

CONSIDERATIONS FOR COMPLETION OF SECTION 3 OF REVISED ACADEMIC OFFERING FORM - ONLINE AND BLENDED DELIVERY

Please consult: [Principles for Quality Assurance of DCU E-learning & Blended Provision](#)

SECTION 3: ONLINE AND BLENDED DELIVERY

In answering the question in this section, consideration should be given to the following:

1a. Design Standards	<ul style="list-style-type: none">- A common design template for Loop should be developed in consultation with the DCU Studio for all modules across the programme.<ul style="list-style-type: none">- Consider what design features, structure and standards will be in this template to help meet specific learning outcomes and support assessment practices.- Consider how the programme will commit to a common design standard in Loop across modules for using content, including recorded videos and live synchronous classes, to support the learning outcomes.- Consider how the programme will commit to a common design standard across modules for teaching and facilitation of learning using Zoom consistent with the programme philosophy.- Consider how continuous assessment is designed across the programme to ensure variety and innovative use of new learning technologies in meeting the learning outcomes.- Consistent with DCU's requirements, all learning outcomes and assessment practices will need to be explicit in Course Builder.
1b. Designing for Presence	<ul style="list-style-type: none">- Consider how the design of the common Loop template, content including recorded video, asynchronous interaction and live synchronous interaction will help to convey a strong sense of teacher presence.- Consider what expectations there will be across the programme in terms of teacher availability for student consultations and response time to discussion posts in Loop.- Consider how learners will be expected to engage both synchronously and asynchronously to promote active learning and their presence.

1c. Designing for Flexibility	<ul style="list-style-type: none"> - Consider how the design of content, including recorded videos, across the programme will support flexible learning. - Consider how core and supplementary content will be distinguished in the common Loop design template to help students prioritise and allocate sufficient time for their self-directed flexible learning. - Consider how the timetabling of live synchronous classes will take into consideration students who may be working full or part-time, or who may be living in different time zones.
1d. Blended and online technology use	<ul style="list-style-type: none"> - Report what efforts have been taken to ensure the programme design is informed by contemporary learning design and research on online or blended delivery. - Consider how the proposed online tools and platforms for online or blended delivery are adequately supported and clearly ‘add value’ to students’ learning.
1c. Alignment and coherence	<ul style="list-style-type: none"> - Consider how the choice of different activities, learning resources and the purposeful blend of technologies used across the programme maps to those outlined in the ABC Learning Design Framework. - Report efforts to map the choice of assessment practices and use of innovative learning technologies across the programme to ensure they align with learning outcomes and there is sufficient depth, challenge, and variety.
2a. Scaffolding appropriate learning technology use	<ul style="list-style-type: none"> - Consider how the programme will support student readiness for online or blended learning by promoting a range of study skill resources, including Discover and DCU’s FutureLearn course, “A Digital Edge: Essentials for the Online Learner”. - Consider how the common programme Loop design template will embed relevant links and study resources available through DCU central units, including the Library and Student Support & Development. - Consider with examples how the programme delivery will maximise opportunities for active learning and small group activities (both synchronous and asynchronous) consistent with the programme philosophy. - Consider how continuous assessment has been mapped across the programme to scaffold learning, help sequence major assessment tasks and manage the demands on student workload. - Consider with examples how assessment practices will encourage students to engage in self-directed learning activities with other students.

<p>2b. Facilitating independent and inter-student engagement</p>	<ul style="list-style-type: none"> - Consider how sufficient time is allocated for student discussion during live synchronous lecturers and what balance is expected between teacher delivery and learner-learner interactivity. - Consider how you will design learning activities to actively engage students in asynchronous learner-learner interactivity. - Consider how you will purposefully use polls, formative quizzes, and other online sharing tools such as the Loop Board as a design feature to generate student interest and online discussions. - Consider whether you will incorporate an element of peer assessment to intentionally design for students to actively engage with their peers. - Consider whether you will provide opportunities for live synchronous ‘drop-in’ workshops related to major assessment tasks where students can ask questions and seek advice about forthcoming assignments. - Consider whether you will design a ‘parent’ Loop programme site to provide administrative support, access to key online resources relevant to all modules, and to promote student interactivity and a wider sense of community across the programme. - Consider whether you will offer regular events or guest speaker webinars open to all students across the programme.
<p>2c. Supporting digital best practices</p>	<ul style="list-style-type: none"> - Consider how the programme design can be mapped to or has been influenced by the different learning activities presented in the ABC Learning Design Framework. - Briefly report what research informs the programme design and who you have consulted with in identifying relevant literature (e.g., NIDL Director, subject matter expert, etc). - Report whether any other quality frameworks or useful resources for designing effective online or blended delivery offerings have helped to influence the programme design and, if so, how. (e.g., Blended Learning Guide, EMBED Guidelines, Quality Matters Design Rubric, QQI Blended Learning Guidelines, NIDL Teaching Online Resource Bank & Student Workload Calculator).