



Anglia Ruskin
University

Cambridge & Chelmsford

Anglia Ruskin Case Study for QAQE e-Learning Toolkit

Report on the QA-QE SIG funded Case Study to Pilot the e-Learning Toolkit

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Finally, the Quality Assurance and Quality Enhancement (QA-QE) e-Learning Toolkit - Harnessing Quality Assurance Processes to Enhance Technology Enabled Learning has provided us with great insight and informed our online distance learning development processes.

Introduction

This report is based on the Quality Assurance and Quality Enhancement in e-Learning Special Interest Group (QA-QE SIG) funded project which supported “working with the QA-QE e-learning Toolkit and produc[ing] a case study”¹. The project was undertaken between March and September 2011 including a presentation of preliminary results at the QA-QE e-Learning Conference on the 14th June 2011, University of Hertfordshire.

The context for the project proposal was based on Anglia Ruskin University’s (ARU) Online Distance Learning key objectives in its current Corporate Plan and the new Learning, Teaching and Assessment (LTA) Strategy. The context in brief: ARU is a large university with 31,000 students, two main campuses and several partners in the East of England as well as overseas. The student body is diverse, including a large contingent of part-time, mature and work-based students. The university has a growing portfolio of blended, flexible and distance as well as work- and practice-based deliveries. The virtual learning environment (VLE) and the ubiquitous use of learning technologies is regarded as an essential mechanism for enhancing learning, teaching and assessment, and enabling the targets set in the Corporate Plan and the LTA Strategy.

This report initially explains the project objectives. In the first section, we present the role that the QA-QE e-Learning Toolkit played in the case-studies and we introduce the project team. The following section on the research methodology describes the combined quantitative and qualitative methods. This is followed by the presentation of the project outcomes. The report closes with brief recommendations on the QA-QE e-Learning Toolkit in relation to the objectives of the project.

Project Objectives

The Role of the QA-QE e-Learning Toolkit

In order to design, develop and deliver blended, flexible and distance learning, an effective process based on the lifecycle of a module and pathway needs to be in place. While we have a number of these lifecycle components, the QA-QE e-Learning Toolkit was used to inform the review of existing processes, identify gaps and streamline the process using the resources provided by the Toolkit for improving existing resources.

The project focused on two online distance learning (ODL) developments which represent the two main approaches of ODL development (fully in-house, partially outsourced) at ARU. As originally expected, the project outcomes have informed the ongoing development of our Distance Learning Lifecycle (see appendices 1 and 2). The Lifecycle is supported by a stakeholder group which includes members of the wider university community involved in flexible and distance learning such as the Academic Office, the University Library, and Student Support Services.

¹ Original Funding Call see at: <http://qaqe-sig.net/?p=257>

Team Expertise

The project was led and supported by a core team consisting of two faculty learning technologists, who represented the support at faculty level, and two members of the central learning and teaching unit (Anglia Learning and Teaching); Uwe Richter, who leads on blended and distance learning, and Dr Berenice Rivera Macias, who is a research fellow in learning, teaching and assessment in higher education.

The core team was complemented by the distance learning co-ordinator (central role) who worked closely with the relevant course development teams. The core team presented the main findings from the project at the QA-QE SIG Conference in June 2011, which offered the opportunity to receive feedback on our approach to the use of the Toolkit.

Focus of the Case Study

The case study focused on two undergraduate online distance learning (ODL) pathways², which were under development at the time this research took place between mid-February and May 2011. The two pathway developments were chosen because they represented the two prevalent models of ODL development at ARU. While the two pathways were developed in two different faculties and disciplines, the support by the faculty and the fully online format are comparable.

Model 1. The model for Pathway A was an entirely in-house development and delivery process, which involved the pathway and module leaders and the faculty learning technologist. Within this report, we refer to this model as Model 1. The model also required the support from the head of department and programme leader³ as well as training on e-facilitation from the central learning and teaching unit. This pathway used the existing institutional resources and infrastructure. As we discuss in the findings, the model followed by Pathway A was straightforward as it involved internal staff only.

