In the event that students are involved in developing e-learning as part of their education, the authorship rights should fall to the College but the students will be appropriately acknowledged.

c) Module Review

The responsibility for ongoing assessment of online Modules rests with the appropriate department and program heads. The program heads will work with the Directorate of Quality Assurance and/or any other appropriate assessment tools. Module review for eLearning Modules shall be done annually because of the dynamic nature of the eLearning environment.

5.2 Instruction and general administration of eLearning Modules

Faculty (Instructors)

Faculty shall prepare Module materials to be ready ahead of the offering of such a Module. Once the Module is on offer, faculty shall be at hand to guide the students at every stage of the Module.

- Faculty participation and appropriate facilitation requires regular posting of feedback to students.
- For substitutions and Guest Lecturing, the Deputy Principal- Academics must approve guest lecturing and substitution for Module facilitation in advance and inform all the parties accordingly.

Students

- All students who are admitted to study at ACT will be required to have a laptop (mandatory) for use during the Module of study. They will also be required to undertake all scheduled the online lessons.
- Attendance and Participation: Students attendance for eLearning Modules requires at least one posting to the Module per session/topic. To encourage effective attendance, three sessions/topics of missed attendance shall lead to an automatic drop of Module, and the

instructor will submit an *Instructor Initiated Withdrawal* to the Registrar's office copied to the Director of eLearning.

- Participation is separate from attendance requirements, which require students to follow participation rules as stated by the instructor in the Module syllabus.

Faculty Member Interaction with Students:

The critical role of communication should be appreciated, given that communication is essential to the success of all Modules. The requirements for planned interaction and timely feedback between students and faculty are detailed in online Module guidelines. Faculty may apply methods of interaction such as email, phone, chat, audio/video conferencing, and/or use of ACT virtual room as need arises.

Feedback to students:

Feedback for student assignments will be delivered in a timely manner by the instructor. Recent research shows that delay in returning feedback to students makes eLearning Modules to be less effective; so that the longer the delay the less effective the Module becomes. Faculty should provide interaction between the student and faculty member on a regular basis. They should also respond to all submitted work within one week of submission.

Faculty Member Responsibilities:

The faculty member is responsible for the Module content, delivery of instruction, evaluation of student progress in online learning Modules, and timely communication with students. The faculty member will evaluate Module content on a continuing basis to ensure currency of materials.

ACT responsibility:

Access: Should ensure students have access to the following:

- Information that sets out the respective responsibilities of the College for the delivery of the program, module, or element of the Module.
- Module descriptors, to show the intended learning outcomes and teaching, learning and assessment methods of the module(s).

- A clearly defined schedule for the delivery of their study materials and for assessment of their work.

Study materials: Should ensure that students can be confident that:

- All the requisite study materials, whether delivered through staff of a program presenter or through web-based or other distribution channels, meet the expectations of the College in respect of the quality of teaching and learning-support material for a program or element of study leading to one of its awards.

Assessment:

The departments shall be responsible for planning and administering all forms of student assessment. Assessment will conform to the requirements as stipulated in the various academic policy. Other College academic policies shall also apply accordingly.

Departments will ensure that learners have access to the following:

- Relevant information on the ways in which their progress will be judged, and the relative weighting of units, modules or elements of the Module.
- Timely formative assessment on their academic performance to provide a basis for individual constructive feedback and guidance.
- Timely summative assessment and to illustrate the awarding institution's expectations for the summative assessment.
- Grades for student progress through the Module will be posted a week after the assignment is done.
- College policy regarding examinations shall apply

Written Assignment Requirements:

- Written work includes formal research papers, technical writing, and journal entries.
- All written work shall follow the guidelines for academic honesty, copyright, and intellectual property policies.
- All assignments will be given as scheduled. The instructor is not obligated to repeat or remind students of tests and assignment dates. This is because each student is

responsible for acquiring notes and assignments online. There shall be no makeup tests unless approved by the faculty member.

