

جامعة الملك خالد



King Khalid University

Ensuring Quality in Digital Education Forum

Organized by Bahrain Polytechnic

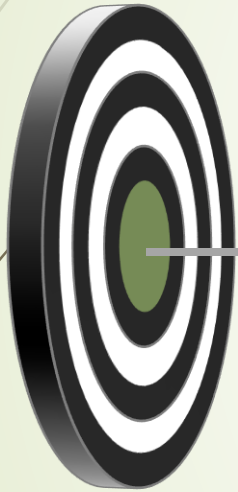
March 23rd, 2021

By

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King Khalid University – Abha – Saudi Arabia

Outlines



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Introduction

King Khalid University



The big challenge!

How are the academics responding to the use of the QM rubric standards?



Success story

QM standards impact for students course achievement (Statistics)..



“The compass” approach in QM process

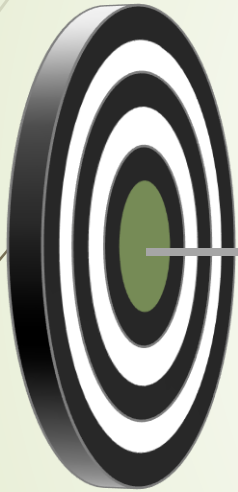
course instructor - course Reviewer - course instructor



Key to success

Success lies in attention to details

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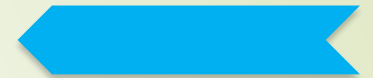
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King Khalid University (Since-1998), more than 40 colleges

1st goal is “To enhance teaching and learning quality”.

<https://www.kku.edu.sa/index.php/en/portfolio/5139>

Which aligns with:



Optimal Implementation of QM - Benchmarking

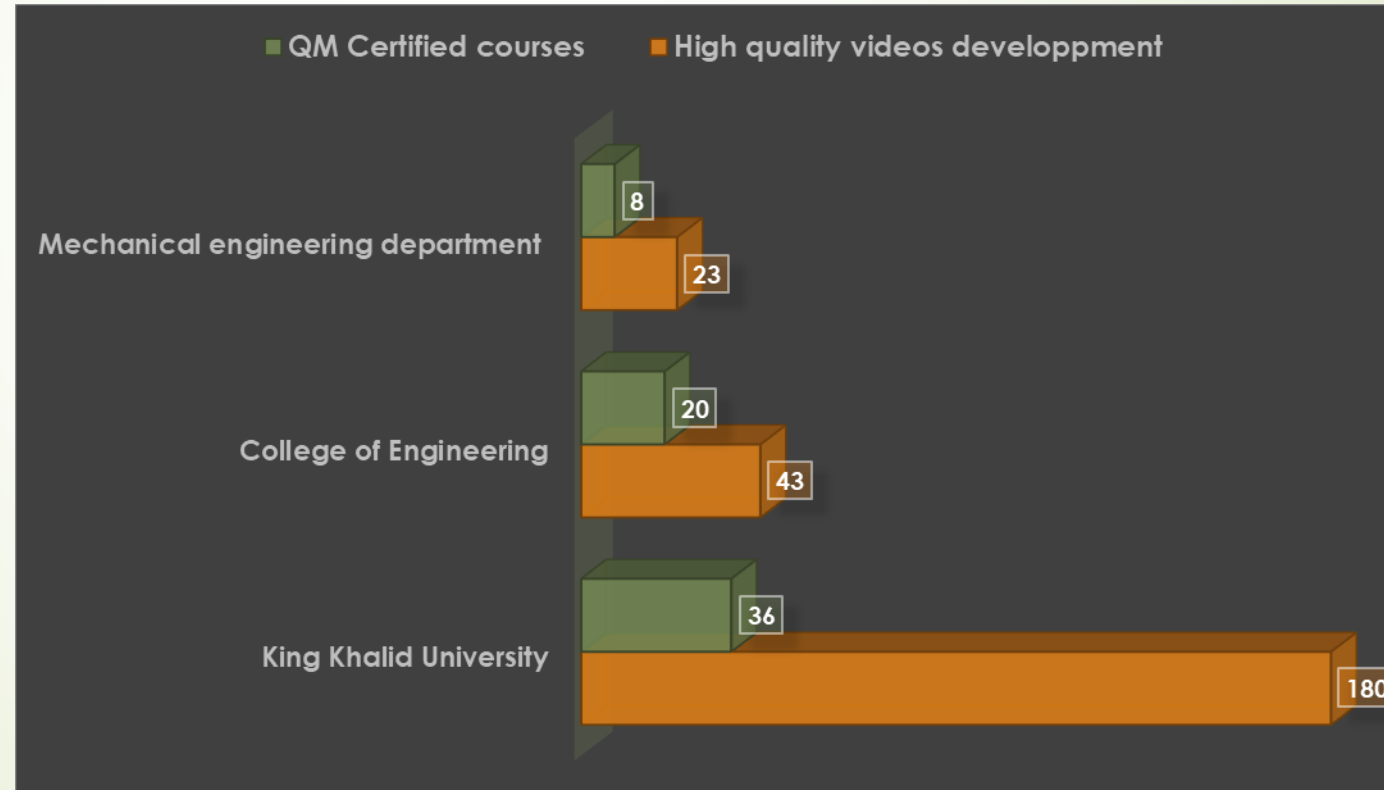
“organization’s commitment to quality assurance and continuous improvement”.