Model 2. The model for Pathway B is rather more complex as it was a distributed process involving an external organisation (content provider), the pathway and module leaders, the faculty's learning technologist, central support for academic staff development and for ODL. Within this report, we refer to this model as Model 2. This model initially consisted of outsourcing the content production and later on the online teaching. The external content provider produced the content based on the requirements defined by internal subject specialists. This involved considering the conversion from face-to-face to online delivery in the institutional VLE. The online learning activities and the assessments were originally outsourced as part of the content production, but subsequently had to be developed in-house. The quality assurance of the delivery has been managed by the in-house pathway team. The student support during the delivery was provided by a dedicated central resource, the online Distance Learning facilitator.

² Pathway is the term used for course and consists of a diet of modules. Pathways are validated as exit qualification e.g., Foundation degree, Certificate, Diploma, Bachelor, Master, etc.

³ Programme Leader normally leads on a set of pathways which relate to each other e.g. Programme Leader in English Literature looks after all English Literature pathways.

The evaluation of the Toolkit focused on development processes and stages, work involved in process design (e.g. template and e-tivities design) and process revisions (e.g. adapting learning materials to an online environment and vice versa). It also looked into the training needs and communication structure (e.g. pathway team and subject experts, material producers, ODL project manager, ODL experts and learning technology support, etc.) covered in Stage 1 in the QA-QE e-Learning Toolkit up to and including the validation (1.3 in the Toolkit).

The case study focused on the development process up to and including the validation. However, as ARU's validation process for Flexible and Distance Learning (FDL) delivery requires a fully developed module, the curriculum development process was included in the evaluation, albeit based on an exemplar module only. The QA-QE e-Learning Toolkit has been complemented by the first draft of our in-house Distance Learning Lifecycle (see Appendix 1), with the aim to review and develop it further.

Methodology

In this project we used a combination of quantitative and qualitative research methods, which included two surveys and semi-structured focus groups and one individual interview. Where available, minutes of meetings (process and communication) were used to support the findings of the surveys and focus groups / interviews.

The research methods that we used were an online survey (see Appendix 2) and a series of focus groups or one-to-one interviews (see Appendix 3) with members of the development teams for Model 1 and Model 2. The questions used in the survey and focus groups / interviews were informed by the QA-QE e-Learning Toolkit. The survey had the same design for both models, and the analysis of the responses informed the design of the semi-structured focus groups. The indicative topics and questions were circulated to the focus group team prior to the event. The brief also included an excerpt of the Toolkit to inform the discussions. As shown in Appendix 2, there was a section specifically for team members within Model 1 because of their specific experience in a distributed process.

The online survey was sent to the 11 course team members and we received 7 responses. This gives a 77 per cent return rate. Table 1 shows the distribution of participants in the focus groups and interviews, by model:

Technique	Participants	No. of participants
Focus group; digitally recorded and notes taken	Model 1 – Course team	2
Focus group; digitally recorded and notes taken	Model 2 – Course team	3
Focus group; digitally recorded and notes taken	Model 2 - Development Team	3
Interviews (2); digitally recorded and notes taken	Model 2 - Member of the Development Team	1

Outcomes

While both development processes were very different from each other, both were validated successfully and commended. The main differences between the development of the two online distance learning pathways is that Model 1 was driven by internal change and the teams involved had well defined communication strategies and a clear structure. Model 2 was driven by external market demand. As it was a new centrally managed development approach, this model initially suffered with the lack of communication and established processes for the development of online distance learning. Model 2 had a much more fragmented approach.

Online Survey

Responses from the online survey provided us with an initial idea of the experiences and perceptions of the pathway development teams. The findings described below were not unique to one model. However a review of individual responses indicated that prior experience with, and training on, online distance learning informed how staff approached this process.

The survey revealed that over 70 per cent of respondents did not consider that the quality assurance processes effectively addressed the specific issues with online distance learning courses. Moreover, over 80 per cent of respondents did not perceive that the central support available to students provided them with adequate resources for their online learning, i.e. from induction to online submission. The same percentage of respondents affirmed that they are aware that online distance learners have different needs to those of campus-based students.

With regards to the experiences that the proposal team had in relation to the online distance learning design, 33 per cent of respondents stated that they had a very good understanding of the learning technologies available and their pedagogic application. Also, 43 per cent of respondents declared that they were unable to draw on sufficient academic and technical expertise and support needed to design and construct validation material.

