QM Role in Driving Change to Deploy Technology-Enhanced Learning at University Level.
Speakers

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Outline

- University Overview
- Deanship Overview
- QM Early Adoption
- Three Levels of eLearning
- Technology Enhanced Learning (Level 1)
- eCourses Development Process (eCourses Cycle, Templates, Samples, Testimonials)
- Future Plan
- Key Messages
- Q & A
University Overview

Number of University colleges: 21
Number of academic programs (undergraduate): 86
Number of higher studies programs: 27
Number of current students: 27911
Number of faculty members: 3154
Number of unique academic courses: 1537
Number of students on scholarships abroad: 835

Males: 23%
Females: 77%

Accredit all academic programs
Institional accreditation
Accredit all academic programs
(Active Scholarships)
## Development

**FM role**
- Fills a course development request
- Fills ADDIE form
- Develops activities and material with ID

**ID role**
- Develop the e-course on LMS
- Develops activities and material with ID

**Tool used**
- ADDIE forms

**Quality**
- There were no standards

### 2010-2012

It was optional and carried out individually (FM level).
Quality Matters Early Adoption

- **2013-2014**
  - Introduce QM
  - Train the Deanship staff and selected FM
  - Develop e-course development forms
  - Implement forms (Pilot Study)

- **2015**
  - Emergence of the three levels of e-Learning
  - Technology-Enhanced Learning Level development process and templates.

- **2016**
  - Actual implementation of Technology-Enhanced Learning Level

- **2017**
  - Widespread of Technology-Enhanced Learning Level
  - Refining the process

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The pilot project was the initial phase of eCourses development process using QM as quality standards. It aimed to test the efficiency of the development process and templates (created using QM).

**Development**
It was optional and on FM level

**FM role**
- Fills the online Course Development Form with the assistance of ID
- Develops activities and material with ID

**ID role**
- Develops the e-course on LMS
- Gives feedback and comment to FM

**Tool used**
Course Development Form

**Quality**
All the 43 Quality Matters standards
Pilot Project

2013-2014

Oral Surgery & General Practice 01

2015

General Mathematics
Course by Dr. Maryam Al-Dossary

2016

Microeconomics

2017

Epidemiology & Biostatistics
Course by Dr. Eman El-Far

Course Development Form (online)
Sample Course
Sample Course
Main Challenges

- FM abilities to apply all Quality Matters Standards.
- The workload on the FM to fill the course development form.

Actions

- Select some standards as a starting point for developing the e-Courses.
- Provide e-Course development templates filled directly on LMS.
A workshop was conducted for all those who were involved in the pilot project, with a supervision of (QM certified experts and consultants), they agreed on:

- Creating three eLearning levels:

  1. 19 QM Standards
     Technology-Enhanced Learning
  2. 43 QM Standards
     Blended learning
  3. 43 QM Standards
     Fully online
What is the Technology-Enhanced Learning level?

The first level of the three eLearning levels adopted in the university that aims to:

- Develop reference e-Courses.
- Apply 19 standards out of 43 Quality Matters Standards.
- Deliver entire courses as F2F
- Develop FM educational technology skills gradually.

Courses are designed to include:

1. Guiding Information *(Start Here, Course Guide and Announcements)*
2. eLessons *(Instructional Material, Discussions and Assessments)*
Course Overview and Introduction

Instructions make clear how to get started.

Technology-Enhanced Learning Standards

1. Course Overview and Introduction
   - Course and institutional policies are clear and easily accessible.
   - Students are introduced to the purpose and structure of the course.

2. Learning Objectives (Competencies)
   - The course learning objectives are clear and measurable.
   - The module/unit learning objectives are clear and consistent with the course-level objectives.

3. Assessment and Measurement
   - The course learning objectives are assessed through appropriate methods.
   - The module/unit learning objectives are assessed through appropriate methods.

4. Instructional Materials
   - The instructional materials are appropriate for the course.
   - The instructional materials are current.

5. Learner Interaction and Engagement
   - Learning activities are designed to support active learning.
   - The instructional materials are current.

6. Course Technology
   - The course uses technologies effectively.
   - Students can readily access the technologies required in the course.

7. Learner Support
   - The course provides effective support for students.
   - The course provides effective support for students.

Technology-Enhanced Learning Level

2013-2014

2015

2016

2017

QM

Technology-Enhanced Learning Standards

Points

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The university board adopted the technology enhanced learning for all academic programs at the university.

The technology enhanced learning will be implemented for new and updated academic programs.

The development of e-courses transformed from individuals level into programs level.

The Deanship of eLearning developed the process and templates.
Development Process for Academic Program

**Development**

It became mandatory and program based

**FM role**

Develops the e-course directly on the LMS

**ID role**

- Trains FM on developing e-courses
- Follows up with FM progress on a weekly basis

**Tool used**

- **2013-2014**: a template on the LMS
- **2015**: a template on the LMS
- **2016**: a template on the LMS
- **2017**: a template on the LMS

**Quality**

- Selected 19 standards
We have four phases in developing our e-courses on technology-enhanced learning level:
Orientation Phase

- Acquaint the College/Department with the Technology Enhanced Learning.
- 19 Standards for TEL
- Action Plan
- Development Templates based on QM Standards.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Qualifying FMs Phase</td>
</tr>
<tr>
<td>2015</td>
<td>Train the FMs on the development skills and knowledge for TEL using any of the below strategies:</td>
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<tr>
<td></td>
<td>- Face to Face Training Sessions</td>
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<tr>
<td></td>
<td>- Self Learning online course</td>
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<tr>
<td></td>
<td>- Just-in-Time Training</td>
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Development Process for Academic Program

Development Phase

- FMs develop their courses.
- elearning Deanship staff (IDs) monitor & review the development.
- IDs provide timely and ongoing support, recommendations and feedback for FMs.
- Quality assurance for all the courses ‘19 Standards’.
Documentation Phase

- Write a report on the positives and negatives of the development process.
- Gather feedback from the FMs about recommendations for future enhancements.
Our current situation in developing e-Courses on Technology-Enhanced Learning Level:

<table>
<thead>
<tr>
<th>College of Science First Academic Year</th>
<th>College of Arts Geography Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 e-Course (English Courses)</td>
<td>43 e-Course (Arabic Courses)</td>
</tr>
<tr>
<td>50 Faculty Member Participants</td>
<td>40 Faculty Member Participants</td>
</tr>
<tr>
<td>3 Months Development Duration</td>
<td>5 Months Development Duration</td>
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</tbody>
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Developed e-Courses Samples
Future Plan

- Move forward to deploy blended learning courses and online courses.
- Qualify FMs for advanced LMS uses and teaching strategies.
Applying 19 standards of quality matters might be an option to bridge faculty members with less E-Learning experience towards full QM standard implementation.

In massive e-courses production, the role of the deanship of eLearning could move from being development provider towards coordinating and monitoring the development process.
Q & A

Contacts

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