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The Effect of Teaching via e-Learning on the Quality of the Academic Programs and their Outcomes

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- ❑ Challenges and opportunities of teaching through E-platform
- ❑ Developing effective instructional design for e-Learning
- ❑ Art of Assessing Teaching Effectiveness in e-Learning Platform
- ❑ How to Measure the Quality of Academic Programs offered through e-Learning Mode?

Challenges and opportunities of teaching through E-platform

Challenges

- Lack of focus
- Organization & time management
- Gadgets shortage
- Connectivity
- Computer literacy
- Online courses to deaf students
- Data privacy
- Security
- Isolation and Boredom
- Lack of interaction and human contact
- LMS imperfections

Opportunities

- Giving a leading role to students;
- Using gadgets not only for fun, but to learn
- adaptiveness
- Quick and consistent evolution of the e learning software and technology to any new pedagogical theories such as the Gamification theories that the learners are asking for it
- Mobile Learning and the idea of learning everywhere and any time
- Management and reporting of the learner's records

Developing effective instructional design for e-Learning

- ❑ Understanding e-learning characteristics. It mainly addresses training and capacity-development for those who are involved in an e-learning project.
- ❑ Designing an e-learning course (from the needs, target and topic analysis to the definition of intended learning outcomes, sequencing, choice of learning strategies and delivery formats).
- ❑ Creating interactive content (from the application of learning strategies and media to courseware development).
- ❑ Managing and evaluating learning activities :This addresses the evaluation of an online course and learning platforms and how it supports course delivery and communication among learners

Art of Assessing Teaching Effectiveness in e-Learning Platform



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- ❑ Business has a saying: “That which gets measured gets done.” Yet higher education has traditionally had a hard time with assessment. The focus has been on teaching but not on measuring if learning has occurred.
- ❑ Therefore assessment has become a hot topic in the field, as both accrediting bodies and Ministries of Education are demanding more evidence of actual learning from colleges and universities.
- ❑ Obviously, assessments are about more than just grades. Assessment is simply the process of gathering information on what students know based on their educational experience. Assessment results are typically used to identify areas for improvement and ensure that course content meets learning needs. There are two basic types of assessments:
 - ❑ Formative assessments occur within an online course and are used to determine how well a student is learning the material.
 - ❑ Summative assessments are sometimes referred to as a final exam and measure what the student has learned after completing a course.. There are several practices you can use to evaluate students mindfully. The best method will vary based on learning needs and objectives. It includes online Quizzes, Open-Ended/ Essay Questions, Drag-And-Drop Activities, Online Interviews, Dialog Simulations, Online Polls, Game-Type Activities, Peer Evaluation and Review, to a Forum Posts (on-line discussion Board) . For example, an online quiz will be your perfect match if your goal is to measure knowledge gains quickly. But if you want to test your students’ interview skills, you’re better off using a dialog simulation.

Art of Assessing Teaching Effectiveness in e-Learning Platform



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- ❑ **Summative assessments are commonly contrasted with formative assessments**, which collect detailed information that educators can use to improve instruction and student learning while it's happening. In other words, formative assessments are often said to be for learning, while summative assessments are of learning. Or as assessment expert Paul Black put it, "When the cook tastes the soup, that's formative assessment. When the customer tastes the soup, that's summative assessment." It should be noted, however, that the distinction between formative and summative is often fuzzy in practice, and educators may have divergent interpretations and opinions on the subject.
- ❑ **Reform:** While educators have arguably been using "summative assessments" in various forms since the invention of schools and teaching, summative assessments have in recent decades become components of larger school-improvement efforts. As they always have, summative assessments can help teachers determine whether students are making adequate academic progress or meeting expected learning standards, and results may be used to inform modifications to instructional techniques, lesson designs, or teaching materials the next time a course, unit, or lesson is taught. Yet perhaps the biggest changes in the use of summative assessments have resulted from state and federal policies aimed at improving public education—specifically, standardized high-stakes tests used to make important decisions about schools, teachers, and students.
- ❑ **Debate:** While there is little disagreement among educators about the need for or utility of summative assessments, debates and disagreements tend to center on issues of fairness and effectiveness, especially when summative-assessment results are used for high-stakes purposes. In these cases, educators, experts, reformers, policy makers, and others may debate whether assessments are being designed and used appropriately, or whether high-stakes tests are either beneficial or harmful to the educational process. For more detailed discussions of these issues, see high-stakes test, measurement error, test accommodations, test bias, score inflation, standardized test, and value-added measures.

How to Measure the Quality of Academic Programs offered through e-Learning Mode?