All the respondents had a clear view that converting a face-to-face delivery into online distance learning is not straightforward. Moreover, all the respondents agreed that it was very complicated to align the experience and the pastoral care of online distance learners to that of face-to-face learners. Finally, over 80 per cent of respondents did not perceive that the staff development available addressed their needs for online learning design.

A key finding from the survey is that all respondents had a good appreciation of the needs, context and capabilities of their distance and online learners. This fact relates directly to the complexity of the development teams' experiences in the online learning design and the validation process of both pathways. The rate at which online distance learning is being driven forward across the University means that developers are most often inexperienced.

The summary of all the responses described above shows that the development teams had difficulties due to the incoherent institutional structures for online distance learning design available to them. This resulted in frustration and pressure on the development teams during the design and the validation processes. This was particularly important because these development teams were involved in this process for the first time, and the support they received at different levels and stages was essential for the successful validation of their pathways.

The following subsection of findings from the focus groups provides more insight into these issues.

Focus Groups and Interviews

The discussions held during the focus groups and the interviews provided more depth to the initial findings from the survey, especially as participants had more time to look back at the processes they had gone through in direct relation to the Toolkit. With regards to the validation process from the QA-QE e-Learning Toolkit, all elements were considered pertinent by the participants. Additionally, the members of teams involved in the development of the pathways in this project stated that it would have been helpful to have had the Toolkit prior to the design and the validation processes.

In the following sections, we describe the similarities and differences in the processes of design undertaken by each group, and the support required and available to them.

Similarities between the two approaches

There were two main similarities between the development groups in the institutional ODLE development and validation processes:

- In both models structured development processes were not in place;
- Communication channels between and within the team(s) had to be developed.

The checklist of requirements used by the validation panel was not available to either group before the validation pre-event. Therefore the requirements for the validation were not clear to the development teams when they set out on the process. In addition, the two development groups highlighted that there was a disparity between face-to-face and ODLE pathways in validation requirements especially in so far as an ODLE validation requires a fully developed online module while no learning materials or curriculum design evidence is required for validating face-to face deliveries beyond the module and pathway handbooks.

Similarities in the design

The design process adopted for the two models demonstrated:

- The approach to using the VLE was more conservative than innovative in activity development, assessment design and use of content. Perhaps indicating that the development groups were cautious as to the target audience's learning context and support for online learning.

- Both academic development teams depended on the technology expertise of one learning technologist in each faculty.

Similarities in the support available to the development teams

There were similarities in the local and central support of the ODL development teams:

- The time it took for the development of ODL pathways was insufficiently acknowledged;
- Workload allocation relating to the development process bore no relation to the actual development time required;
- The academic development teams were insufficiently ready due to lack of e-learning training and experience;
- There was insufficient central provision of materials and resources for student induction and support which meant that both pathways had to prepare these materials separately.

Differences between the two approaches

The main differences between the two approaches were the drivers and the organisation.

Different drivers

Model 1 was driven by the requirement for an internal change of provision. The original face-to-face delivery had to be converted to an ODL format to cater for the changing needs of its target audience and clients. Model 2 responded directly to a new market demand. Both pathways had a face-to-face provision to draw from but, as the market had changed or was new, the development of both pathways involved the design of a new curriculum.

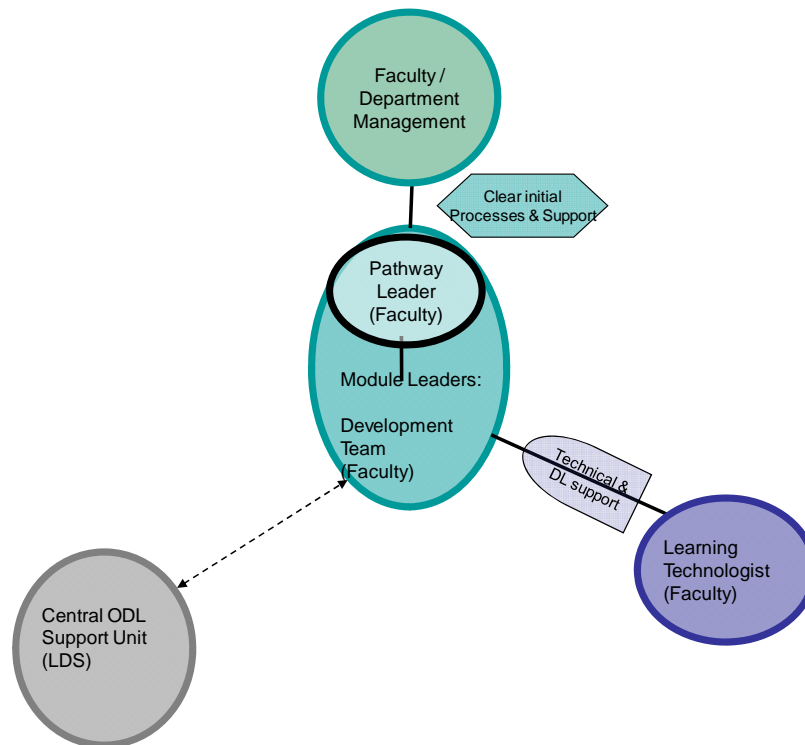
Different organisation

The development of the two pathways was organised in very different ways with members and their roles differing considerably:

Model 1 was managed by an internal Academic Development Team consisting of the pathway and module leaders and supported by the faculty learning technologist (technically) and the Head of Department (strategically).

The pathway leader led the Academic Development Team. The pathway leader had experience in technology-enhanced learning and the development of online distance learning while other module leaders were less experienced. The Central ODL Support Unit was consulted as part of the process. The Head of Department supported the development strategically from the initial decision to develop this pathway to allocating staff time.

Flow Chart 1 below represents the Model 1 development team:



Flow Chart 1. Model 1 development team

Model 2. The development of Model 2 was based on a distributed team of:

- external content developers (external body);
- the academic development team and faculty learning technologist, and
- a central ODL support unit.
- The unit team was lead by
 - a dedicated project manager (Distance Learning Project Manager) and
 - the faculty and support service (LDS) senior management (strategically).

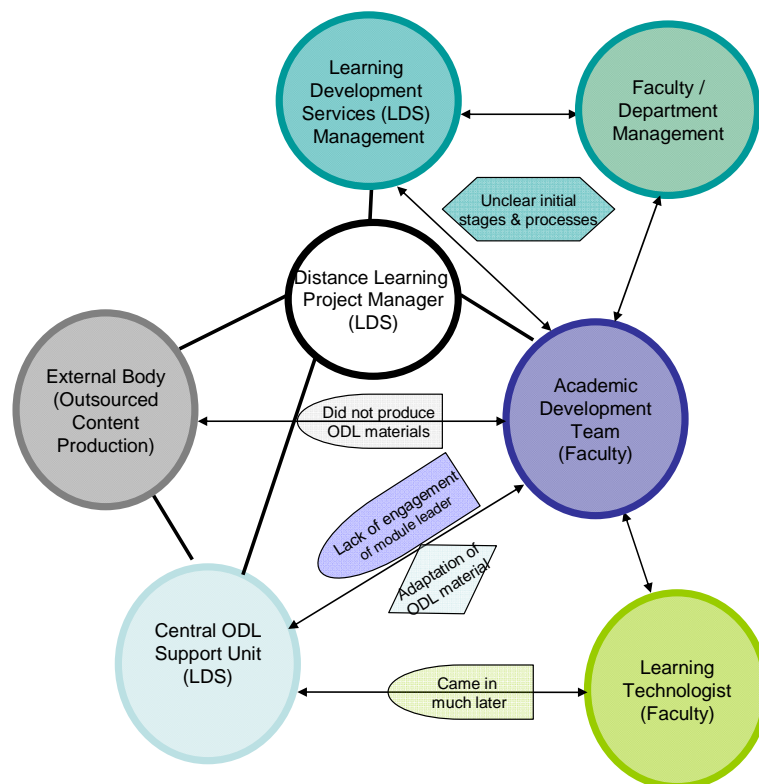
The process was initiated by Learning Development Services (LDS) who generated the business requirement for the pathway and approached the faculty and department management of the relevant subject area to support its development. In turn, the academic department identified the Academic Development Team, while LDS commissioned an external body for the content production. An external distance learning project manager was brought in to manage the development as a project.

