**CONTEXTUAL FACTORS, LEARNING THEORIES AND STYLES, DIMENSION OF DESIGN DEFINITIONS AND CONCEPTUAL FRAMEWORK**

**Horizontal Organization:** As per the programme structure, we have three maths modules, two business modules, and two English modules. Hence, there is the blends of curriculum elements.

**Vertical Organization:** As for the sequencing of the modules, most of the module are well sequenced as foundation of programming are taught in the beginning of the Year I followed by applications in second year and third year. But the major problem is the one with the project module. For example, in Year II, the project II should be done with the prior knowledge of mobile application module. But the Mobile application module is taught parallelly with the Project module. Hence there is no sequence in those modules.

**Dimensions of Design Definition**

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| **Dimensions** | |
| **Scope** | Breath of the content are intact but the depth of the content is questionable as some topics are left unclear in the module.  Only two domain cognitive and psychometer are present in the module:   1. Define the unique roles of mobile applications. 2. State the design and hardware constraints of mobile applications in general and device platforms specifics. 3. Build a cross-platform mobile application using HTML5, CSS, JavaScript, and jQuery Mobile. 4. Generate native Android or iOS applications from a given cross-platform application. 5. Build an Android and/or iOS mobile application using current platform development tools. 6. State the process of monetarizing. 7. Describe the various publishing methods for mobile applications. |
| **Sequence** | Sequential content in the module are well reflected. Initially, it started with the basics of Mobile apps and ended with the business aspect of the mobile application. |
| **Continuity** | In the module, the continuity is maintained as it is the pre-requisite of Project II module which is to develop a mobile application. |
| **Integration** | The module has the business aspect of Mobile app development as well as communication aspect where students need to do presentation. |
| **Articulation** | The module content should be used in PRJ202 module. Vertical to horizontal interrelatedness is present. |
| **Balance** | The module is almost balanced except the scope dimension. |