<https://www.qualitymatters.org/why-quality-matters/process>

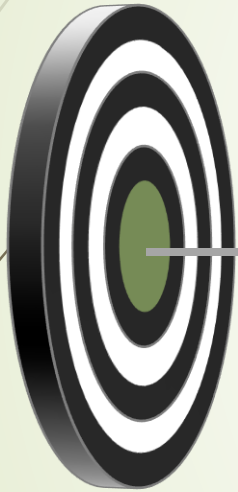


Course design and QM activities

E-Learning Deanship at King Khalid University



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Before COVID-19

Why Faculty Still Don't Want to Teach Online?

After COVID-19

Why Faculty Still not feeling convinced and/or not confident about eLearning (in some disciplines at least)

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There is a big misunderstanding for both:

- eLearning course design, delivery and assessment
- Quality assurance

The big challenge!

How are the academics responding to the use of the QM rubric standards?



Before COVID-19

The teacher uses LMS (supportive level)

The teacher uses LMS (Blended level)

The teacher uses LMS (Fully online level)

After COVID-19

The teacher uses LMS (Fully online level)

Most of colleagues are applying the QM Rubric partially

The big challenge!

How are the academics responding to the use of the QM rubric standards?



COVID 19 - Transition into remote teaching

long-term experience in implementing QM to achieve quality



- Easy and direct experience transfer (through workshops and meetings) for remaining courses at the college level in course design and assessment during COVID-19 transition to fully online course delivery and assessment.
- Webinars and consultancy at the College of Engineering level and the university level as well.
- Invite colleagues who still having doubt about eLearning efficiency, to be enrolled as a student role with a QM certified course, and discover all features and improvements achieved by applying QM Rubric.

The big challenge!

How are the academics responding to the use of the QM rubric standards?



When designing online course,
consider usability and accessibility as well.

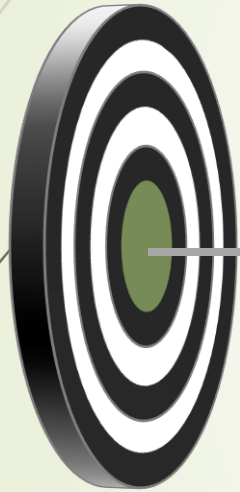
How to ensure that?



General Standard 8 – Accessibility and Usability:

The course design reflects a commitment to
accessibility and usability for all learners.

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Some statistics from my courses

Strength of materials and their testing course

Engineering Drawing course (SolidWork's CAD software)

Selected parameters demonstrates the following:

- ✓ **how the quality promote the Maintaining of student engagement**
- ✓ **how the quality promote the achievement of the CLO**

Strength of materials and their testing course

About the course: *Engineering design course..*



Selected parameters:

- Late submissions
- Students initiatives (in flipped classes)
- Students satisfaction
- *Survey participation*
- challenges questions-exam achievement

