NATIONAL OPEN UNIVERSITY OF NIGERIA

Process Flow of Curriculum Design and Delivery of Learning, Teaching and Assessment.

The National Open University of Nigeria is committed to providing learning content for multiple platforms (i.e., print, e-learning and OERs) that promote the principles of self-learning. The goal is to build the teacher into the text and to simulate a classroom situation. The preparation of course materials is a very important aspect of distance learning. The quality of distance learning provisions is hinged upon the preparation of quality learning materials. Open and distance learning materials are based on the principles of learning theories where the course material replaces the teacher to create desirable conditions that build on learners' experiences and prior learning to facilitate effective self-learning, i.e., identify the objectives, follow the content step by step, and involve learners in active learning. Course Material development is therefore given the utmost priority at the National Open University of Nigeria (NOUN)

The academic programmes in the university cover wide range of disciplines in such a way as to address students' career expectations and improve their productivity during—for those students who are working—and after graduation. Before a programme can be offered in the university, any of the following may provide the justification for the intent to offer a programme:

- Students', employers', and economic needs.
- Attention to general and specific employability skills.
- Incorporating digital and physical learning infrastructure to support the delivery of the curriculum.
- Maintaining and improving on the national curriculum standard provided by the regulatory body - National Universities Commission.
- Embarking on regular reviews to meet the changing needs of the society and profession/academic disciplines. Review shall be between a year and five years depending on the changing needs.

Generally, the approach to Programme curriculum design in ODL usually involves a wide-range group of experts in Higher Education Institutions (HEIs), professional bodies, organized private sector and the National Universities Commission (NUC), through the Core Curriculum Minimum Academic Standard (CCMAS). Consultation

with any of these groups and well-known open and distance education institutions have been acknowledged to lead to useful collation of information for various programme syllabi in any ODL institution. Once, a programme has been need-identified, the interested person or professional body presents a proposal request to the Head of Department from a Faculty. The Head of Department thereafter requests the approval of the Vice Chancellor through the Dean of the Faculty to commence the preparation of the Outline Programme Proposal (OPP). On receipt of this approval, the Head of Deaprtment sets up a Departmental Programme Development Committee (DPDC) chaired by the Head of Department or a designate of the Head of Department not below the rank of a Senior Lecturer, which usually involve experts in the field from both within the faculty and academics outside the university including the industry or professional bodies where necessary. The experts are invited to a series of workshops that will draft the shape and content of the programme using the standardized CCMAS (Programme Benchmarks) prescribed by the NUC in addition to some peculiar University programme requirements (such as inclusion of certain courses e.g. Study skills).

On the level of **Course Design and Development**, the National Open University (NOUN) will:

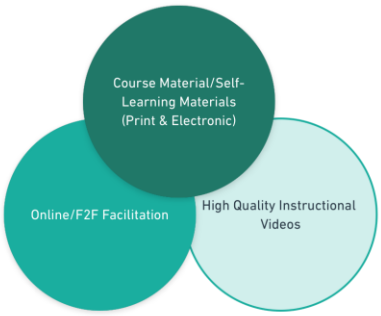
- Make use of a team approach in course design and development. The team shall comprise Subject Matter Experts (SMEs), Instructional Designers, Learning Technologists, and representatives from relevant industries/professional.
- Use the learner centred principles in course design and development.
- Use Open Educational Resources (OER) to beef up contents where need be and in accordance with the university OER policy.
- Collaborate with similar universities to acquire or share resources if need be and in accordance with the university policy on partnership and collaboration.
- Pay attention to multiculturalism, language issues, social justice and cohesion, ethical values, environmental sustainability, required programme competencies, and objectives.
- Involve students' representative(s) during the pilot testing of learning materials before the final deployment for use.

