The Foundations for Implementing the Bylaw and Instructions for Integrating E-learning in Higher Education Institutions for the Year 2021

<u>First - Definitions of learning types, types of courses, and the hybrid program:</u>

Based on the bylaw and instructions for integrating E-learning in higher education institutions for the year 2021, two types of learning have been defined in the academic programs offered by the university. They are as follows:

- **Face-to-face learning:** The learning that takes place face-to-face on the campus of the higher education institution.

- **Complete remote E-learning:** The learning that takes place completely when the teacher and student are in two different places. This type of learning can be offered in both forms, synchronous and asynchronous, through the virtual E-learning platform. The complete remote E-learning is divided into two types, synchronous and asynchronous, as follows:

  - **Synchronous E-learning**: The learning that takes place through interactive virtual meetings between the teacher and students directly through the virtual E-learning platform.

  - **Asynchronous E-learning**: The learning that takes place through the activities, tasks, and educational duties and assignments performed by the students through the virtual E-learning platform without a direct meeting with the course instructor.

Based on the types of learning listed above, the bylaw and instructions for integrating E-learning in higher education institutions have divided the academic courses into three types:

- **Face-to-face learning courses**: The courses that are taught through face-to-face learning.

- **Blended learning courses**: The courses in which teaching consists of face-to-face learning and asynchronous E-learning. The institution is committed to implementing the electronic part through the virtual E-learning platform.

- **Complete remote E-learning courses**: These courses in which teaching consists of synchronous E-learning and asynchronous E-learning. The institution is committed to implementing the electronic part through the virtual E-learning platform.

In addition, the bylaw and instructions for integrating E-learning in higher education institutions define the hybrid program as follows:
- **The hybrid program**: The academic program that uses in its courses the three learning types, which are the face-to-face learning, blended learning, and complete remote E-learning.

The bylaw for integrating E-learning in higher education institutions states that the higher education institutions are committed to restructure the academic programs and the course study plans to meet the requirements of integrating E-learning into them and the requirements of the hybrid program, as shown in the following table:

Complete remote E-learning courses*	10%-20% of the total number of credit hours of the academic program for all disciplines
Blended learning courses*	40% - 60% of the total number of credit hours for the academic program in the humanities and social disciplines, and and 30% - 50% of the total number of credit hours for the academic program in the scientific, technical, health and medical disciplines
Face-to-face learning courses*	A minimum of 20% of the number of credit hours for the academic program in the humanities and social disciplines, and A minimum of 30% of the number of credit hours for the academic program in the scientific, technical, health and medical disciplines

*The percentages of complete remote E-learning courses, blended learning courses, and face-to-face learning courses shall be distributed across all years of the study plan of the academic program.

Second – The virtual E-learning platform:

The German Jordanian University provides three virtual E-learning platforms to deliver the complete remote E-learning content in its synchronous and asynchronous forms, as follows:

- **MyGJU platform**: MyGJU platform represents the main virtual E-learning platform at the university, and it is considered as the First Point of Contact (FPOC) to deliver the content of the course materials. MyGJU platform should be used in remote E-learning to deliver the non-interactive E-learning content, or to refer to the location of the rich and interactive E-learning content (as explained in the "Guidelines for E-Learning Data Archival" document). In addition, MyGJU should be used to manage and deliver the following information: course sections, course schedule, and course portfolio (which includes the course description, course objectives, learning outcomes of the course, references, topics of the course, assessment exams, presentations, files, and links for recorded lectures) in addition to attendance sheets, marks, assessments, e-mail, study plans, and registration.

- **Moodle platform:** This platform represents the University's Learning Management System (LMS) that should be used to deliver the course material that includes rich and interactive E-learning content (as explained in the "Guidelines for E-Learning Data Archival" document) in addition to conducting electronic tests. The interactive content can be developed using authoring tools such as iSpring and H5P.

- **Microsoft Teams platform:** This platform is available within the Microsoft 365 family of products. This platform should be used in synchronous E-learning to conduct the synchronous electronic lectures in the presence of the teacher and students.
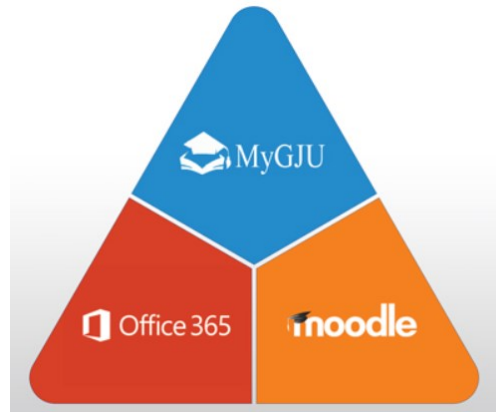
Figure 1: The elearning platforms supported by the GJU.

Note: Please refer to the "Guidelines for E-Learning Data Archival" document, which explains the mechanism for using the three virtual platforms provided by the university.

Timetable for implementing this item: The schools, academic departments, and instructors are obligated to use the three virtual E-learning platforms provided by the university starting from the second semester of the academic year 2021/2022.

Third - Restructuring the study plans of the academic programs to achieve the goals of integrating E-learning:

In order to achieve the goals of the bylaw and instructions for integrating E-learning in higher education institutions, GJU is committed to restructuring its academic programs and revising its components to match the requirements of integrating E-learning in them and reach the concept of the hybrid program. Accordingly, the following has been decided:

1) Ask the academic departments to review the study plans for each program they offer and make sure that they contain the following information, according to Article (3) of the E-learning integration instructions:

   - The vision, mission, general description, objectives, and learning outcomes of the academic program, taking into account when drafting the E-learning integration requirements and mechanisms,

components of the hybrid program, and the methods of teaching and evaluation.

- Determining the type of learning used in the courses that make up the academic program (face-to-face courses, blended courses, complete remote E-learning courses) according to the percentages stipulated in the bylaw for integrating E-learning in higher education institutions and in line with the decisions of the Deans Council in this regard, and the harmonization of the learning outcomes of the program and its academic courses.

- Calculating the percentage of integrating the three types of learning into the academic programs and ensuring that they are consistent with the bylaw for integrating E-learning in higher education institutions, taking into account the distribution of the percentages of the complete remote E-learning courses and blended learning courses at the different levels of programs, such that they include compulsory and optional requirements.

2) The school council is responsible for studying and solving the problems resulting from adopting the academic departments within the school for different types of learning in the common courses between the academic programs offered by the school.

3) The study plan committee is responsible for studying and solving the problems resulting from adopting different types of learning in the common courses between the academic programs offered by the schools.

4) The registration department updates the study plans on MyGJU platform, and the schools display the modified study plans on the schools' websites.

Timetable for implementing this item: The schools, academic departments, and instructors are obligated to implement this item as shown in the following schedule:

Task	Execution time
Point # 1	16/1/2022 – 29/1/2022
Point # 2	16/1/2022 – 29/1/2022
Point # 3	23/1/2022 – 5/2/2022
Point # 4	6/2/2022 – 17/2/2022

Responsibility to follow up on the implementation: Please see the item Tenth (page 18).

Fourth - Restructuring the courses to achieve the goals of integrating E-learning:

The academic departments are obligated to review the plan of each one of the courses they offer so that it is consistent with the type of learning adopted in the course and its requirements, according to Article (4) of the instructions for integrating E-learning in higher education institutions, as follows:

1) The academic departments review the Course Description, Course Objectives, and Course Learning Outcomes in the Course Portfolio/MyGJU to serve the type of learning used in it.

2) The ratio of actual and credited weekly synchronous learning hours to the asynchronous learning hours in the complete remote E-learning course with the weight of three credit hours is two-thirds to one-third (*i.e.* the 2 +1 model that consists of two hours of synchronous E-learning and one hour of asynchronous E-learning). The Registration updates the course information in MyGJU accordingly.

3) The ratio of actual and credited weekly face-to-face learning hours to the asynchronous learning hours in the blended learning course with the weight of three credit hours is two-thirds to one-third (*i.e.* the 2 +1 model that consists

of two hours of face-to-face learning and one hour of asynchronous E-learning). The Registration updates the course information in MyGJU accordingly.

