



جامعة الإمام عبد الرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY

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

Speakers

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Instructional Designer Team Leader



عمادة التعليم الإلكتروني والتعلم عن بعد
Deanship of E-Learning & Distance Learning

- 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 current students



Males



Females

3154
Number of faculty members

1537
Number of unique academic courses



Number of University colleges



Number of academic programs (undergraduate)



Number of higher studies programs



2020

Accredit all academic programs



2016

Institutional accreditation



3

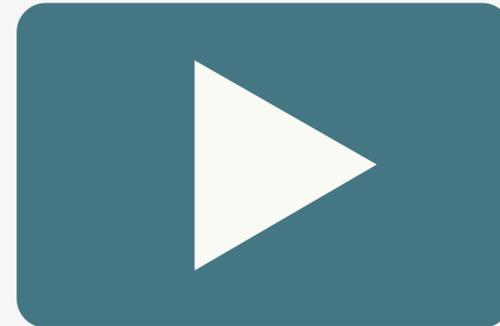
Accredit all academic programs



Number of students on scholarships abroad

(Active Scholarships)

Deanship Overview



2010-2012



Development

It was optional and carried out individually (FM level)



FM role

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



ID role

Develop the e-course on LMS



Tool used

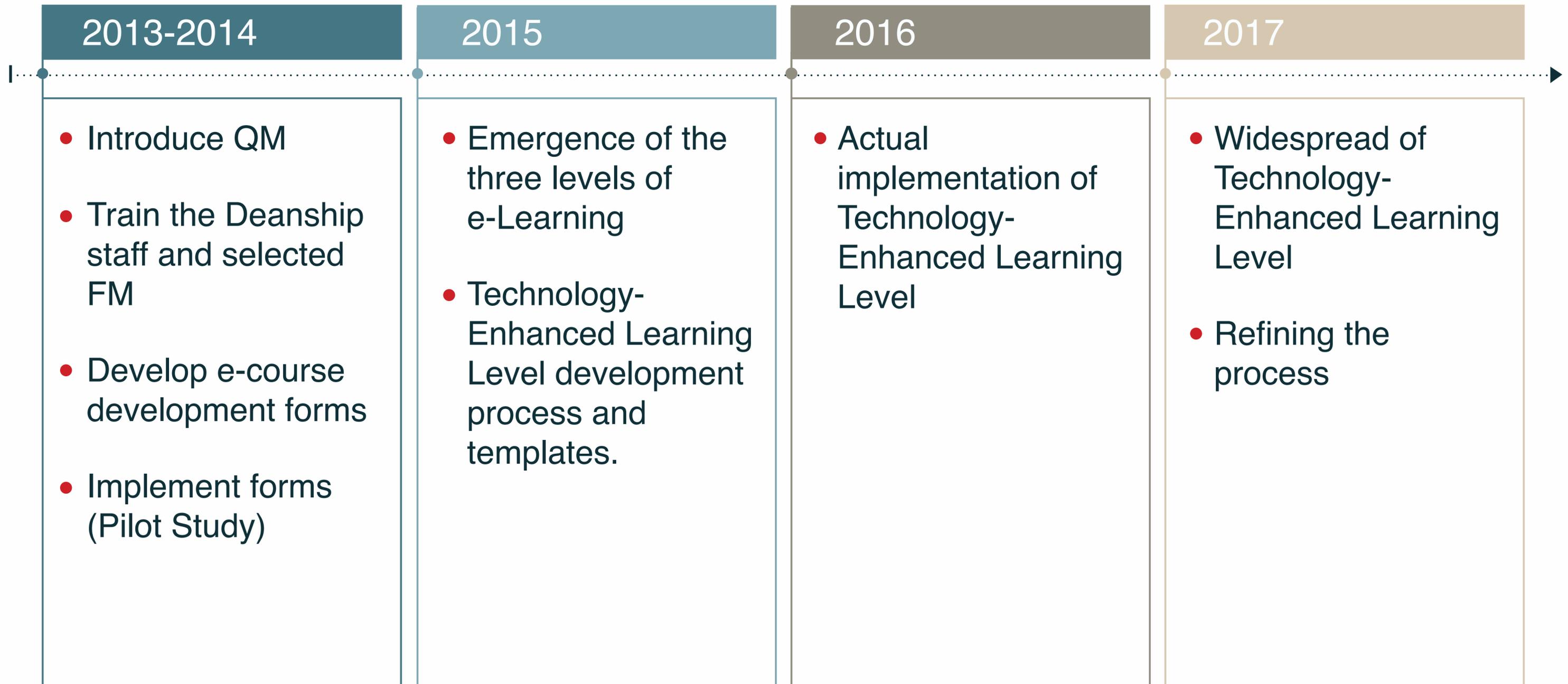
ADDIE forms



Quality

There were no standards

Quality Matters Early Adoption



2013-2014

2015

2016

2017

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

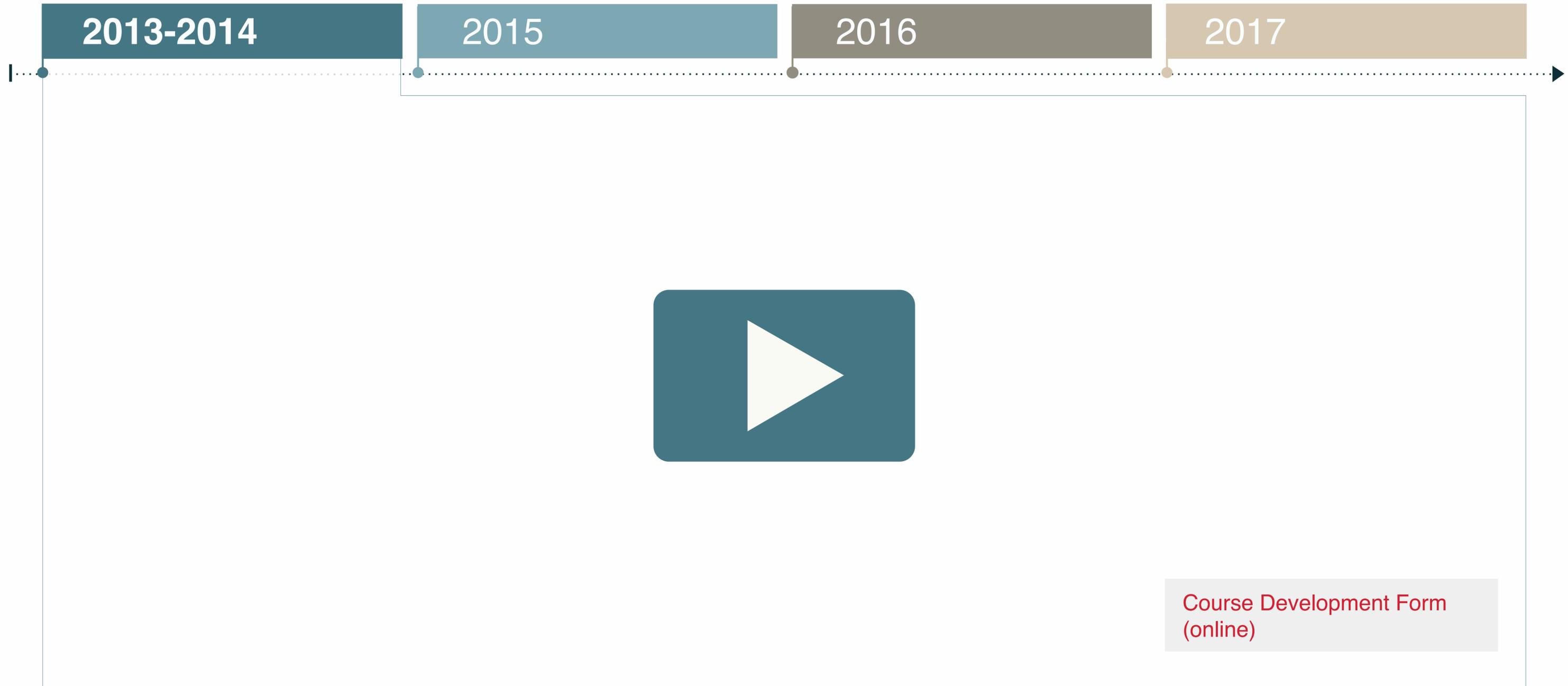
Course Development Form



Quality

All the 43 Quality Matters standards

Pilot Project



2013-2014

2015

2016

2017

Oral Surgery
& General Practice 01

General Mathematics

Course by Dr. Maryam Al-Dossary



الاقتصاد الجزئي
Microeconomics

Epidemiology & Biostatistics

Course by Dr. Eman El-Far

Fundamental of Electric Circuits
Course by Dr. Mohamed El-Brawany

Theory of Design

Waad Al Shiddi

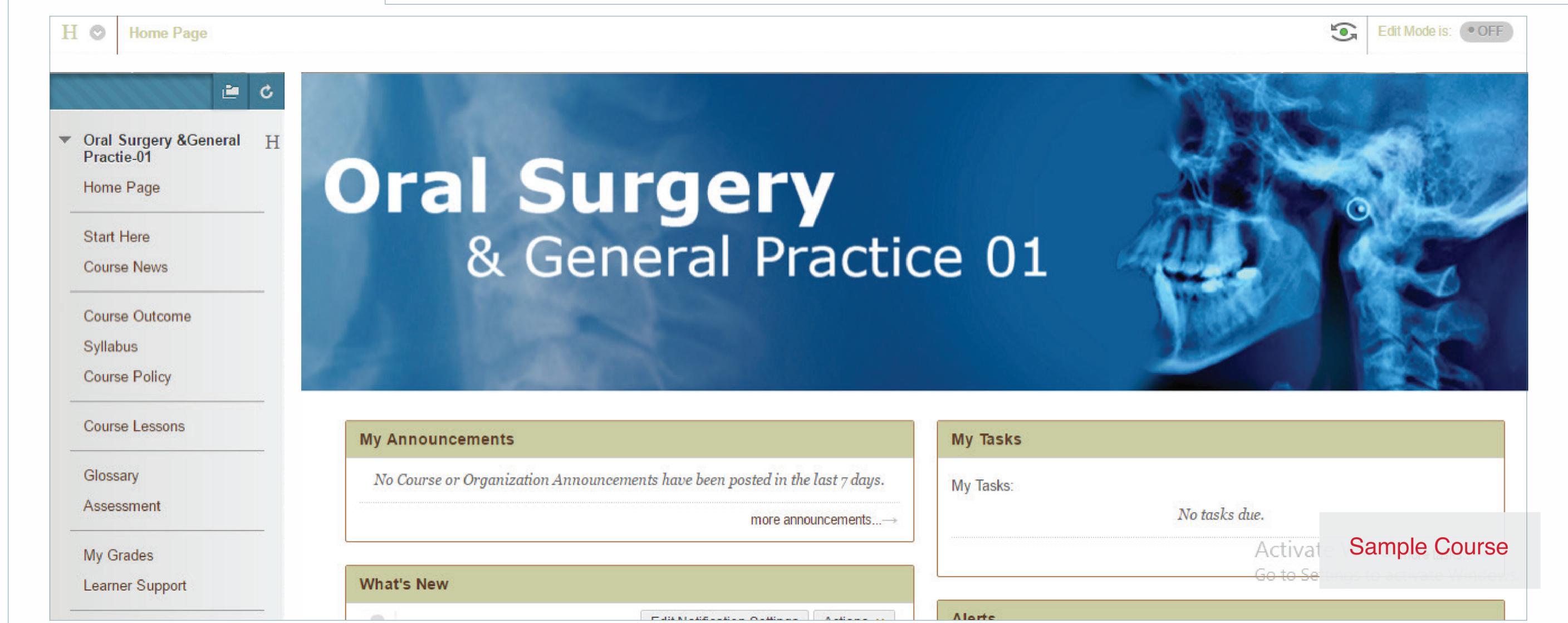
Course Development Form
(online)

2013-2014

2015

2016

2017



The screenshot shows a course page for 'Oral Surgery & General Practice 01'. The page features a navigation menu on the left with items like 'Home Page', 'Start Here', 'Course News', 'Course Outcome', 'Syllabus', 'Course Policy', 'Course Lessons', 'Glossary', 'Assessment', 'My Grades', and 'Learner