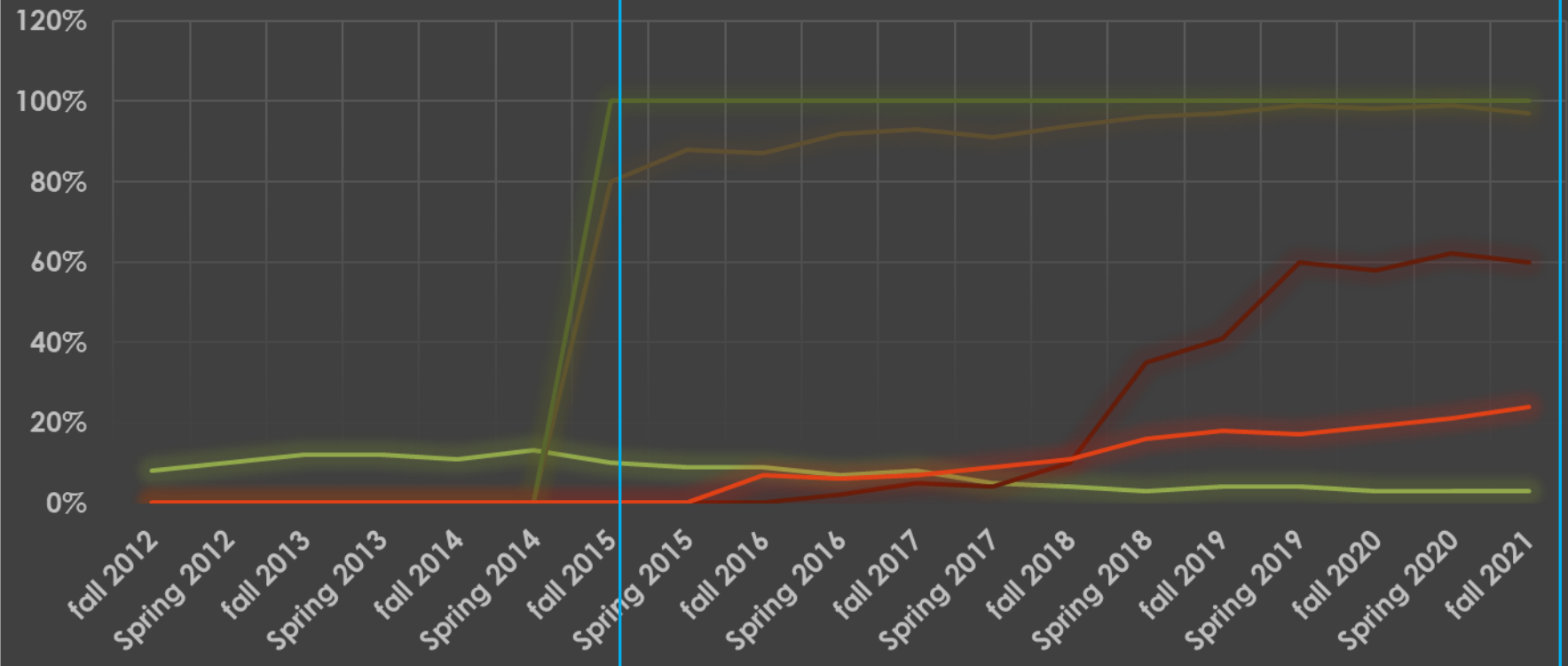
Strength of materials and their testing course

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Strength of materials and their testing

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- Students satisfaction
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- Survey participation





Engineering Drawing (SolidWork's CAD software)

About the course:

Engineering design course (Competency-Based Courses)..



Selected parameters:

- Late submissions
- Students initiatives (in flipped classes)
- Students satisfaction
- *Survey participation*
- Assembly drawing-exam achievement