When the outsourced content arrived it became clear that it required adaptation to enable its integration with our virtual learning environment. This was taken on by the central ODL support unit within LDS. As this was a new process for all parties, communication structures, guidelines and processes had to be established. The

adaptation was in regard to the specification of the content whereby the module leaders in the academic development team had to (a) specify the content, then (b) proofread a draft from the external body, and (c) return it with amendments for the final version.

The VLE developers in the central ODL support unit had to negotiate the structure of the content with the academic development team on the one hand, and matters of style with the external body. The faculty learning technologist provided technical support later in the process.

See Flow Chart 2 below representing the Model 2 development team.



Flow Chart 2. Model 2 Development Team

Advantages and risks of a distributed process

The main advantage of a distributed process is that outsourcing elements of the process allows a more agile course of action with “capacity on demand”.

The main risks associated with this process are:

- the complexity of the processes;
- the complexity of communication;
- the lack of expertise in ODL by some contributors especially regarding activity and assessment design, and
- the unclear ownership of the “product”.

Conclusions and Recommendations

Based on the project findings, we can make the following suggestions for the Stage 1 process of the QA-QE e-Learning Toolkit.

To include an initial analysis stage with:

- market research in order to understand the potential students, and
- a scoping exercise to identify resources and cost benefit.

To promote a project management approach to ODL development involving:

- defined project management and responsibilities / accountabilities;
- clear timelines, milestones and sign-off points;
- resource requirements;
- a risk analysis, and
- contingency planning to cover staff leaving or becoming unavailable.

These suggestions would enhance the project's communication structure from the outset, no matter which approach is taken.

In addition we suggest the following:

- That the parts of the process to be supported locally, centrally and externally are identified.
- That a column is included requesting information on whether the learning resources are transferable to other modules, and the rationale behind that. This would allow for a more sustainable approach to ODL material development.

When we started out with this project we aimed to identify what the overall development process is for a pathway ODL development, from initial stage to validation. We wanted to identify the elements of the process that were already in place and those that needed to be developed. Additionally, we wanted to understand how those processes link up with each other. We decided that a lifecycle model would be helpful to underpin ODL developments by streamlining the processes and ensuring that relevant guidelines and support was allocated to all parties involved. The project and the Toolkit helped us to arrive at the first draft of our Distance Learning Lifecycle.

Since the project took place, discussions within our University around the Distance Learning Lifecycle have continued and interdependencies and progressions through stages have been developed in our second draft. The intended learning, teaching and assessment experience is now at the centre of the decision making process from the outset resulting in decisions being made according to the pre-planning analysis outcomes that define the curriculum planning and design stages.

Further developments of the Lifecycle are required, to ensure that it underpins an integrated process with a clear starting point and different stages with different decisions at each stage. Therefore the current two-dimensional lifecycle has been redeveloped into a three-dimensional flowchart. The flowchart will be developed into a decision tree-based process, and should eventually support the decision-making process. This process will be informed by different tools and instruments some of which already exist in Anglia Ruskin and others that may have to be developed with the assistance of the Toolkit.

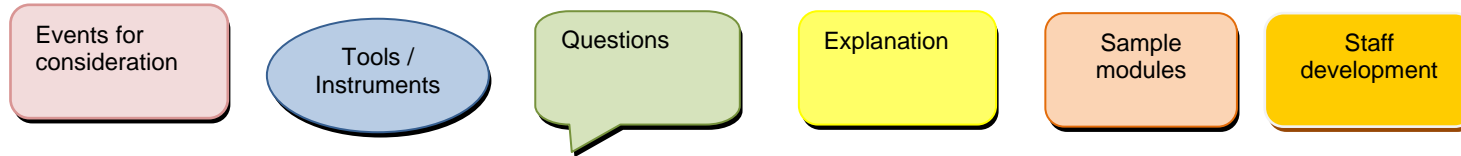
Appendix 1

Distance Learning Lifecycle (First Draft)

Decisions to be made:

- Define what we have in place
- How this all hangs together
- Time line

Key



Stage 1: Planning and Design (1st Draft)

Analysis (Pre-planning)

Initial Idea

Market Research
Is there a need?

- Location
- Partners
- Target audience
- Timing
- Delivery method
- Cultural Issues
- Staff implications

Market analysis tool

Delivered by?