Support'. The main content area has a large blue header with the course title and a dental X-ray image. Below the header are sections for 'My Announcements' (no announcements in the last 7 days), 'My Tasks' (no tasks due), 'What's New', and 'Alerts'. A 'Sample Course' label is overlaid on the right side of the page.

Pilot Project



2013-2014

2015

2016

2017

وضع التحرير هو: [إيقاف تشغيل](#)

الصفحة الرئيسية H

الاقتصاد الجزئي

Microeconomics

Principles Of Microeconomics-211

الصفحة الرئيسية

أبدأ هنا

إعلانات المقرر

مخطط المقرر

دروس المقرر

قنوات دروس المقرر

استبيان المقرر الإلكتروني

منتدى المناقشات

الاختبارات والواجبات

المجموعات

قاموس المصطلحات

الرسائل

تقديراتي

الامتحانات

Sample Course

Integrity Classes

تنبيهات

تعديل إعدادات الإعلاءم

تجاوز تاريخ الاستحقاق

لا توجد إعلانات.

تنبيهات مركز المتابعة

(Principles Of Microeconomics-211) (4)

تنبيهات النشاط

لا توجد إعلانات.

الإعلانات الخاصة بي

لم يتم نشر أية إعلانات مقرر دراسي أو منتدى مجموعة في آخر 7 أيام.

المزيد من الإعلانات... →

مهامي

مهامي:

لا توجد مهام متوقعة.