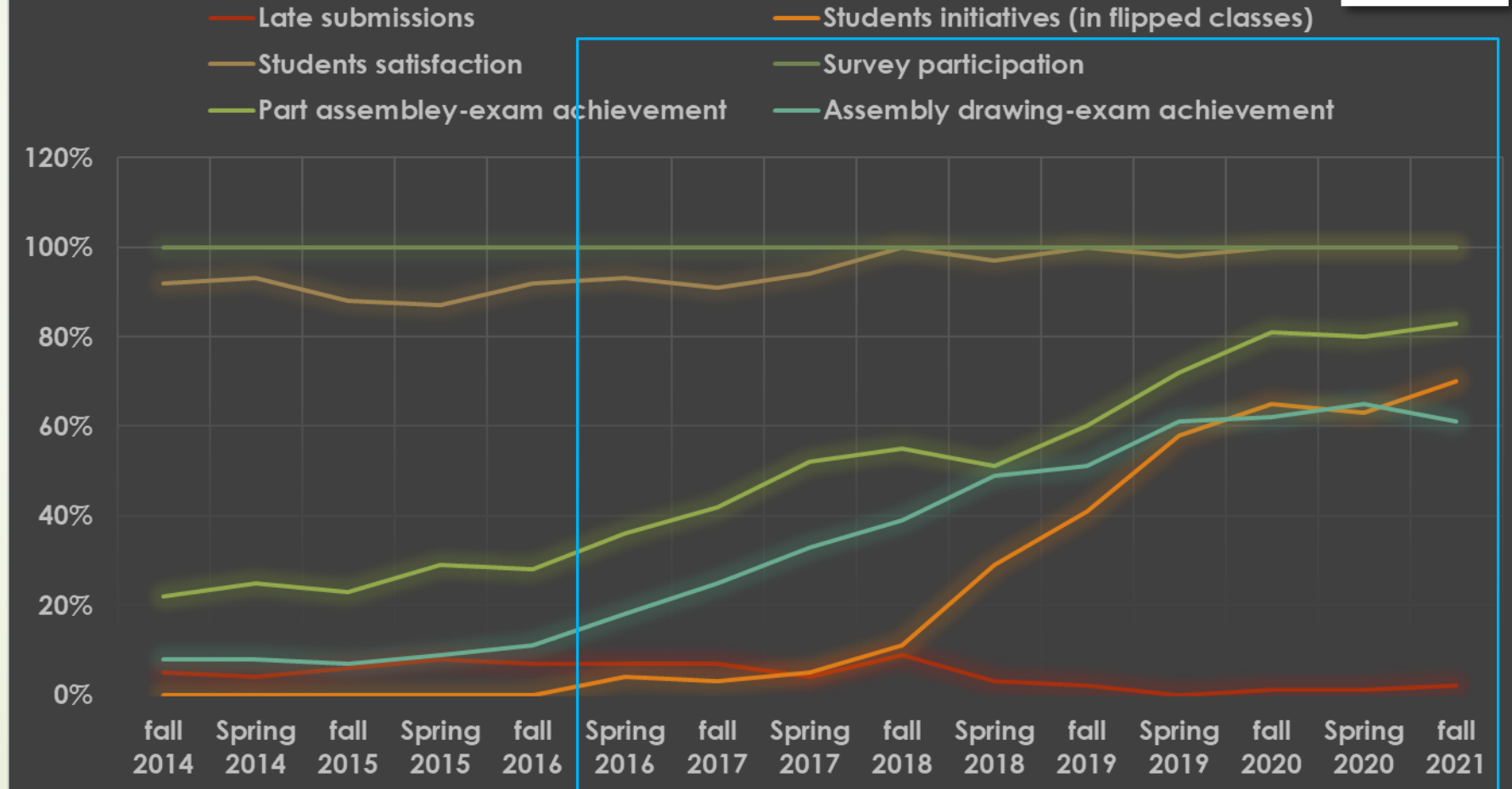
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Engineering Drawing (SolidWork's CAD software)





Engineering Drawing (SolidWork's CAD software)

Engineering design course
(Competency-Based Courses)..

Strength of materials and their testing course

Engineering design course..



Quality promote the
Maintaining of student
engagement
General Standard 5 – Learning Activities and
Learner Interaction
6.2 Course tools promote learner engagement
and active learning.
4.1 The instructional materials contribute to the
achievement of the stated learning objectives
or competencies. .. (Open Educational
Resources)

Quality promote the
achievement of the CLO
General Standard 3 – Assessment and Measurement
3.1 The assessments measure the achievement of
the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly at the
beginning of the course.
3.4 The assessments used are sequenced, varied,
and suited to the level of the course.

Selected parameters:



- Late submissions
- Students initiatives (in flipped classes)
- Students satisfaction
- Survey participation
- challenges questions-exam achievement,
Assembly drawing-exam achievement

SRS. 3.4. annotation
“Multiple assessment strategies are used that
require learners to apply what they learn and
to think critically.”