- **Continuous Assessment Test and Final Examination: Physical exams at the main campus**

Procedure for taking online CATs will be in line with Academic and admissions policy's examinations rules and regulations. The following are key highlights:

Students:

- ✓ CATs will be set online and must be timed.
- ✓ All CATs must be set to one attempt unless approved by the Deputy Principal- Academics
- ✓ Have in their possession only the test and no additional materials, unless otherwise indicated by the supervisor.
- ✓ Complete the test in one session by managing time well to finish the test in the appropriate designated period.
- ✓ Present questions, concerns, or needs to the instructor for assistance.
- ✓ Do not talk to other students during testing in case tests are being taken from the same computer lab

6.0 STUDENT SUPPORT

6.1 E-learning sessions will be scheduled as needed to assess each semester with its dynamics

6.2 Prospective students should receive a clear and realistic explanation of College expectations on them for the study of the program or elements of study, and for the nature and extent of autonomous, collaborative, and supported aspects of learning.

6.3 Learners should have access to:

- Clear and up-to-date information about the learning support available to them locally and remotely for their program or elements of study.
- A schedule for any learner support available to them through timetabled activities, for example, tutorial sessions or web-based conferences.

- Documents that set out their responsibilities as learners, and the commitments of the College for the support of a program or element of study.

6.3 Learners should have:

- As facilitated by the college from the outset of their study, an identified contact either local or remote through email, telephone, or other possible means of communication, who can give them constructive feedback on academic performance and authoritative guidance on their academic progression.
- Where and when appropriate, regular opportunities should be available for inter-learner discussions about the program, both to facilitate collaborative learning and to provide a basis for facilitating their participation in the quality assurance of the program.
- Appropriate opportunities to give formal feedback on their experience of the program.

6.4 The College should ensure that learners can be confident that:

- Adequate staff are available to support their eLearning.
- All staff who provide support to learners in these programs have appropriate skills and receive appropriate training and development.
- Support for learners, whether delivered through staff of a support provider or web-based or other distribution channels, meets the expectations of the College for the quality of learner support for a program of study leading to one of its awards.

6.5 The College shall endeavor to establish a support office to enable the learners easily access necessary support services.

7.0 MONITORING AND EVALUATION OF E-LEARNING POLICY

The Heads of Programs shall be responsible for continuous monitoring and control of all aspects of the eLearning curriculum. At the end of every academic year, the Heads of Programs and Deputy Principal academics shall evaluate performance of the eLearning process and advise the Quality Assurance Director and Director of eLearning accordingly. The Director of eLearning bears the overall responsibility for monitoring and evaluation processes.

Faculty Evaluation shall be carried out through an online form regarding the ACT Quality Assurance policy.

8.0 INTELLECTUAL PROPERTY

The policy is that intellectual property, disclosure procedures, royalties and proceeds participation, equity and management, infringement, and production of properties by students follow standards set by the College.

To actualize this foregoing, the following procedures shall be observed:

- Content Ownership: Any materials and content developed by faculty to deliver instruction for the College becomes the property of the College.
- Content re-use: Any materials and content developed by faculty for the College can be used in other Module modules.
- NB: Students cannot re-use work from previous Modules for subsequent modules unless approved by the Module instructor.
- Disclosure: The College will follow its non-disclosure agreements necessary for internal/external projects.
- Infringement: The director of eLearning will follow its intellectual property policy and other applicable regulations.
- Royalties and Proceeds: Content that generates royalties or proceeds will be owned and managed by the College.

9.0 MARKETING

- This marketing is only done after making certain that all the necessary learning resources are available, such as study materials, dates for contact sessions, assignment questions, due dates for assignments, and dates for examinations.
- Marketing should be both general and targeted to meet specific needs.