- Institution
- Institution
- / External

Developed by?

- Tutors
- Developers
- Outsourced

Distance learning or Local?

Scoping exercise tool

Workload Management

Distance Learning Scoping Study
Can we satisfy the need?

- Content
- Staffing
- Support
- Business Processes
- Management of human resources
- Facilitation
- CPD

Yes

Project Plan needed

PGCert Learning and Teaching [E-learning]

Academic

Process

Planning

Delivery Method

- Face-to-face
- Blended
- Distance
 - Not online
 - Online content-based
 - Online content & community
 - Online community-based

e-Learning Matrix

Content

- Text & Media

Assessment Design

- Formative
- Continuous
- Summative

Delivery Platform

- VLE
- Cloud
- Mix of VLE & Cloud

Staff Support

- Online tutoring skills
- External staff
- DL curriculum design
- DL Activity design
- Training
- Support staff & tutors
- Technical support needs

Student Support & Facilitation

- Administrative
- Distance Learning Facilitator
- Academic
- Pastoral
- Technical

Online Tutoring Training

Online Facilitation Training

Design

Design Levels

- Pathway >Curriculum design
- Module > Syllabus design
- Learning Unit > Learning activity design
- Assessment design

Delivered by?

- Institution
- Institution / External

Developed by?

- Tutors
- Developers
- Outsourced

Who is part of the development team?

Learning Technologies & DL Expertise

Validation Checklist

Sample Module

RaPID DL curriculum design course (Dev. Team)

Curriculum Design Approach

Sharing good practice

Validation documents

Activities

Assessment

How do students feed in?

How are students inducted?

Templates & Toolbox Library

Interactive

Students interacting with each other and tutor

Active

Students interacting with content & producing

Assessment

Can be mixture of active, interactive & dedicated

Validation Event Report

Includes technical report with conditions & recommendations

Validation

Validation Checklist

VLE Introduction Course – 1 & 3 weeks (on-line tutors)

e-Facilitation Course - 5 weeks (online tutors & designers)

Validation checklist

Pre-validation meeting

Validation

Planning Approval – University Senior Management Committee (CMT)

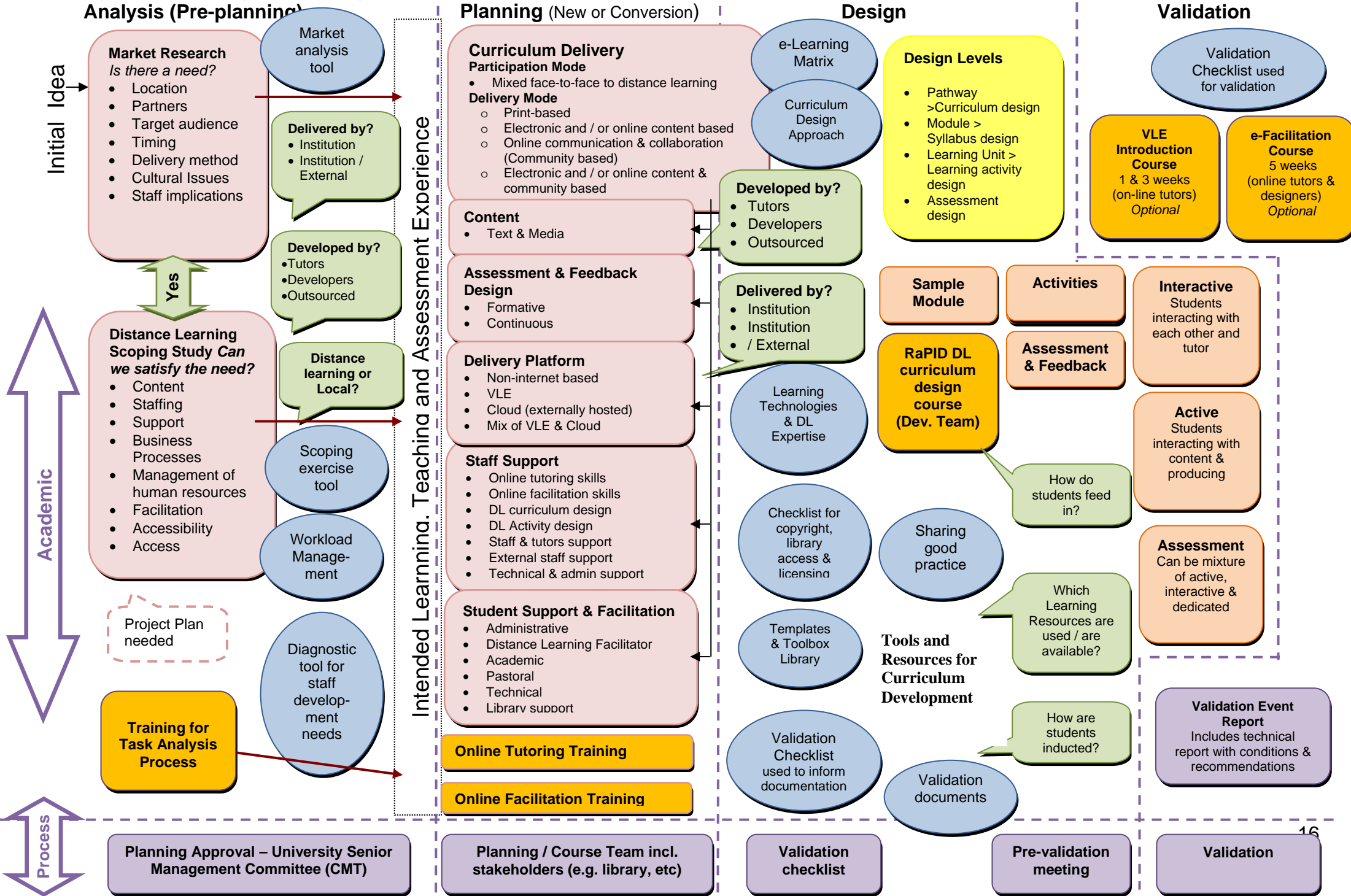
Stage 1: Planning and Design (2nd Draft)