**Engineering Drawing
(SolidWork's CAD software)**

**Engineering design course
(Competency-Based Courses)..**

**Strength of materials
and their testing course**

Engineering design course..



Quality promote the Maintaining
of student engagement

**General Standard 5 – Learning Activities and
Learner Interaction**

**6.2 Course tools promote learner engagement
and active learning.**

**4.1 The instructional materials contribute to the
achievement of the stated learning objectives or
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- Late submissions
- Students initiatives (in flipped classes)



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Engineering design course..



Quality promote the achievement of the CLO

General Standard 3 – Assessment and Measurement

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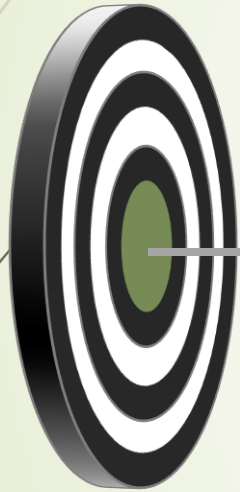
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- Late submissions
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- challenges questions-exam achievement, Assembly drawing-exam achievement

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“The compass” approach in QM process



QM Rubric is the compass for course instructor to Build his/her course in Quality basis

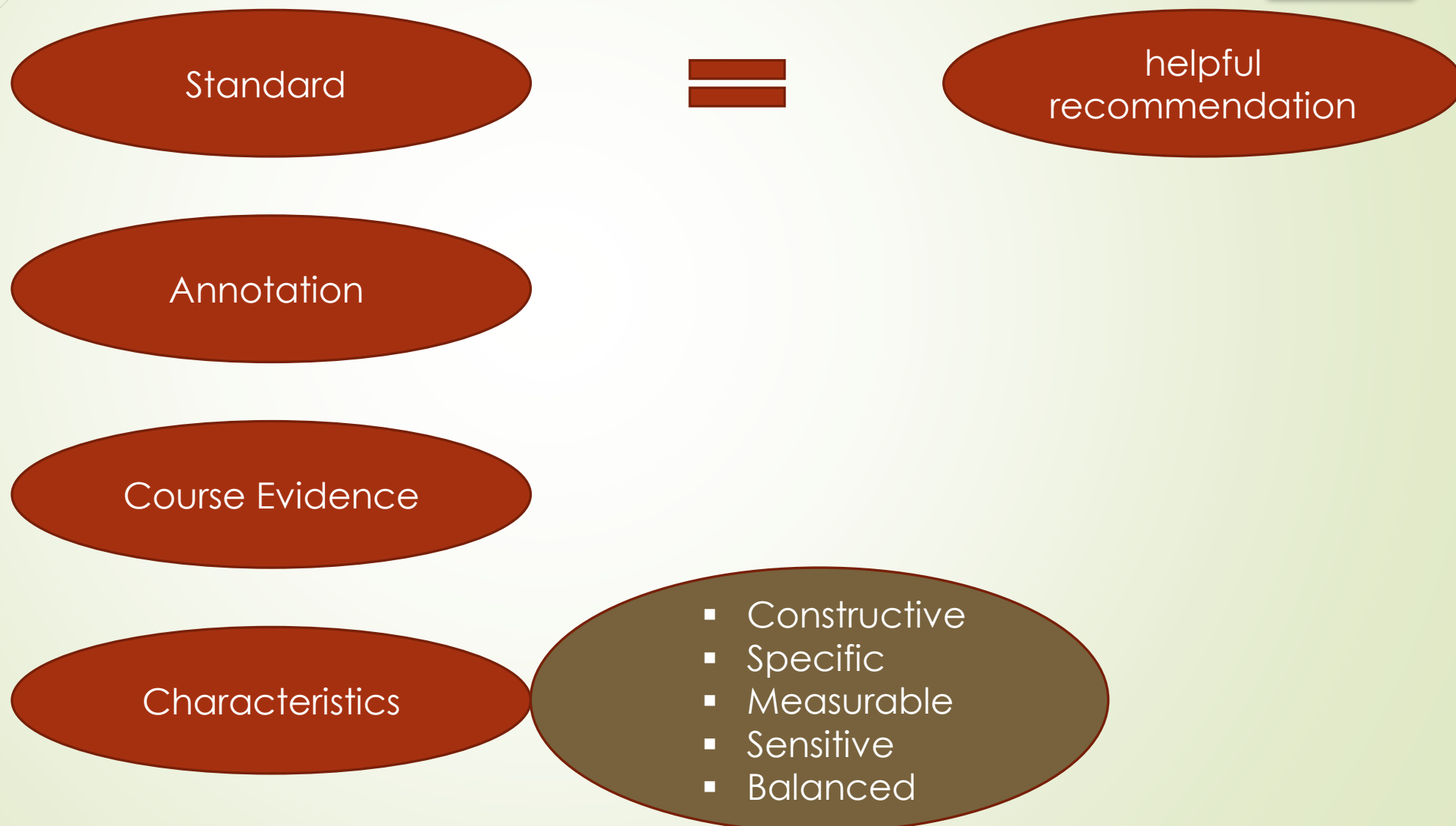
QM Rubric is the compass for course reviewers to produce Helpful recommendation