المزيد من المهام... →



2013-2014

2015

2016

2017



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.

2013-2014

2015

2016

2017

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:



19 QM Standards
Technology-Enhanced Learning



43 QM Standards
Blended learning



43 QM Standards
Fully online



2013-2014

2015

2016

2017

• 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*)

Technology-Enhanced Learning Level



2013-2014

2015

2016

2017

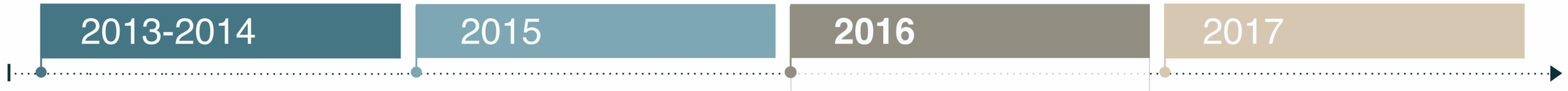
QM | Technology-Enhanced Learning Standards

		Points
1. Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Students are introduced to the purpose and structure of the course.	3
	1.3 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.	2
2. Learning Objectives (Competencies)	2.1 The course learning objectives describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.	3
	2.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.	3
	2.5 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.	3
3. Assessment and Measurement	3.1 The course grading policy is stated clearly.	3
4. Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
	4.2 All resources and materials used in the course are appropriately cited.	2
	4.3 The instructional materials are current.	2
	4.4 The distinction between required and optional materials is clearly explained	1
5. Learner Interaction and Engagement	5.1 Learning activities provide opportunities for interaction that support active learning.	3
	5.2 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.3 The requirements for student interaction are clearly articulated.	2
6. Course Technology	6.1 Navigation throughout the online components of the course is logical, consistent, and efficient.	3
	6.2 Students can readily access the technologies required in the course.	2
7. Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	3

معايير تصميم المقررات الإلكترونية بالمستوى الأساسي

1	تعليمات واضحة حول كيفية البدء باستخدام المقرر مع تعريف بالأقسام الأساسية للمقرر الإلكتروني.	نظرة عامة عن المقرر ومقدمته
2	تعريف الطالب على الغرض من المقرر (الهدف العام) وبنية المقرر الأساسية.	
3	توضيح السياسات الخاصة بالمقرر و سياسات الجامعة التي ينبغي على الطالب الالتزام بها.	
4	أهداف المقرر التعليمية تصف مخرجات قابلة للقياس.	الأهداف التعليمية
5	أهداف الوحدات التعليمية تصف مخرجات قابلة للقياس و متوافقة مع أهداف المقرر.	
6	جميع الأهداف تذكر بشكل واضح وتكتب من منظور الطالب.	
7	هناك تعليمات واضحة و دقيقة للطلاب حول كيفية تحقيق كل الأهداف التعليمية.	
8	الأهداف التعليمية مصممة على نحو يتناسب مع مستوى المقرر.	التقييم
9	سياسة التقييم و الدرجات الخاصة بالمقرر مذكورة بوضوح.	
10	المواد التعليمية تساهم في تحقيق الأهداف التعليمية للمقرر والوحدات التعليمية.	المواد التعليمية
11	المراجع والمواد التعليمية المستخدمة في المقرر موثقة بشكل صحيح.	
12	المواد التعليمية المستخدمة حديثة.	
13	هناك تفريق واضح بين المواد المطلوبة (الإجبارية) والمواد الاختيارية.	تفاعل المتعلم
14	الأنشطة التعليمية توفر الفرصة للتفاعل الذي يدعم التعلم النشط.	
15	خطة المعلم الزمنية للرد على أسئلة الطلاب وتوفير التغذية الراجعة لهم مذكورة بوضوح.	
16	المتطلبات الخاصة بتفاعل الطالب مكتوبة بوضوح.	تقنيات المقرر
17	الانتقال بين مكونات المقرر الإلكتروني منطقي، ومتسق، وفعال.	
18	أي تقنيات أو أدوات تلزم الطالب للعمل في المقرر متوفرة بسهولة.	دعم المتعلم
19	تعليمات المقرر توفر وصفاً واضحاً عن الدعم الفني المقدم وكيفية الوصول إليه.	