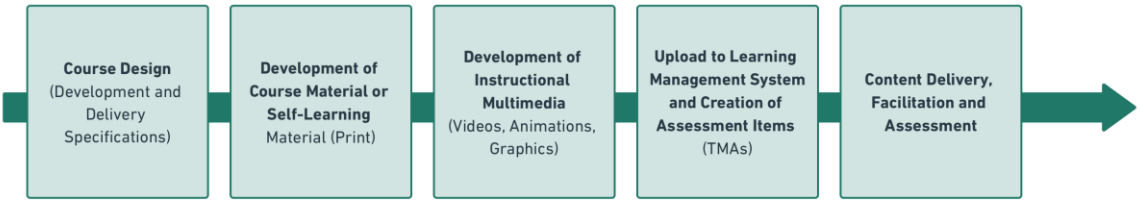
Instructional Delivery at NOUN

The instructional delivery method for a course describes how a course will be offered by the facilitator.

- At NOUN, course content is made available in print, in digital textual format on an open courseware platform. It is supplemented by instructional videos.
- Online facilitation was held F2F at physical study centre sites.
- Gradual transition of facilitation of courses to online started in 2018.
- Apply the Community of Inquiry (CoL) model in designing delivery

Below are the Process Flow to ensure high quality design and delivery of learning and teaching:

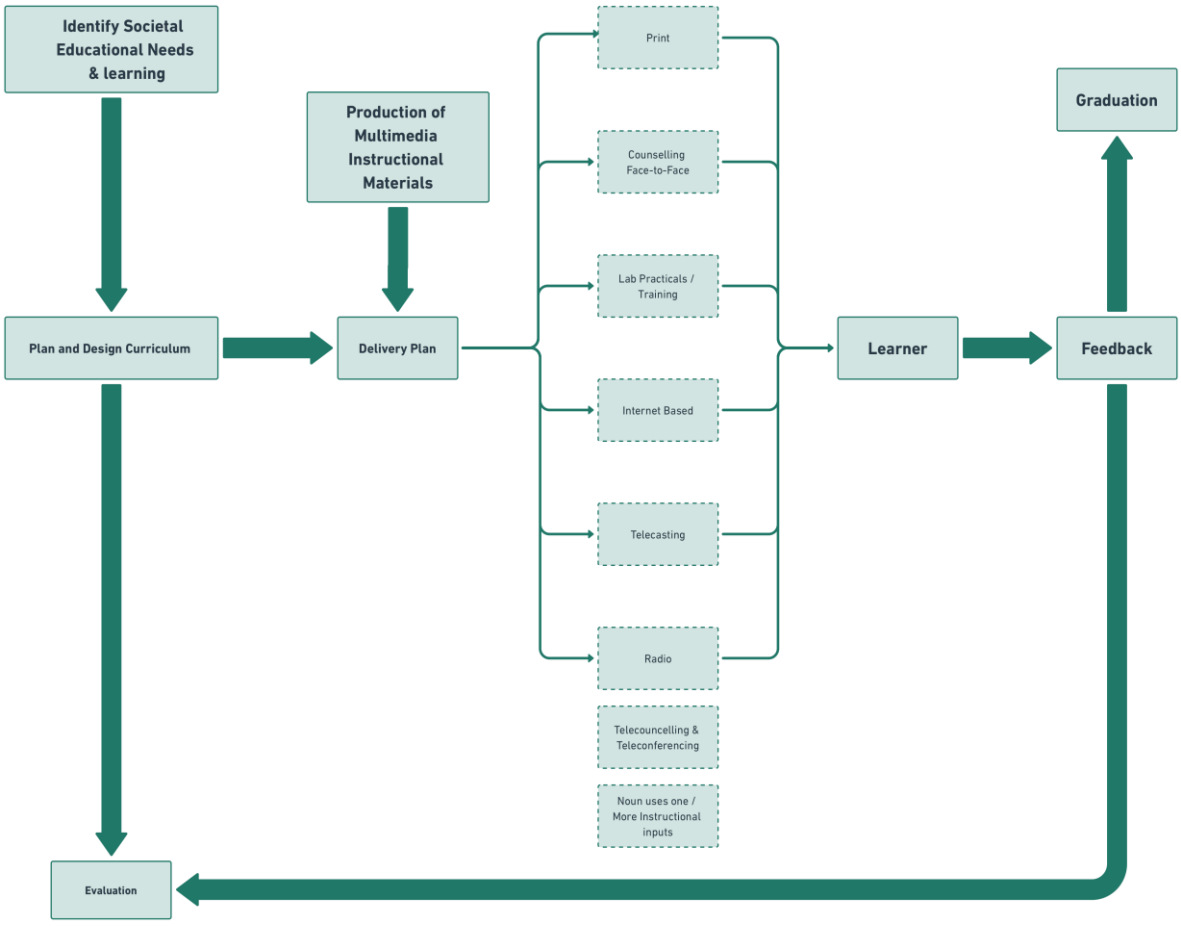
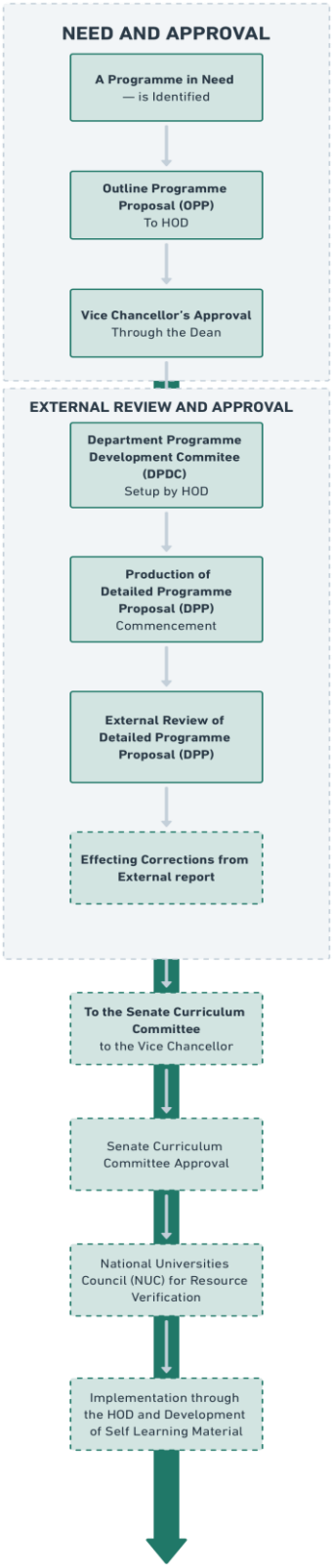




SELF PACED LEARNING MATERIALS	ONLINE/F2F FACILITATION	INSTRUCTIONAL VIDEOS
Course Materials (print & electronic)	Live Sessions for Review of Concepts	Quality Interactive Videos
Discussion Forums	Problem Solving	Simulations
Assessment - TMAs, Quizzes	Interactions/Discussions	Animations
Port-folio Development	Group Tasks, Collaborative Learning, Social Media, Project Based Tasks	Virtual Reality

Instruction Delivery Method	Definition
Course content: delivered asynchronous in print and asynchronous online	The course content is available in print and digital textual formats; instructional videos are available as a learning resource
Online facilitation: Combination of synchronous and asynchronous modes	Synchronous live sessions, also available as recorded sessions to watch asynchronous online discussion forums in asynchronous online
Assessment: Practical sessions, seminar presentations, project defense, examinations, Continuous Assessment (Cas)- F2F, blended, Hybrid synchronous online	Practicals are F2F; Seminar presentations are hybrid synchronous online, Electronic examinations are F2F and online at a fixed time, Online exams are synchronous online; CAs are asynchronous online

Course Content Delivery and Sharing Process Flow Map



The General Process Flow for Programme Curricula Development is as illustrated below: