

## **The Executive Work Plan for Quality Control and Improvement of Academic Courses at the German Jordanian University**

### **First - The Purpose of the Plan:**

Improve the teaching/learning system at the German Jordanian University (GJU) to enhance the quality of education, and ensure the quality of the learning outcomes of the academic programs offered by GJU to keep pace with the global developments in this field. The visionary, strategic, and legislative foundations for the action plan include the following:

- The royal vision for improving the higher education, which is represented in the information technology campaign launched by His Majesty King Abdullah II Ibn Al Hussein at the beginning of the millennium and in the seventh discussion paper of His Majesty in 2017.
- The Vision of 2025, which focuses on “making Jordan a gateway to the region in the fields of information technology, communications and e-commerce, as well as transforming Jordan into an information society that has all capabilities and skills required to face the challenges of the global knowledge economy.”
- The National Strategy for Human Resources Development (2016-2025), which states, in regard to higher education, to “raising the level of teaching and learning in the higher education sector in a manner that keeps pace with the best methods used in modern universities” and “integrating technology in the university education system in order to enhance the efficiency and effectiveness of the educational outcomes”.
- The Higher Education Law 2018, which states that one of the most important objectives of higher education is “to improve the performance level of higher education institutions and the quality of their outputs and increase their competitiveness by keeping pace with the developments in information and communication technology and integrating them into teaching and research and obtaining international accreditation for institutions and programs.”

- The regulation and instructions for integrating e-learning in higher education institutions for the year 2021.
- The first strategic objective of the German Jordanian University's strategic plan (2020-2025), which is focused on providing applied education for students.

## **Second - Revising and restructuring of the academic courses:**

The academic departments are committed to reviewing and restructuring the academic courses they offer and reviewing their components based on the following five axes:

### **1 – The use of the virtual e-learning platform:**

The following three virtual platforms are used **exclusively** to deliver the educational content, as follows:

- **MyGJU platform:** The MyGJU platform is the main virtual platform at the university, and it represents the first point of contact (First Point of Contact - FPOC) for the students. The MyGJU platform is used to deliver the content of the course materials. In particular, the MyGJU e-learning platform must be used to deliver the non-interactive electronic content, or refer the students to the rich and interactive electronic content (as indicated in the “Guidelines for E-Learning Data Archival” document). This platform is also used to manage and display the following information: the course sections, course schedule, and course portfolio (which includes the course description, course objectives, course learning outcomes, references, course topics, assessment exams, presentations (files, and links for recorded lectures), in addition to the attendance sheets, grades, assessment, e-mail, study plans, and registration.
- **The Moodle platform:** The Moodle platform represents the learning management system (LMS) at the university, which should be used to display the course material that includes rich and interactive electronic content (as indicated in the document "Guidelines for E-Learning Data Archival"), in addition to conducting computerized exams. The rich and

interactive electronic content can be developed using authoring tools such as iSpring and H5P.

- **The Microsoft Teams platform:** This platform is available within the Microsoft 365 products. This platform **should only be used** in synchronous e-learning to hold the electronic lectures, with the simultaneous presence of the instructor and students.

## **2 – Updating the course overview through MyGJU to include the following components:**

- A short introduction that explains the structure of the course and the purpose of the course.
- Guidelines explaining to students how to start the course and the virtual platform (MyGJU/Moodle) which is used to access the different components of the course.
- The communication mechanisms between the instructor and students, including the communications via the MYGJU platform, e-mail, online discussions, and other communication mechanisms.
- The general policies of the course, which include the policies of cheating, attending lectures, holding exams, submitting assignments, dealing with educational resources, and other related policies.
- The technological requirements that must be provided by students to take the course, such as the availability of Internet and a computer to access the electronic components of the course.
- A brief introduction about the course instructor, which aims to familiarize students with the instructor.
- The teaching methods used in the course and any additional instructions or information.

### **3 – Reviewing and updating the learning outcomes of the course through the MyGJU platform, and restructuring the learning outcomes based on the following:**

- The course instructor formulates the learning outcomes of the course in a clear and measurable manner based on Bloom's Taxonomy of Learning Objectives, and in a manner that matches the course level.
- The course instructor, when formulating the learning outcomes for the course, considers the practical dimension of the course and the student's acquisition of the technical and practical skills related to the course.
- The course instructor determines the level of learning for each learning outcome based on the six learning levels of Bloom's Taxonomy.
- The course instructor divides the course into a group of course topics and presents these topics through the Course Topics in the Course Portfolio/MyGJU. The course instructor also creates an alignment matrix for the course by linking each of the course topics with the relevant learning outcomes of the course.

### **4 – Structuring the instructional content and learning activities of the course based on the following:**

- The course instructor distributes the course topics over all weeks of the semester through the Course Schedule in the Course Portfolio/MyGJU.
- The course instructor ensures that the educational content of each topic of the course covers the learning outcomes related to that topic.

- The course instructor enhances the educational content by using educational activities that aim to achieve the learning outcomes of the course and creating an interactive learning environment, as well as using educational technology tools that support the learning outcomes.
- The course instructor displays the educational content of the “face-to-face” courses through the virtual platform (MyGJU and/or Moodle as indicated in the “Guidelines for E-Learning Data Archival” document) on a regular basis.
- The course instructor distributes the educational content of each topic of the "complete remote e-learning" course on the asynchronous e-learning hours and the synchronous e-learning hours, with a ration of one-third to two-thirds, according to a detailed schedule that is displayed through the course schedule in the Course Portfolio/MyGJU.
- The course instructor distributes the educational content of each topic of the "blended learning" course on the asynchronous e-learning hours and the face-to-face learning hours, with a ration of one-third to two-thirds, according to a detailed schedule that is displayed through the course schedule in the Course Portfolio/MyGJU.
- The educational content and educational activities of the asynchronous e-learning hours in the "complete remote e-learning" and "blended learning" courses includes electronic components that aim to cover and enhance the educational material. These electronic components, which are displayed on regular basis through the virtual platform (MyGJU and/or Moodle as indicated in the "Guidelines for E-Learning Data Archival" document), may include:
  - Short educational videos uploaded weekly to the virtual platform. Students watch them in advance, answer questions about them, and then discuss them in a simultaneous meeting on the principle of flipped-classroom learning.
  - Exercises
  - Short exams

- Tasks and exercises related to the subject
  - Projects (individual or group)
  - Dialogues on topics to be discussed
  - Additional readings
  - Reports or research surveys
  - Initiatives
  - Any other components that the instructor deems appropriate
- The educational content and educational activities of the simultaneous e-learning hours in the “complete remote e-learning courses” are enhanced through the use of electronic components that are uploaded on regular basis to the virtual platform (MyGJU and/or Moodle as indicated in the “Guidelines for E-Learning Data Archival" document), and these components may include:
    - o Explanations from the instructor for some aspects of the subject.
    - o Questions and answers from students and instructor.
    - o Short presentations presented by the instructor or students.
    - o Short discussions and exercises.
    - o Any other components that the teacher deems appropriate.
  - The course instructor is obligated to hold simultaneous meetings in the "complete remote e-learning" courses via the MS Teams platform and record these meetings for the purposes of documenting and making them available to students via the virtual platform (MyGJU and/or Moodle) for further learning, provided that the students are informed about this in advance.

**5- Reviewing the course assessments to ensure that they are structured based on the following criteria:**

- The course instructor structures the assessment tools, which include exams, assignments, quizzes, and other assessment tools, where these assessment tools are used to measure the level of students' achievement of the learning outcomes of the course.
- The course instructor updates the Course Assessments in the Course Portfolio/MyGJU to include the assessment components and their weights distributed over the semester work and the midterm and final exams.
- The course instructor enables the students to regularly follow up on their educational achievements throughout the course.

**Timetable for implementing these terms:** The schools, academic departments, and instructors are committed to implementing these terms as shown in the following table:

| <b>Task</b>                                  | <b>Execution-Time</b>  |
|--|--|
| Using the virtual platform                   | From the beginning of the semester until the end of the semester |
| Updating the course overview                 | The first week of the semester                                   |
| Reviewing and updating the learning outcomes | The first week of the semester                                   |
| Educational content and activities           | From the beginning of the semester to the end of the semester    |
| Reviewing of assessment tools                | The first week of the semester                                   |

### **Third - Evaluating and Improving the Academic Courses:**

1. Three sources are used to evaluate and improving the academic courses as follows:
  - **Student evaluation of teaching:** This resource provides information about the impact of the teaching process on students learning, and the students' evaluation of the effectiveness of educational material delivery. The students' evaluation of teaching consists of two parts: a numerical questionnaire and open-ended questions
  - **Peer evaluation of course portfolio:** This resource provides information on the quality of the teaching process in terms of course design and course development mechanisms.
  - **Self-evaluation of teaching:** This resource provides information about the course instructor's assessment of the course design, the adequacy and quality of the educational content, and the effectiveness of the delivery of the educational material.
2. As part of the “Students’ Assessment of Teaching” feedback process, the course instructor prepares a teaching self-assessment that summarizes the strengths of the course and the points that will be improved in the coming semesters through the evaluations tab in MyGJU.
3. The Department Council divides the courses offered by the department into fields of knowledge. The Department Council also forms a committee for each field of knowledge (Knowledge Field committee) that is responsible for following up on the improvement of the courses offered by the department within this field of knowledge.
4. The Knowledge Field committee performs the peer evaluation of the course portfolio for each course offered by the department within the corresponding field of knowledge, such that the peer evaluation process is based on the items related to Revising and Restructuring the Academic Courses that is described in Second (pages 2-7).
5. The course instructor and the Knowledge Field Committee shall prepare a report to summarize the strengths of the course and the recommendations for improving the course



during the coming semesters with a clear timetable based on the students' evaluation of teaching, the peer review, and the self-evaluation of teaching, and an approved form will be prepared for this purpose at the university level. In addition, the recommendations for improving the course shall also considered strengthening the participatory process with the industry and the German partner universities.

6. The Department Council prepares a list of the courses offered by the department that have been reviewed and prepared recommendations for their improvement as described previously, and this list should be submitted to the school's representative in the follow-up committee. The follow-up committee also prepares a report summarizing the courses offered by the academic departments at the university that have been reviewed and prepared recommendations for their improvement, and this report should be submitted to the Deans Council.

**Timetable for implementing these terms:** The schools, academic departments, and instructors are committed to implementing these terms as shown in the following table:

| Task    | Execution-Time   |
|---------|--|
| Point 2 | Within a week from the date the students complete the course evaluation    |
| Point 3 | Weeks 13 and 14 of the semester  |
| Point 4 | Week 15 of the semester  |
| Point 5 | After the end of the course teaching and before the end of the final exams |

#### **Fourth - General Provisions:**

1. The visiting faculty members (flying faculty) are obligated to participate in the process of reviewing and restructuring the academic courses as stated in Second (the items related to updating the course overview, reviewing and updating the learning outcomes, and reviewing the assessment tools). The department head is also responsible for following up on this process.
2. The academic departments should develop a mechanism to ensure that the courses offered by universities and linked with university partnership agreements (for example: the courses of the Enterprise Systems Engineering Program offered through Princess Sumaya University for Technology) are included in the process of reviewing and restructuring the courses as stated in Second (the items related to updating the course overview, reviewing and updating the learning outcomes, and reviewing the assessment tools), and the head of the department is responsible for following up on the implementation of this mechanism.
3. The Dean and the Head of the Department have the right to access the educational content of the course, and this right is used in accordance with the University's instructions.
4. The MyGJU platform is updated such that the course portfolio, excluding the weekly schedule, is available to all university faculty members.
5. The Department Head is responsible for implementing the executive work plan within the department.
6. The follow-up committee member delegated by the school is responsible for implementing the executive work plan within the school.
7. The Follow-up Committee is responsible for following up on the implementation of the executive work plan at the university level. Also, the Follow-up Committee prepares a quarterly report summarizing the progress of the implementation of the executive action plan, and the report shall be submitted to the Deans Council at the end of the semester.