Helpful recommendation is the compass for course instructor to improve his/her course design and delivery accordingly to the **QM Rubric**.

“The compass” approach in QM process

QM's Providing helpful recommendations formula?



“The compass” approach in QM process

QM's Providing helpful recommendations: What's the formula?



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Characteristics

- Constructive
- Specific
- Measurable
- Sensitive
- Balanced



Characteristics

- **Constructive**

Try to offer solutions, not just identify problems

- **Specific**

Include a specific example of what is being recommended

- **Measurable**

Begin with an action verb that describes a suggestion that can be observed or evaluated

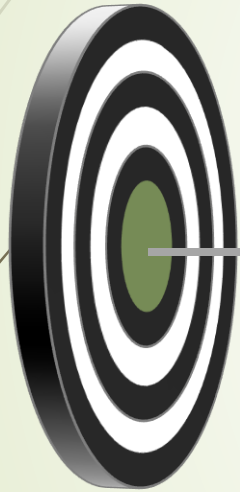
- **Sensitive**

Avoid negative language. Keep recommendations on a positive note

- **Balanced**

Point out strengths as well as weaknesses

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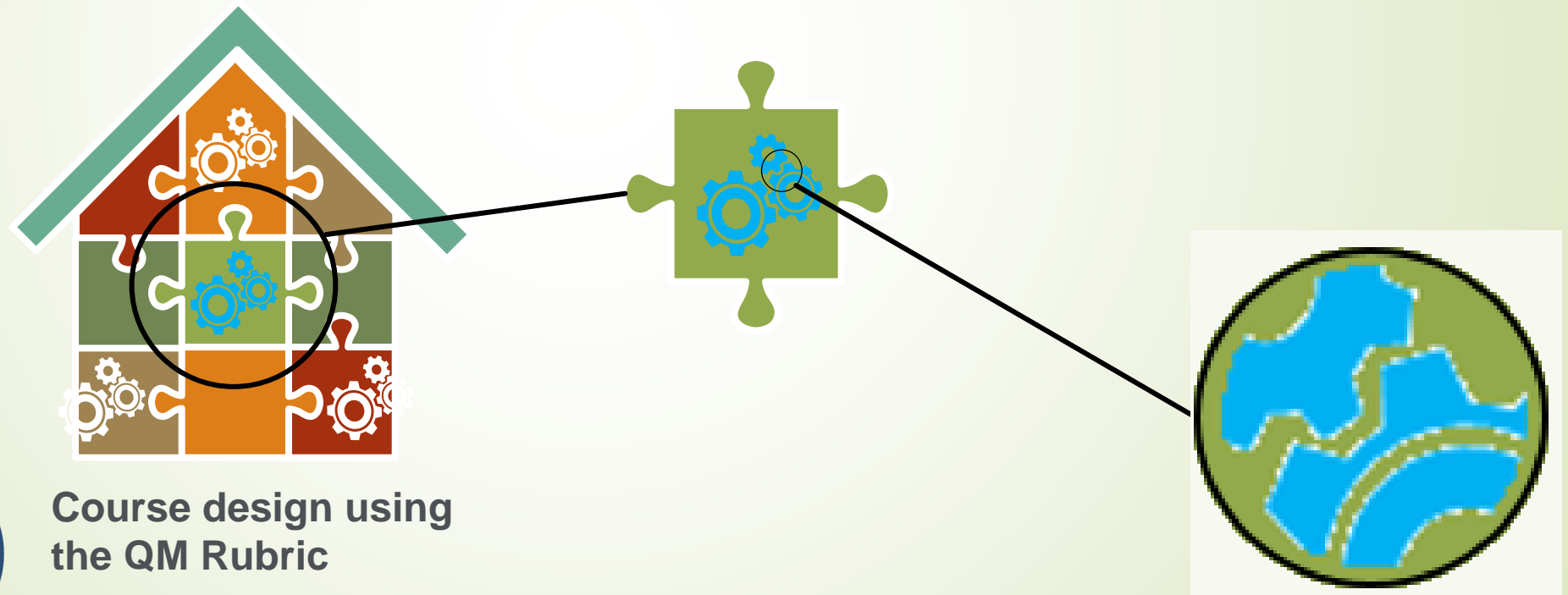
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Success lies in attention to details