10.0 POLICY REVIEW

This policy shall be reviewed after every ACT strategic plan period

Appendix

STORYBOARD TEMPLATE

Topics	Intended unit Learning outcomes	Activity where students engage with this Topic outcome	Where and how is this topic outcome assessed?	Learning Resources
Topic 1				
Topic 2				
Topic 3				
Topic 4				
Topic 5				
Topic 6				
Topic 7				

Topic 8				
Topic 9				
Topic 10				
Topic 11				
Topic 12				

Template for developing modules

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”
- In the section about the authors of and contributors to the course, we have provided space for 3 co-authors (or co-contributors). If there were more than three 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, of 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 3) module-level outcomes, and unit-level outcomes for each unit.
- The unit-level template should be provided in LMS before a module starts and instructors will be filling it accordingly. The minimum number of units should be 10 while 12 is the maximum for each module.
- 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?
Instructors must be sure, when completing the unit-level template to contextualize the content by which we mean that content needs to be grounded in real life A student needs to know **why** they are engaging with the content.

ACT ELEARNING SYLLABUS TEMPLATE

MODULE CODE:

MODULE TITLE:

MODULE START DATE:

MODULE END DATE:

PRE-REQUISITE OR CO-REQUISITE MODULES, EXCLUDED COMBINATIONS- N/A

INSTRUCTOR:

AFRICA COLLEGE OF THEOLOGY MISSION

Africa College of Theology exists to equip men and women for church and para-church ministries as Redemptive Servant Leaders through the attainment of character formation, academic training, and professional skills.

FACULTY INFORMATION

Instructor/Facilitator:

E-mail address:

Office Location:

Office hours –

PURPOSE OF THE COURSE

EXPECTED LEARNING OUTCOMES (ELOS)

Example:

Upon successful completion of the course, students will be able to:

1. Explain the outcome based on the topic provided by using action verbs
2. second outcome
3. third outcome

REQUIRED COURSE TEXTS/RECOMMENDED READING

Required Course Texts

Indicate the required Textbooks here.....

Recommended for Further Reading

Indicate the recommended Textbooks here.....

MODE OF DELIVERY

Africa College of Theology delivers its modules in a **blended mode**, with classes conducted both face-to-face and online as scheduled by the Academic Office. However, the instructor possesses the flexibility to rearrange the class as they adhere to the College regulations.

- **Post Graduate Diploma in Theology and Leadership**

Indicate hours that will be taught face-to-face and online separately.

- **Bachelor of Arts in Theology and Leadership**

Students will attend face-to-face classes for two weeks and the third week will be conducted online.

INTERACTIVE LEARNING ACTIVITIES (MOODLE ACTIVITIES)

Announcements: This area serves to give announcements that lecturers would want to communicate to students. Keep it as short and clear as possible. Note that this is not graded.

Self-Introduction (SI): This is in the form of a “Forum Discussion”. Both lecturers and students should introduce themselves as they begin each online

class. This will help them get to know each other. The lecturers should give guidance on what to follow.

Forum Discussion (FD): The FD is used to set up interactive activities. They can be text, videos or audio depending on the guidance given by the lecturers on certain topics. These activities can or cannot be graded, and students must complete them to get the total grade.

Assignments: These are activities given to students. They can be individuals or done in groups. These activities can or cannot be graded, and students must complete them to get the total grade.

Zoom Class (ZC): These are online classes conducted via Zoom application. A lecturer may choose to grade them and may keep a record of who attended.

COURSE ASSESMENT PATTERN

Module Work/Exam	Due Date	Percentage
Class attendance		5%
CATs		10%
CAT 1		10%
CAT 2		
Field Research & Presentations		10%
Interactive Learning Activities (Forum, Assignment, Group discussions)		15%
Book Review		10%
Final Exam		40%
Total		100%

COURSE SCHEDULE

Date	Topic	Outcome	Assigned Readings & E-tivities	Student Activity
01/06/2023	Topic 1: Course Introduction	1-2	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic 2: Definitions:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic 3:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic:	1-3	Books, journals, and CAT 1	
01/06/2023	Topic:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic 9:	1-3	Books, journals, and CAT 2	E-tivities1 -2
01/06/2023	Topic:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic:	1-3	Books, journals, and E-tivities1 -2	E-tivities1 -2
01/06/2023	Topic:12		Book review	E-tivities1 -2
Week 4	FINAL EXAM			Term Paper Due

END OF DOCUMENT

APPROVAL

This policy is duly approved by

THE SENATE AND THE SENIOR MANAGEMENT COMMITTEE

AUGUST 2023