



INTERNATIONAL ACADEMY
Initiative in Education & Lifelong Learning

Certificate Programme

Instructional Guidelines for Learners

MOODLE

Our courses are based on the principles of Open and Distance Learning (ODL), as well as, the philosophy of Adult Learning.

The ODL approach ensures that the materials are designed so as to support autonomous and self-directed learning. Self-directed learning focuses on the process by which adults take control of their learning. They set up their learning goals; look for appropriate resources; decide on their learning styles and evaluate their progress, with support from the instructor/facilitator.

Keeping in mind the philosophy of adult education and that each of you learners are adults; the materials are intended to relate to each learner's experience. These prior experiences are considered as an excellent knowledge as learning is best when presented in a real life context. Further, adults have high motivation to learn when they perceive that the new knowledge they gain can help them gain clarity in resolving some of the challenges they face in their daily lives.

All courses at the PRIA Academy are conducted through the Moodle, which is a web-based platform, used by premier educational institutions across the world. This virtual platform is used to maximize interaction between the instructors and the learners. We at the Academy have a strong faculty of practitioners and academicians, who facilitate our courses, as well as international guest faculty who bring in their expertise and enrich learning and discussions.

ASSIGNMENTS

- a) Assignment 1: Reflection Paper
- b) Assignments 2 & 3: Quizzes
- c) Assignment 4: Project Paper

You may submit your assignments 1 & 4 in the respective forums. For assignments 2 & 3 which are quizzes you may click on the same to attempt the quiz online.

ASSIGNMENT 1: Reflection Paper

The purpose of this assignment is to give the instructor(s) a sense of your conceptual understanding of participatory monitoring and evaluation.

Instructions

This assignment should build from your existing understanding of the subject matter, and should also incorporate insights gained from Units 1 and 2 of the course.

We suggest that before writing the reflection paper, you make a 1--2 page concept outline, wherein you logically sequence the concepts to be covered in the paper. This outline will help you in organising your thoughts and subsequently your paper in an organised and methodical manner. Organise your paper such as to have a clear beginning, body and conclusion. Once the outline is in place, begin writing the paper.

Make efforts to develop your own understanding of the subject matter, rather than reproducing what has been covered in the units. It would help to include illustrations from your day-to-day experience; to raise critical questions; and to develop your own critique of the concept. If you are using someone else's ideas, please do acknowledge the same in your reference list.

Length: Please ensure that your paper is not less than 2500 and does not exceed 3000 words. The paper must be in 12-point, Times New Roman font and in 1.5 spacing format.

Value: 25% of your final grade

ASSIGNMENT 2 & 3: Individual Quiz

There will be a total of two quizzes that each learner is expected to participate in. The first quiz is based on course contents, including readings, from Units I-III and the second quiz is based on Units IV-VI.

We shall upload the first quiz on the 11th week and the second quiz on 22nd week of the course duration and each of the quizzes shall remain open for two weeks.

There are two reasons why you should take part in the quiz. Firstly, it ensures that you go through the prescribed readings in a detailed manner, which is an essential component to your learning. Secondly, it is an easy and fun way to add to your overall assessment. So don't lose this opportunity.

Please note, in case you attempt the Quiz more than once, the software will only consider the first submission of the Quiz as the one for grading purposes. So please do not send in revised versions of the Quiz in order to get a better score.

Value: 20% of your final grade (10% for each Quiz).

ASSIGNMENT 4: Project Paper

The purpose of this assignment is to demonstrate your understanding of the concept of the subject matter in a project context. This assignment will further guide you to begin thinking about how you might apply your knowledge in a real-life setting.

Instructions

A. You should consider the following steps while working on your project:

1. Identification of a Development Project

Identify one development project related to your subject matter. If you are working with a development organisation, then you can select an existing or future project for this assignment.

2. Develop a plan for the given project.

(Note: The plan can be for initiating a new project or while revising and expanding an existing project)

B. Project report

The project report should capture both the above-mentioned steps adequately. Some key issues to keep in mind while preparing the project report:

- How did you identify the project? (Identification process and reason for selection of that project).
- Brief description of the project (i.e. Name, objective, nature, scope, implementing organisation).
- Key components of the projects, which need to be built or strengthened.

Length: Please ensure that your paper is not less than 4500 and does not exceed 5000 words. The paper must be in 12-point, Times New Roman font and in 1.5 spacing format.

Value: 40% of your final grade.

Guidelines for Writing Assignments

- Read the instructions for the assignment and any other information given in the instructional guideline and by your Instructor/s carefully. Sometimes there are several questions or steps embedded within the instructions, so be sure to address all of them in your writing.
- Introduce the reader to your paper by clearly stating your purpose or thesis statement and then provide an outline of how you will go about explaining or arguing it. In the introduction, you can also provide some context for your topic and why it is important. If you are addressing one small piece of a complex problem, the introduction should define the scope of your paper.

- The body of the paper should follow logically from the outline stated in the introduction. Sometimes it is useful to indicate to the reader when you are making a new point or moving into the next step of your explanation, argument or analysis. This can be done simply by using headings or words such as ‘first... second... or next...finally.’ Introduce the main point of each paragraph and ensure that the information in that paragraph supports your point.
- Whenever you are citing from an article or referring to a theorist’s ideas, you must include the author’s name and year of publication in parentheses.
- If you are using direct quotes from the original text, use quotation marks [“...”] and include the page number. For example: ‘Kothari (2001) argues “participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others” (p 142)’
- If you are paraphrasing the author’s ideas, but are not using a direct quote, you still need to acknowledge that this is not your original idea. For example: Kothari (2001) cautions that while participatory approaches can challenge the relations of power embedded in every society, we must take care not to oversimplify the nature of power, or to reassert new forms of social control.
- For excerpts of more than 40 words, start on a new line and indent the block of text. (Do not end a paragraph with this indented quote, comment on it.) These indented quotes do not need quotation marks. For example: Kothari (2001) has described how powerless groups can have their knowledge validated through participatory approaches:
- Participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others. This is based on the recognition that those who wield little power have limited opportunities to express their interests and needs and is generally excluded from key decision-making processes, and that their knowledge is considered insignificant. Nevertheless, she goes on to caution that we must take care not to oversimplify the nature of power,

or to reassert new forms of social control. Indeed, relations of power are embedded in participatory approaches as well.

- The conclusion often provides a brief summary of what has been covered in the paper and reiterates the purpose statement. While no new arguments should be introduced in the conclusion, it is sometimes appropriate to call for action. For example, further research into a subject when there are obvious gaps in the literature. In a more personal paper, you may also speak about your own reflections on the subject, what you have learned or what implications it has in your life.
- Do not trust the spell check – always re-read, and if possible, have someone else read your paper. Grammatical and spelling errors are distracting and can sometimes weaken your credibility to the reader.

(Note: You will not be graded for your spelling or grammar for e-mail postings; however, as noted above, these will be taken into account in the evaluation of the two written assignments you submit.)

Tips for Online Communication

Online communication requires slightly different skills from face-to-face interactions, as the people you are communicating with do not have access to all the usual visual signals (tone of voice, facial expressions, hand movements, body language, etc.). In addition to typing skills, you may also need to give some context to your statement. For example, if you are making a joke, or being ironic, you need to indicate this clearly to the readers.

Please remember that your peer learners may come from different regions, as well as other nationalities, and therefore there are many different idiomatic expressions that are used in specific countries, regions or communities. There are also a number of acronyms that have become popular through online communication through e-mail, chat rooms, text messaging, etc. Keep in mind that not everyone will be aware of what these expressions or acronyms mean; so if you choose to use them please give a definition. Likewise, if you do not understand what others – including what we – have written, please ask for clarification.

EVALUATION

During the course, you will be evaluated on the basis of your written assignments, the quality of content and frequency of your online participation with the guest faculty and instructor.

The division of marks for all assignments and online participation is as follows:

S No.	Assignment	Title	Total Marks
1	Assignment 1	Reflection Paper	25
2	Assignments 2&3	Individual Quiz	20
3	Assignment 4	Project Paper	40
4	Online Participation		15
			100

GRADING

The letter grades do not fully measure how much you have learned and internalised, but are more indicative of your performance in the virtual classroom and quality of assignments. As such, you should take responsibility for your own learning in the following ways:

At the beginning of the course, the instructor will ask you to send your personal learning objectives. At the end of the course, you should reflect upon those objectives, whether you have met them, whether they were realistic, and which parts of the course structure have helped or hindered you in meeting them?

During the course, you will get an opportunity to participate and make contributions through discussions, reflections and comments by using the Discussion Forum on the Moodle. You should reflect upon your own contributions to such virtual exchange.

At the end of the course, you will be asked to provide a 'balanced feedback' on your overall performance. This will include two positive comments and one suggestion for self-improvement.

Please provide these comments in the feedback form as they will be considered as one of the components towards your overall grade.

Grading Scheme

Grade	Qualitative Value	Point Grade	Equivalent Numerical Value (%)
A	Excellent	5	70 and above
B	Very Good	4	Above 55 and below 70
C	Good	3	Above 45 and below 55
D	Satisfactory	2	Above 35 and below 45
E	Unsatisfactory	1	Less than 35

(Note: You must get at least Grade D to claim the Certificate in International Perspectives in Participatory Monitoring and Evaluation)