The QM Rubric contains 8 general standards detailed into 42 specific review standards with annotations that explain with examples the application of the standards and the relationship among them.

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Course design using
the QM Rubric



Success lies in attention to details

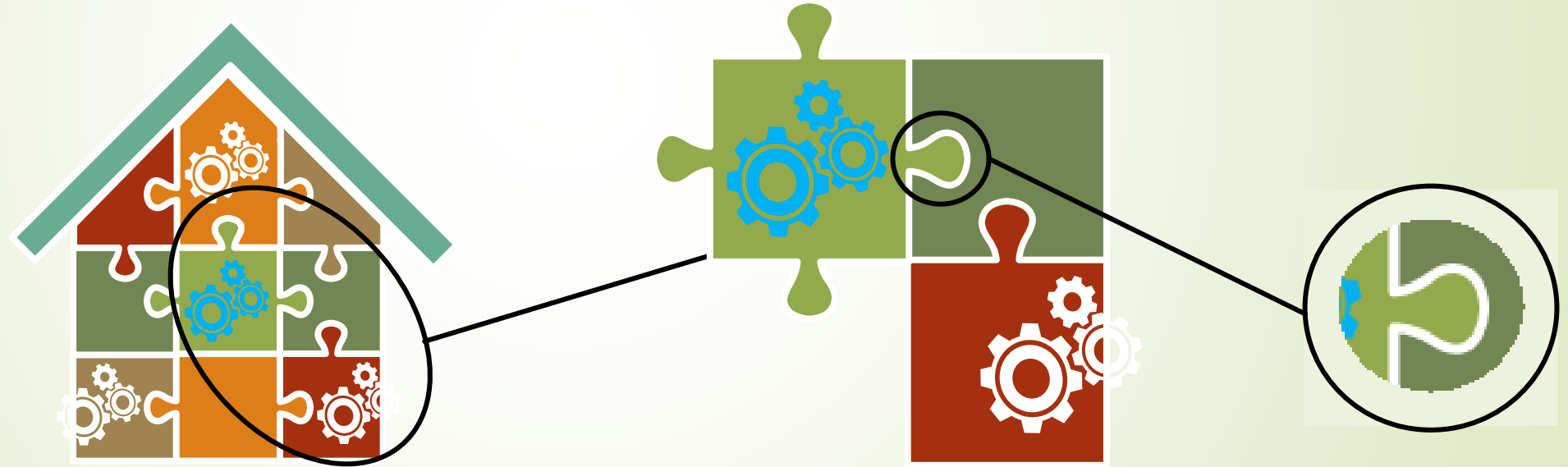


Key Features:

Unique to the QM Rubric is **the concept of Alignment**. This occurs when critical course components — Learning Objectives (Competencies) (2.1, 2.2), Assessment and Measurement (3.1), Instructional Materials (4.1), Learning Activities and Learner Interaction (5.1), and Course Technology (6.1) — work together to ensure students achieve desired learning outcomes.



Success lies in attention to details



Course design using the QM Rubric



"By learning you will teach, by teaching you will learn." -

Latin Proverb

Thank you.