4) For the complete remote E-learning courses and blended learning courses with a weight of less than or more than three credit hours, the weekly order that achieves the percentages stipulated in the above two forms (point 2 and point 3) should be adopted. The Registration should update the course information in MyGJU accordingly.

5) The academic department may apply Article (4) Clause (B/6) and Article (4) Clause (H) of the instructions for integrating E-learning in higher education institutions into one or more blended learning courses and/or complete remote E-learning courses after taking the prior approval of the Study Plan Committee based on the School council's recommendation. The Registration should update the course information in MyGJU accordingly.

6) For the postgraduate courses that are taught on the principle of complete remote E-learning and blended learning, either the 2+1 model (equivalent to two hours of synchronous E-learning + one hour of asynchronous E-learning for the remote E-learning courses, and equivalent to two hours of face-to-face learning + 1 hour of asynchronous E-learning for the blended learning courses) or the 1 + 1 model (equivalent to 1.5 hours synchronous E-learning + 1.5 hours asynchronous E-learning for the complete remote E-learning courses, and equivalent to 1.5 hours face-to-face + 1.5 hours asynchronous E-learning for the blended learning courses) should be applied based on the recommendation of the department council and the approval of the school council. The school should address the registration with the aim of updating the course information in MyGJU accordingly. The course schedule in the Course Portfolio/MyGJU should be modified according to any of the following options:

- For the complete remote E-learning courses, two thirds of the weekly hours are synchronous learning and one third asynchronous learning, or two weeks of synchronous E-learning followed by one week of asynchronous E-learning, respectively, throughout the semester.

- For blended learning materials, two-thirds of the weekly hours are face-to-face and one-third asynchronous E-learning, or two weeks of face-to-face learning on campus followed by one week of asynchronous E-learning, respectively, throughout the semester.

- In the case that there are two weekly meetings for the postgraduate course, the first meeting can be synchronous E-learning and the second asynchronous E-learning for the complete remote E-learning courses. And the first meeting will be face-to-face learning on the university campus and the second week remote E-learning for the blended learning courses.

7) The teaching in the blended learning courses consists of face-to-face learning and asynchronous E-learning so that the E-learning part is implemented on the virtual platforms (MyGJU and Moodle for the asynchronous E-learning).

8) The teaching in the complete remote E-learning courses consists of synchronous E-learning and asynchronous E-learning so that each of them is implemented on the virtual platforms (MyGJU and Moodle for asynchronous E-learning and MS Teams for synchronous E-learning).

Timetable for implementing this item: The schools, academic departments, and instructors are obligated to implement this item as shown in the following schedule:

Task	Execution time
Points #1-6	16/1/2022 - 5/2/2022 Note: These points should be implemented in parallel with the implementation of points 1-3 of item Third.
Point # 7	Starting from the second semester of the academic year 2021/2022
Point # 8	The complete remote E-learning courses should be taught synchronously only during the second semester of the academic year 2021/2022. The schools will work with the Center for E-Learning and Academic Performance Improvement to develop the asynchronous E-learning content for these courses, starting from the beginning of the second semester of the 2021/2022 academic year, with the aim of offering complete remote E-learning courses, both synchronous and asynchronous, in the following semesters, according to a timetable that will be approved later.

Responsibility to follow up on the implementations: Please see item Tenth (page 18).

Fifth: Preparing the content of the complete remote E-learning courses and blended learning courses:

The academic departments are obligated to prepare the content of the complete remote E-learning courses and blended learning courses offered by the departments in accordance with Article (4) and Article (5) of the Instructions for Integrating E-Learning in the Higher Education Institutions, based on to the following:

1) The content of the complete remote E-learning courses and the blended learning courses consists of the topics, contents, and the hardcopy and electronic vocabulary to be presented to the students in the course, in addition to the activities, tasks, exercises, reports, videos, projects and other materials that are considered an integral part of the course content.

2) The content in the complete remote E-learning course plan should be distributed over the synchronous E-learning hours and the asynchronous E-learning hours, and the content in the blended learning course plan should be distributed over the face-to-face learning hours and asynchronous E-learning hours according to a detailed schedule by day and date across all semester weeks through the Course Schedule in the Course Portfolio/MyGJU.

