E-learning Quality Assurance at KSU

Ensuring Quality in Digital Education Forum
Bahrain Polytechnic

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KSU Quick Facts

- 1957-58 – +60.000 students - +20000 staff – 350 academic programs

- Rector – vice- rectorates – deanships – units and departments

- +60 Nationally accredited - +105 Internationally accredited

- Certified E-learning provider

- Deanship of E-learning and Distance Learning
  - Digital Education Unit
  - Digital Assessment Unit
  - Digital Content Unit
  - Center of Excellence in Learning and Teaching

- Deanship of E-transactions and Communication

- Deanship of Development and Quality

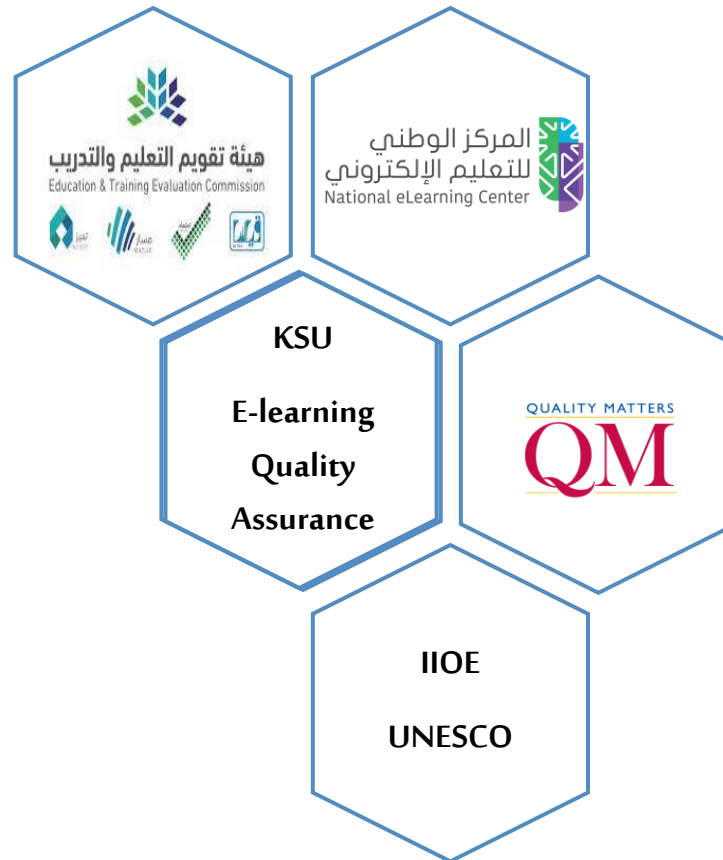KSU E-learning Weekly Report

KSU E-learning Quality Measures

- 6 Program standards
  - 6 learning resources, facilities, and equipment
  - 6-0-12 The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards.

- 8 Institutional standards
  - 3 Teaching and Learning
  - 3.3.8 The institution provides the electronic services and environment that suite the programs and courses offered in distance and e-learning modes; and adheres to standards governing such modes of learning.
  - 3.4.2 The institution ensures that the programs or courses offered by the international educational institutions, including e-learning programs and distance education courses, are accredited, quality assured, and licensed by the Government at the country of origin.

NEC

- Approved in 2019
- 3 standards for institutions
  - Leadership
  - Technology
  - Training and support
- 4 standards for programs
  - Design
  - Interaction
  - Equity and Accessibility
  - Assessment and Evaluation

	Leadership	Compulsory Basic (licensing)	Advanced (quality control)
1.1	Leading the quality of online learning in each department to the board of directors of the learning institution responsible for its governance in order to achieve the strategic and operational goals in light of the mission and vision of that institution.		
1.1.1	Publishing an online learning strategy approved by a competent authority and consistent with the institution's plan.		✓
1.1.2	Committing to achieving academic integrity within the online learning environment and preventing fraud and identity theft.	✓	✓
1.1.3	Ensuring that the electronic content presented in the program is up-to-date and that it does not violate national laws and policies.	✓	✓
1.1.4	Adhering to the principles of intellectual property rights and copyrights.	✓	✓
1.1.5	Considering concurrent online attendance through virtual classes as equivalent to regular attendance.	✓	✓
1.1.6	Providing a mechanism to measure the level of satisfaction of the online learning program beneficiaries.	✓	✓
1.1.7	Managing resources in a responsible manner that is consistent with the budget regulations and accounting principles.		✓
1.1.8	Ensuring resources and their support are adequate and sustainable over time, in accordance with the institution's strategic plan, vision, and mission.		✓

Quality Matters

Online Program Quality Checklist

Quality Matters Self-Review Form

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.

STANDARD 1.1 - (3 Points) Required
1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3	Points Awarded: 3	Result: MET

STANDARD 1.2 - (3 Points) Required
1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3	Points Awarded: 3	Result: MET

STANDARD 1.3 - (2 Points)
1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.

Points Possible: 2	Points Awarded: 2	Result: MET

STANDARD 1.4 - (2 Points)
1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.

Points Possible: 2	Points Awarded: 2	Result: MET

STANDARD 1.5 - (2 Points)
1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.

Points Possible: 2	Points Awarded: 2	Result: MET

STANDARD 1.6 - (1 Point)
1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.

Points Possible: 1	Points Awarded: 1	Result: MET

STANDARD 1.7 - (1 Point)
1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1	Points Awarded: 1	Result: MET

STANDARD 1.8 - (1 Point)
1.8 The self-introduction by the instructor is professional and is available online.

Points Possible: 1	Points Awarded: 1	Result: MET

STANDARD 1.9 - (1 Point)
1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1	Points Awarded: 1	Result: MET

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3	Points Awarded: 3	Result: MET

STANDARD 2.2 - (3 Points) Required
2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3	Points Awarded: 3	Result: MET

STANDARD 2.3 - (3 Points) Required

2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET

STANDARD 2.4 - (3 Points) Required

2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET

STANDARD 2.5 - (3 Points) Required

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content, but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required

3.1 The assessments measure the achievement of the stated learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET

Suggestions for Improvement:

Every instructor is to pick a number of homework questions from the textbook as an assignment for his / her students. A good improvement would be to upload a specific set of questions on the LMS.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly at the beginning of the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET

STANDARD 3.3 - (3 Points) Required

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

Points Possible: 3   **Points Awarded:** 0   **Result:** NOT MET

Suggestions for Improvement:

This standard could not be met since each instructor is going to pick a different set of questions for his / her students. However, a general rubric with general criteria was added to the assignments.

STANDARD 3.4 - (2 Points)

3.4 The assessments used are sequenced, varied, and suited to the level of the course.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET

Evidence:

Every instructor is to pick a number of homework questions from the textbook as an assignment for his / her students.

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required

4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET

STANDARD 4.2 - (3 Points) Required

4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET

IIOE

- Training
- Assessment
- Networking
- Tools

Some challenges

- Technical
  - Speed of the internet
  - Training and support
  - Privacy and security

- Social
  - Digital divide
  - Social isolation

- Management level
  - Budget allocation
  - Training
  - Uncertainty of the future

- Educational
  - Interaction
  - Assessment authenticity