

Hybrid Course Manual

Course Code: ICTW 364

Course Title: Online Courseware Design

1. Target Audience

This course is designed for **undergraduate students in their third year of the Bachelor of Science in Information and Communication Technology (ICT) programme at the University of Education, Winneba**. The students are expected to have:

- Basic knowledge of ICT tools.
- Foundational understanding of instructional design principles.
- Digital literacy skills (e.g., ability to use LMS platforms, word processors, and internet browsing tools).

The class size is relatively large (about 80–120 students), and the hybrid design seeks to ensure inclusivity, flexibility, and personalized learning despite the large enrollment.

2. Invariant Elements of the Course

Instructor Information

- **Name:** Professor John Okyere
- **Email:** Johnokyere843@gmail.com
- **Office Location:** Faculty of Science, UEW
- **Office Hours:** Mondays and Wednesdays, 4:00–7:00 p.m.

Course Description

This course introduces students to the **principles, tools, and practices of online courseware design**. Emphasis is placed on hybrid learning, instructional models, and the integration of online technologies with traditional face-to-face teaching methods.

Course Objectives

By the end of the course, students will be able to:

1. Explain the fundamental principles of courseware design.
2. Identify and use various online tools for hybrid instruction.
3. Develop course modules using both face-to-face and online strategies.
4. Create interactive and learner-centered digital learning resources.
5. Critically evaluate hybrid courseware designs for effectiveness.

Instructional Materials

- Core Textbook: Anderson, T. & Dron, J. (2017). *Teaching Crowds: Learning and Social Media*. AU Press.
- Supplementary articles and e-learning platforms (see resources section).
- Learning Management System (UEW LMS).

Assessment Breakdown

- **Assignments and Quizzes** – 40%
- **Final Project** – 30%
- **End of Semester Exam** – 30%

Course Policies

- Attendance to on-ground sessions is compulsory (minimum 75%).
- All online activities must be completed before deadlines.
- Academic integrity must be upheld in assignments, projects, and discussions.

3. Weekly Schedule / Forecast

Week	Topic	Online Activities	On-Ground Activities
1	Introduction to Courseware Design	Watch recorded video lecture; Post self-introduction on LMS forum	Orientation, syllabus review, Q&A
2	Instructional Design Models	Read e-texts; Complete online quiz	Group case study discussion
3	Learning Theories in Hybrid Contexts	Participate in discussion forum	Presentation and feedback
4	Tools for Online Courseware	Explore LMS tools; Submit mini assignment	Demonstration of tools in lab
5	Designing Interactive Content	Watch tutorial videos; Peer feedback online	Hands-on workshop in class
6	Online Assessments and Feedback	Complete online quiz	Role-play assessment scenarios
7	Mid-Semester Review	Online revision quiz; Virtual study group	In-person Q&A session
8	Multimedia in Courseware	Watch video lectures; Upload digital poster	Practical design workshop
9	Accessibility in Hybrid Learning	Participate in online debate	Face-to-face seminar

10	Group Project Work	Collaborate on LMS group workspace	In-class project planning
11	Evaluating Online Courseware	Online peer review of projects	In-person critique and feedback
12	Final Presentations	Upload project online; Reflection journal	Final project presentation in class

4. Online Elements (with Justifications)

- **Recorded Lectures & Tutorials:** Allow students to revisit content at their own pace.
- **LMS Discussion Forums:** Encourage peer-to-peer interaction outside class.
- **Online Quizzes & Assignments:** Provide immediate feedback and promote continuous assessment.
- **Digital Resources (PDFs, videos, e-books):** Ensure students can access course materials anywhere.

Justification: Online elements ensure flexibility for a large class, promote self-paced learning, and accommodate students who may have schedule or location challenges.

5. On-Ground Elements (with Justifications)

- **Workshops & Hands-on Labs:** Critical for practical application of design tools.
- **Group Discussions & Presentations:** Enhance teamwork and communication skills.
- **In-person Feedback Sessions:** Allow personalized guidance that is harder to achieve online.
- **Final Project Presentations:** Encourage accountability and professional presentation skills.

Justification: On-ground sessions strengthen collaboration, provide hands-on experience, and allow instructors to address individual challenges effectively.

6. Internal Resources (Hyperlinks)

1. UEW LMS – Course Forum
2. UEW Library E-Resources
3. ICTW 364 Course Syllabus (PDF)

7. External Resources (Hyperlinks)

1. [Coursera – Online Teaching Strategies](#)
2. Edutopia – Hybrid Learning Resources
3. [UNESCO ICT in Education](#)

8. References

- Dron, J., & Anderson, T. (2014). *Teaching crowds: Learning and social media*. Athabasca University Press.
- Bates, A. W. (2015). *Teaching in a digital age*.
- Siemens, G. (2004). Elearnspace. *Connectivism: A learning theory for the digital age*. *Elearnspace. org*, 14-16.