Deployment at University Level



- 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



2013-2014

2015

2016

2017



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 weekly basis



Tool used

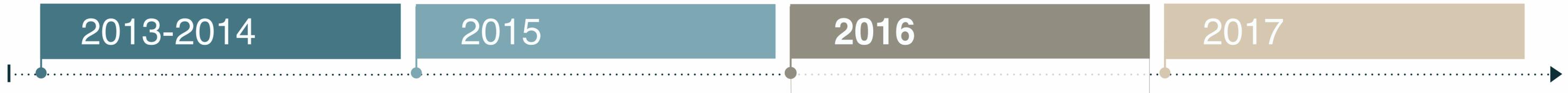
a template on the LMS



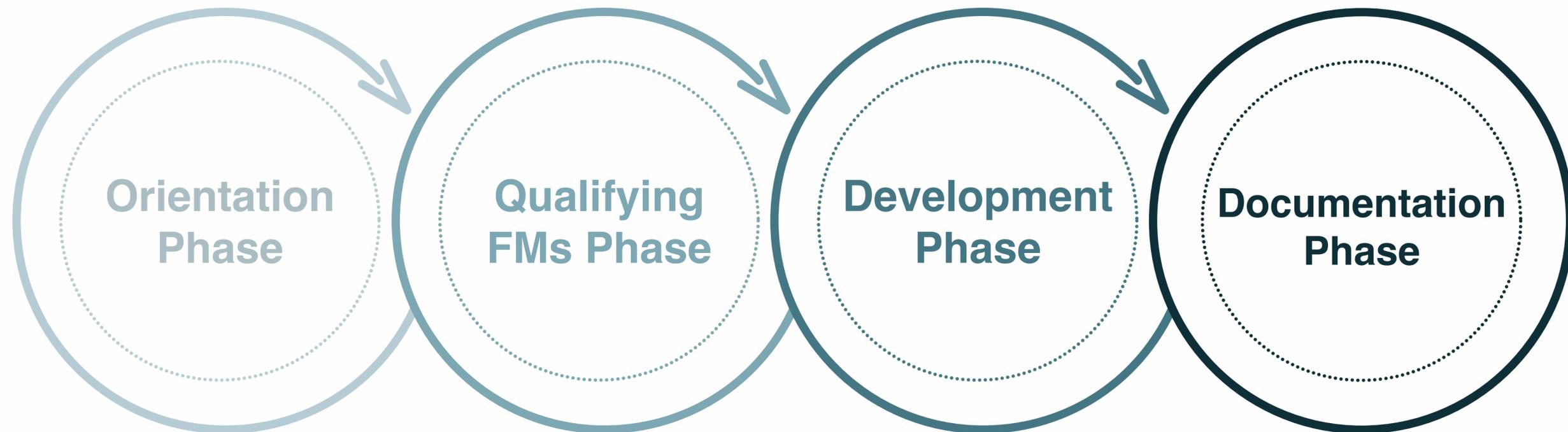
Quality

selected 19 standards

Development Process for Academic Program



We have four phases in developing our e-courses on technology-enhanced learning level:





2013-2014

2015

2016

2017

1

Orientation Phase

- Acquaint the College/Department with the Technology Enhanced Learning.
- 19 Standards for TEL
- Action Plan
- Development Templates based on QM Standards.



2013-2014

2015

2016

2017

2

Qualifying FMs Phase

Train the FMs on the development skills and knowledge for TEL using any of the below strategies:

- Face to Face Training Sessions
- Self Learning online course
- Just-in-Time Training



2013-2014

2015

2016

2017

3

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'.



2013-2014

2015

2016

2017

4

Documentation Phase

- Write a report on the positives and negatives of the development process.
- Gather feedback from the FMs about recommendations for future enhancements.

2013-2014

2015

2016

2017

Our current situation in developing e-Courses on Technology-Enhanced Learning Level:



College of Arts
Geography Program



43 e-Course (*Arabic Courses*)



40 Faculty Member Participants



5 Months Development Duration



College of Science
First Academic Year



15 e-Course (*English Courses*)



50 Faculty Member Participants



3 Months Development Duration

Developed e-Courses Samples

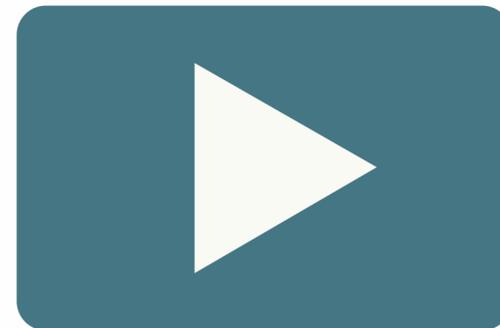


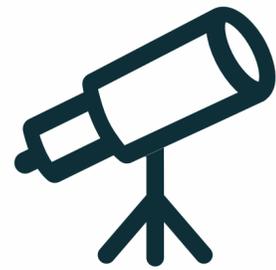
2013-2014

2015

2016

2017





- 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.



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Q & A

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