Analysis (Pre-planning)

Planning (New or Conversion)

Design

Validation



Appendix 2 - Online Survey

Distance Learning Development

Introduction

Dear colleagues,

Thank you for undertaking this survey on our distance learning development provision. Our university is currently examining its processes for developing and supporting online distance learning. We have been successful in obtaining external research funding to assess our development processes, and to look at the application of 'toolkits' to support these. Our funding comes from the Special Interest Group on QA/QE in e-learning (<http://www.qesig.net/>), who are trialling an online toolkit.

The survey evaluates your experience in developing a distance learning pathway up to and including the validation stage. Your feedback is much appreciated and aims to inform and improve our existing processes, strategies and policies around the distance learning lifecycle and where applicable develop new ones while creating a case study for wider discussion as part of the funded QAQE SIG project.

By completing this survey, you agree for INSPIRE to process the data for the purpose described above. It should take no more than 15 minutes to complete.

If you have any queries, please do not hesitate to contact:
XYZ

1. Please choose your course / pathway:

Pathway A
Pathway B

Institutional Context

This section deals with aspects which are centrally provided or supported.

2. Please indicate the extent to which you agree / disagree with the following statement:

Our Quality Assurance processes address effectively the specific issues with online distance learning courses

Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

3. Please indicate the extent to which you agree / disagree with the following statement:

Sufficient centrally produced materials and resources for student induction are provided

Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

4. Please indicate the extent to which you agree / disagree with the following statement:

Central support for online distance learning students is sufficient
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

5. Please indicate the extent to which you agree / disagree with the following statement:

The current processes and resources for online submission are adequate to support online distance learning
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

6. Please indicate the extent to which you agree / disagree with the following statement:

The processes we currently offer to support students undertaking assessments online are adequate
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

7. Please indicate the extent to which you agree / disagree with the following statement:

We recognise that the needs and requirements of distance learning students are different to campus-based students
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

Development Process

This section focuses on the development of validation documentation and online learning materials such as an example module for the validation process. The proposal team includes the people who contributed to this development process.

