

## **Bates' ACTIONS framework:**

### **1. Access**

Provide a multi-format study package: printed SLM (posted), downloadable PDF (low file size), text transcripts, audio lecture MP3s, and short video lectures. Make all core content mobile-friendly (responsive LMS, Moodle, Google Classroom), conduct local study-centre sessions for those who cannot reliably access internet.

#### Justification:

Distance learners often have limited or intermittent internet and rely on mobile devices; ensuring content is usable in low bandwidth and offline preserves access — which Bates identifies as the top priority for distance programs.

### **2. Costs**

Use open-source LMS (Moodle) and free tools (YouTube, Google Docs for collaboration, TimelineJS / StoryMap for interactive timelines). Reuse / adapt existing OER/IGNOU SLMs to reduce production costs.

Keep learner costs low: short videos, compressed files, and audio etc.

#### Justification

Minimizing costs increases affordability and scales better; institutional investment in initial content pays off across cohorts. Bates' model places cost high in selection criteria after access.

### **3. Teaching & Learning (Teaching function)**

Pedagogy: source-based, inquiry & project-based learning. Each module pairs short narrative recordings (teacher lectures), guided questions, and scaffold activities. Core activities: primary-source analysis (documents, images), historiography readings, short essays, peer critiques, a group research mini-project (local history/oral history), reflective learning journal.

Scaffolding: model answer exemplars, graded rubrics, and tutor feedback loops.

Synchronous sessions: optional bi-weekly tutor webinars for debates, Q&A and 'historians' roundtable'.

#### Justification

History learning is best supported by developing critical thinking and source evaluation skills rather than rote memorization; the online format can deliver source materials and structured tasks to support these skills.

#### **4. Interactivity & User-friendliness**

Structured asynchronous forums with scaffold prompts and small-group peer discussions; peer assessment with rubrics; interactive timeline and map assignments (TimelineJS, StoryMap) with tutor moderation; frequent low-stakes quizzes (auto-graded); clear, consistent LMS navigation and short orientation module for using technology.

##### Justification

Interactivity builds presence and deeper learning in distance education. User-friendliness reduces dropout.

#### **5. Organizational issues**

Roles: course coordinator (academic lead), media production team, regional tutors/mentors, LMS admin, assessment team.

Support: regional and study centres for SLM distribution and offline sessions; central helpdesk with ticketing, tutor office hours, FAQ and quick WhatsApp updates.

Quality assurance: pilot test one module, gather analytics and learner feedback, then scale.

Assessment logistics: assignments submitted through LMS; term-end proctored examinations at regional centres or secure online proctoring as option.

##### Justification

The institution must be able to support production, learner support, and assessment at scale; organizational readiness is a gating factor in Bates' model.

#### **6. Novelty**

Avoid using novelty (VR, expensive bespoke apps) unless there is clear pedagogical gain and sustainable access. Use tried, stable tools first; pilot novel tech (e.g., virtual museum tours) as optional enrichment for well-connected learners.

##### Justification

Novelty is the least important criterion: new tech should be used only when it demonstrably improves learning and won't harm access or cost.

## **7. Speed (of implementation)**

Implement in phases: develop Weeks 1–4 fully as a pilot, run with a single cohort/regional centre, and iterate (2–3 months). Scale to full 12-week course after evaluation. Provide faculty training in the pilot phase.

### Justification

Phased roll-out reduces risk, allows quality improvements, and trains staff before full scaling. Speed is important but must not compromise access/quality.