Development of The AHS4118S - Monitoring Disability in Society Post Graduate Diploma Course for Online Delivery

Abstract

The Monitoring Disability in Society (AHS4118 MDIS) postgraduate diploma course has been adapted with a blended online component using teaching and learning technologies. This online component ran from when the students were at UCT physically (July 2015) to end of the course (November 2015). The course had a total of 18 students from within South Africa, Namibia and Botswana.

The engagement of the postgraduate students in the online space has been remarkable and at the end of the course in November 2015, the we got a 93% participation level for the forum and blog Vula online engagements. This was measured based on student posting and comment engagement with their peers for the 4 online activities we had in the course.

So a lot of peer learning happened thanks to the engagements that was enabled through the blogs, forum and chats and more. The pass rate was also at a level we have never had before with a 100% of the students passing the course.

Students engaged further on their own by forming WhatsApp groups to discuss, share and engage further with course materials, concepts and processes.

Below is a list of some of the materials that came out of the student engagements:

1. Theory of Change diagram from assignment 1
2. Logic model from assignment 2
3. Teaching and learning brief from the exam.
Output from the online engagement

Three prominent online activities emerged from the course. The first was a theory of Change assignment, the second was the Logic Model assignment and lastly was the Teaching and Learning Briefs. Below are short descriptions of these activities and links to student submissions:

1. **Topic:** As a consultant to the non-government organisation/government department you are working with, you must assist the staff to analyse their organisational capacity and develop their Theory of Change for inclusion of disabled youth in livelihoods development using sports, arts & recreation as a single or synergistic satisfiers of human need (Max-Neef, 1991; Max Neef, in Hope and Timmel, 2005). This knowledge will give the organisation / department an overview of the project scope they are working within.

   **Student Submissions:**
   a. AHS4118 Monitoring Disability in Society Postgraduate Diploma Course. Theory of Change (Le Roux and Harrison)
   b. AHS4118 Monitoring Disability in Society Postgraduate Diploma Course. Theory of Change (Ronel Jessen and Esther Matsoso)
   c. AHS4118 Monitoring Disability in Society Postgraduate Diploma Course. Theory of Change (Thapelo Ngwenya)

2. **Topic:** As a consultant to the non-government organisation/government department, your participatory approach must assist the organisation to develop a monitoring tool in the form of a logic model. The monitoring tool will focus on measuring disability inclusion in projects related to the livelihoods development, using Sports, Arts & Recreation as a strategy.

   **Student Submissions:**
   a. AHS4118 Monitoring Disability in Society Postgraduate Diploma Course. Description of Monitoring Steps within a Project Cycle (Le Roux, Harrison) 1
   b. AHS4118S Monitoring Disability in Society Postgraduate Diploma Course Logic Model Template for Monitoring an Organisation (Le Roux, Harrison) 2
   c. AHS4118 Monitoring Disability in Society Postgraduate Diploma Course. Description of Monitoring Steps within a Project Cycle (Ngwenya, Tsegetsang, Mdlalose) 1
   d. AHS4118S Monitoring Disability in Society Postgraduate Diploma Course. Logic Model for Monitoring an Organisation (Ngwenya, Tsegetsang, Mdlalose) 2
3. **Topic:** You now have all the information you need to develop a Teaching and Learning Brief that informs a department or discipline of your choice at a higher education institution of the relevance of economic inclusion of disabled youth in their curriculum. You will also make recommendations that you identified through your logic model for monitoring the implementation of Article 27 on Decent Work and Article 30 on Sport, Recreation and Culture.

**Student Submissions:**

a. AHS4118 Monitoring Disability In Society Postgraduate Diploma Course. Teaching & Learning Brief (Cynthia Haihambo)
b. AHS4118S Monitoring Disability in Society Postgraduate Diploma Course. Teaching and Learning Brief (Penandino Kandjii)
c. AHS4118S Monitoring Disability in Society. Teaching and Learning Brief (Marlene Le Roux)

**N/B:** All student submissions are sent as attachments to this report feedback.
Online Tools used to support students.

We integrated and used the following ICT tools for the online support of the AHS4118 MDIS course.

1. Vula
2. Skype
3. Screencast Videos
4. WhatsApp
5. Parallels Access software for remote access.

More details are given below, how we used these tools with some screenshots where possible:

1. Vula: Used to structure and deliver the blended online part of the course. Fig 1 below shows the home page of the online component of the course:

![Fig1: Homepage of AHS4118S MDIS Vula course](image-url)
We used the Lessons tool on Vula to structure both the face-to-face lectures and the online support sessions of the course. Fig 2 shows a snapshot of sessions page on Vula:

![Fig 2: Session Page of MDIS Course](image)

Fig 3 below is what one of the Lecture Sessions look like. It laid out with the description, outcomes and suggested readings uploaded for students to download:

![Fig 3: Lecture Session](image)
Following this is one of the online support sections. Particularly is the online activity 1 shown in fig 4 below. This is where students are able to use either a forum or blog to engage with the concepts in the course.

In this particular activity, students worked on developing a report, posted it to an online discussion forum on Vula and then engaged with each other online by commenting on the post of other students' submission.

The forum threads for one of the forums in the course is shown in fig 5 below:
Fig 5: Forum threads of AHS4118S MDIS Vula course

And further below in fig 6 is the engagement in one of the forum posted by a student:

Fig 6: Forum engagement of AHS4118S MDIS Vula course
Blog were used less in this course partly because most of the activities required students to upload documents that were used for the online engagement. A screenshot is shown in fig 7 below:

Fig1: Blog page of AHS4118S MDIS Vula course

The assignment tool on Vula was used for final assignment submissions. Students submit their draft assignments via email to the lecturer to get feedback and then submit the final through Vula. Fig 8 below shows the screenshot:
2. Skype calls were used instead of Vula chat. This was done with almost 18 of our students in the second semester but because of lack of stable connection with our students from other countries, the experience wasn’t the best but more than half of the students were able to participate in the Skype group call.

3. Screencast videos were used for support to the students. These were training videos students could reference afterwards ranging from how to post to a Vula forum, write a Vula blog, submit an assignment on Vula, map vula network drive, chat on Vula, access student turnitin reports and others. This was housed in the vula resources folder on the programme course site. A screenshot is shown below in fig 9:
4. We used WhatsApp a lot for student support and fig 10 below is a typical screenshot of WhatsApp conversation with a student:
5. Finally, we used a remote connection mobile software via the iPad called “ParallelAccess” to be able to support our students with visual impairments. So in fig 11 below, I was trying to install an assistive technology software on her computer:

Fig 10: Homepage of AHS4118S MDIS Vula course

Fig 11: Using ParallelAccess to access visual student computer remotely.