- Vision and Mission
- Governance of online program, Licensed Degree
- Philosophy and practice of teaching and learning
- Student's interests and satisfaction
- Faculty's interests and satisfaction
- Availability of Resources
- Employers and Community's interests and satisfaction

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□ Programmatic Academic Accreditation:

After an e-learning/distance education program is licensed by the National E-Learning Center, this program should obtain programmatic academic accreditation within a period of six months to one year from the graduation of the first batch of students. Application for accreditation is made according to the same procedures of programmatic accreditation used at the National Center for Academic Assessment and Accreditation, and pursuant to the same criteria used (2018 Edition)(2). Seventeen indicators have been reviewed to adapt to e-learning and distance education, and two indicators directly related to e-learning and distance education have been added. The new indicators are indicated by an asterisk “*” in the full version of the standards, and the numbering used in the 2018 Edition has been completed. Updated and Additional E-Learning and Distance Education Programmatic Accreditation Indicators

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2. Program Management and Quality Assurance: 2.1 Program Management 2.1.2 The program management should have the appropriate academic, administrative and technical experience to achieve its mission and objectives. 2.1.3 The program should have a sufficient number of qualified staff to carry out administrative, professional and technical duties; The Program staff should have specific responsibilities and authorities. 2.1.4 The program administration should provide a supportive organizational climate and academic and digital environment. 2.1.6 The program should apply the institutional regulations of educational and research partnership (if any) in order to ensure a high quality of all the aspects of the program offered through e-learning or distance education, including courses, educational materials, teaching, student achievement standards and services provided. 2.1.12 The program should form an advisory committee comprising professional and experienced members in the same specialization of the program and in e-learning and distance education mechanisms. These committee members should contribute to evaluating and developing the program and improving its performance. 2.1.13 The program administration should improve and develop the professional and digital skills and capabilities of the technical and administrative support staff to keep pace with modern developments. 2.1.17 The program administration should enforce the values of academic integrity, intellectual property rights and rules of ethical conduct in all academic, technical, research, administrative and service fields and activities.

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3. **Teaching and Learning** 3.1 Graduate Attributes and Learning Outcomes 3.1.5 The program should ensure that its core learning outcomes can be acquired effectively through virtual e-learning activities or independently through distance education, or in combination with other educational activities, such as seminars, laboratory activities, field experience requiring supervision, etc. 3.2 Curricula 3.2.1 The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum 3.2.9 Teaching and learning strategies should be student-centered and encourage active, independent learning. 3.2.11 If some e-learning courses include practical components, or if the program includes a field experience, their learning outcomes should be specified and aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes. 3.3 Teaching Quality and Student Evaluation 3.3.2 Teaching faculty should be provided with the necessary training in effective use of technology, in teaching and learning strategies, and in assessment methods specified in the program and course specifications in a manner that fits e-learning and distance education. Faculty use of such techniques should be monitored on a regular basis. 3.3.3 At the beginning of each course, students should be provided with comprehensive information on that course and on how to proceed successfully with it; this should include the mechanism to access the course, its intended learning outcomes (ILOs), teaching and learning strategies, evaluation methods and dates, and what is expected of students during the course study.

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4. **Students** 4.0.7 Students should be provided with effective services for academic, professional, psychological and social counseling and guidance that are in line with the nature of the program, through qualified and sufficient personnel.
5. **Teaching Faculty** 5.0.3 Faculty members should have the required competencies (such as qualifications, certificates, professional licenses, necessary experience, and high technical skills) and teaching effectiveness; appropriate mechanisms should be applied for verification.
6. **Learning Resources, Facilities and Equipment** 6.0.10 The program should have a sufficient number of qualified technicians and specialists to create and operate the required technical environment. *6.0.14 Course design should allow for both synchronous and asynchronous learning. *6.0.15 A program should have a procedure guide for how to use the learning platform (the learning management system) and how to handle digital content in an organized (facilitating movement between its parts), fair (ensuring access to all beneficiaries), and varied (multiple audio-visual) manner.

Final Thoughts and Recommendations

e-learning requires a concerted effort on the part of all stakeholders: **Teachers** need to be trained and supported. **University management** should provide access to the e-learning technology, organize the e-learning system, train (staff, faculty and students), identify users protocols and guidelines, define and implement changes in the educational programs, methodologies and evaluation practices to be adapted to the e-Learning System. **students** should be trained and encouraged to take part in the development of the e-learning system.

Online assessments are a critical part of e-learning and should be undertaken with the same level of care and rigor that you put into creating your learning content. The good news is that you don't have to be a programming genius to build online assessments. There are many software tools that allow you to generate engaging tasks. Choose your way to assess student learning and a related tool to align your needs and the results you want to achieve.

THANK YOU