8. Please indicate the extent to which you agree / disagree with the following statement:

The proposal team had a good understanding of the learning technologies available and their pedagogic application
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

9. Please indicate the extent to which you agree / disagree with the following statement:

The proposal team had a good appreciation of the needs, context and capabilities of your distance and online learners
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

10. Please indicate the extent to which you agree / disagree with the following statement:

The proposal team were able to draw on sufficient academic and technical expertise and support needed to design and construct validation material
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

Course Requirements

This section considers demands on the proposal team to develop an online distance learning pathway.

11. Please indicate the extent to which you agree / disagree with the following statement:

The VLE as it currently stands matches my requirements for the proposed pathway
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

12. Please indicate the extent to which you agree / disagree with the following statement:

Converting a module designed for face-to-face delivery into one for online distance learning is straightforward
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

13. Please indicate the extent to which you agree / disagree with the following statement:

Ensuring that the learning experience of online and distant students is comparable to that of face-to-face students is straightforward
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

14. Please indicate the extent to which you agree / disagree with the following statement:

Ensuring that the pastoral care of online and distant students is comparable to that of face-to-face students is straightforward
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

15. Please indicate the extent to which you agree / disagree with the following statement:

Staff development has been adequate to support academic staff to design online and distance learning courses
Strongly agree Agree; Neither agree; nor disagree; Disagree; Strongly Disagree

Free text comments

16. What were the strengths of the pathway development process for online distance learning?

17. What were the weaknesses of the pathway development process for online distance learning?

18. Any other comments

Thank you!

Appendix 3 - Focus Groups / Interview

Designing for online distance learning

***Information for participants**

Objective

Further to the answers you have provided in the online survey, we would like to discuss the main challenges that the pathway team faced in developing the pathway and a sample online distance learning module for validation and delivery. The main areas we intend to cover are:

1. The design of the pathway
2. Online activities and assessment
3. Student experience in online distance learning
4. Staff support, including staff development
5. Central provision

Please note that towards the end of the interview, we will briefly look into the QAQE e-Learning Toolkit document supplied with this file. Please see in the following excerpt that only includes the information related to validation. The full document is attached as a separate file.

***Facilitator's guide for the focus groups and the interview**

Objective

Further to the answers you have provided in the online survey, we would like to discuss the main challenges that the pathway team faced in developing the pathway and a sample online distance learning module for validation and delivery. The main areas we intend to cover are:

1. The design of the pathway
2. Online activities and assessment
3. Student experience in online distance learning
4. Staff support, including staff development
5. Central provision

1. The design of your pathway

- Was your pathway originally designed for face-to-face delivery or online distance learning?
- If the pathway was designed originally for face-to-face delivery, please indicate whether you converted the face-to-face to distance learning or designed the distance learning as a new delivery.
- If you converted the pathway, please discuss the important considerations in converting it to online distance learning. The focus should be on converting:
 - a. Content,
 - b. Activities, and
 - c. Assessment
- Would it have helped to have a more structured approach to designing your distance learning module?

2. Online activities and assessment

- Are there differences between activities and assessment design for face-to-face delivery and online distance learning? For example, to what extent is it possible to transfer or convert activities from one type of delivery to the other?
- Did you discover opportunities for new activities or methods of assessment that can be used in an online environment?

3. Student experience in online distance learning

- How do you expect students to engage in online distance learning with content and with their peers?
- How can you encourage them and ensure that they engage?
- What challenges did you anticipate when trying to provide a positive experience for online distance learning students?
- What roles are appropriate for the pathway or module team in supporting online distance learning students?
- What support should be provided to students centrally?

4. Staff support, including staff development

- What were the implications for your
 - a. workload
 - b. management responsibilities (e.g. module or pathway leader)
 - c. expertise
- How do you perceive the support that you received throughout the process of designing and developing your pathway?
- Indicate who provided the support.
- What areas of support need to be improved, and how might this happen?

The following guide applies only to the Model 2:

The balance between in-house and outsourced DL development

Explore the dialogues between academic staff, central services and external staff such as content development? Dynamics within the development team and with external distributed and in-house.

- Please discuss to what extent the design, development and delivery should be the responsibility of a central development team?
- What are the advantages and risks of outsourcing parts of the process?

5. Central provision

- Please discuss how you perceive the processes underlying the development of online distance learning within Anglia Ruskin.
- Do you think that having a step-by-step description would have benefited the process? As an example, we will look into the QA-QE e-Learning Toolkit document supplied with these questions.