**COURSE MAP FOR [COURSE TITLE]**

Course/ module summary:

Key words:

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| --- | --- | --- | --- |
| **Guidance and support** | | **Content and experience** | |
| ***Tools & resources*** | ***Responsibilities & relationships*** | ***Tools & resources*** | ***Responsibilities & relationships*** |
| 1.  2.  3.  4.  5.  6.  7. |  | 1.  2.  3.  4.  5.  6.  7. |  |
| **Reflection and demonstration** | | **Communication and collaboration** | |
| ***Tools & resources*** | ***Responsibilities & relationships*** | ***Tools & resources*** | ***Responsibilities & relationships*** |
| 1.  2.  3.  4.  5.  6.  7. |  | 1.  2.  3.  4.  5.  6.  7. |  |

**COURSE MAP FOR POST-GRADUATE MODULE: ACCESSIBILITY IN ONLINE LEARNING AND TEACHING**

**Course/ module summary:** This online postgraduate module has been designed to promote accessibility and improve access for disabled students. The module is structured around a series of activities that ask students to collaboratively read, think, debate and write about the subject with reference to their own, or an adopted, context and practice.

**Key words:** accessibility; teaching and learning; postgraduate; professional; international; online; collaborative learning; activity based

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| **Guidance and support** | | **Content and experience** | |
| ***Tools & resources*** | ***Responsibilities & relationships*** | ***Tools & resources*** | ***Responsibilities & relationships*** |
| 1. StudentHome (student support portal)  2. Programme website  3. Course website  4. Course Guide  5. Assignment Guide  6. University Library website  7. General forum  8. Technical self-Help forum  9. Café forum  10. Specific guidance and information (i.e. Delicious bookmarks) | It is expected that students will already be using graduate level study skills.  A spirit of mutual encouragement and support is encouraged.  Tutors use a developmental mentoring approach. | 1. Three blocks of study activities  2. A set of detailed learning outcomes  3. Module material (categorised as core, further and background) which includes articles, reports, readings.  4. One set book  5. JISC TechDis website  6. Delicious bookmarks | Students study for approx 15 hours per week (Incl. course- & self-directed study and the completion of assignments)  Variety of activities include reading, discussing, practical tasks and collaborative activities  Students will use a real or adopted professional perspective throughout to frame their discussions and reflections and in their assignments |
| **Reflection and demonstration** | | **Communication and collaboration** | |
| ***Tools & resources*** | ***Responsibilities & relationships*** | ***Tools & resources*** | ***Responsibilities & relationships*** |
| 1. Personal reflective blog  2. Tutor group wiki  3. ePortfolio (student optional)  4. Tutor group forum (10% of module marks)  5. Assignment 1 (1500 word report 15% of module marks)  6. Assignment 2 (3000 word report 30% of module marks)  7. Final assignment (6000 word report 45%)  8. Assessment guide  9. Marking criteria for each assignment | Use of a reflective personal blog is encouraged throughout the module  Assessment of the module integrated with the teaching and learning activities so that all assignment work is a learning experience  Assignments relate to personal context and practices  Students and tutors use a shared marking criteria | 1. 4x Asynchronous online forums  2. Live online discussions via Elluminate (optional student)  3. Telephone (optional tutor)  4. Email (optional tutor)  5. Delicious (optional student)  6. ePortfolio (optional student)  7. Personal blog  8. Tutor group wiki  9. Access to an international professional student community | Strong emphasis on peer communication and collaboration, and learning from one another's experiences  Wide variety of communication methods and tools used with an emphasis on the use of the tutor group forum  Student activity on the forum is supported, guided and assessed |