3) The asynchronous E-learning components in the complete remote E-learning course and the blended learning course should be designed and made available to students on the virtual platform (MyGJU and/or Moodle) on a regular basis.

4) Taking into consideration what is stated in the above items, the plan of the complete remote E-learning course and the blended learning course should be updated through the Additional Course Details in the Course Portfolio/MyGJU to specify the virtual platform used in the course (as indicated in the "Guidelines for E-Learning Data Archival" document) and the teaching methods used in the course as well as any other additional instructions or information. Moreover, the Course Assessments in the Course Portfolio/MyGJU should be updated to include the components of the course assessment and their weights distributed across the semester work as well as the semester and final exams.

5) The complete course plan should be made available to students on the virtual platform through the Course Portfolio/MyGJU before the start of teaching during the registration period.

6) The Synchronous E-learning content might include, in addition to the educational material, the following components that are uploaded to the virtual platform (MyGJU and Moodle):

- Explanations from the instructors for some aspects of the course

- Questions and answers from the students and instructor

- Short presentations by the instructor or students

- Short discussions and exercises

- Any other components that the instructor deems appropriate

The course instructor is also obligated to record the synchronous electronic meetings in the complete remote E-learning course for the purposes of documentation, and making them available to students via the virtual platform (MyGJU and Moodle) for further learning, provided that the students are informed of this in advance.

7) The asynchronous E-learning might include the following components which are uploaded to the virtual platform (MyGJU and/or Moodle):

- Short educational videos uploaded weekly to the virtual platform. Students watch them in advance, answer questions about them, and discuss them in the synchronous meetings on the principle of flipped learning

- Drills

- Short quizzes

- Tasks related to the course

- Projects (individual or group)

- Dialogues on topics for discussion

- Additional readings

- Reports or Research

- Initiatives

- Any other components that the instructor deems appropriate

Timetable for implementing this item: The schools, academic departments, and instructors are obligated to implement this item starting from the second semester of the academic year 2021/2022. Moreover, the Complete remote E-learning courses are taught synchronously (for the entire course) during the second semester of academic year 2021/2022.

Responsibility to follow up on the implementations: Please see Item Tenth (page 18).

Sixth - Training of faculty members and students:

1) The Center for E-Learning and Academic Performance Improvement, in cooperation with the E-learning committees in the school, holds the necessary training workshops for the instructors and relevant staff with the goal of ensuring the success of the learning and assessment processes by focusing on the following:

   - Implementing the complete remote E-learning with is synchronous and asynchronous components and models.

   - Implementing the blended learning with its face-to-face and asynchronous E-learning components and models.

   - Developing basic skills to use computer technologies that support the learning process.

   - Developing basic skills for using the synchronous and asynchronous learning platforms and the assessment platforms and their features.

   - Learning management for small and large student groups.

   - Employing flipped learning, project-based learning, connected learning, or others to conduct the learning process.

   - Managing and monitoring the learning, teaching, and assessment processes and preparing the necessary reports about them.

2) The Center for E-Learning and Academic Performance Improvement holds training workshops for the concerned parties regarding the design of the educational content and making it available to learners by applying appropriate techniques in the E-learning process (complete remote E-learning and blended learning), in addition to training workshops about the

design of the course plan and the mechanisms for content evaluation and development.

3) The training also covers the curricula and teaching methods used in blended learning and complete remote E-learning, the modern learning methods that support effective E-learning, and the methods of assessment and evaluation, including the electronic methods.

4) Those who teach in complete remote E-learning courses and blended learning courses are required to pass the necessary workshops. And the academic department must ensure that they have mastered all the skills required to carry out teaching effectively, and that the instructor has obtained a certificate from the Center for E-Learning and Academic Performance Improvement that clearly states that the instructor is proficient in E-learning skills in all its forms and types.

5) The Center for E-Learning and Academic Performance Improvement provides guidelines for instructors about the complete remote E-learning and blended learning as well as their teaching and assessment methods.

6) The Center for E-Learning and Academic Performance Improvement and the Deanship of Student Affairs work on training students, including students with disabilities, on all that is necessary for effective learning, teaching methods, and assessment in addition to providing continuous guidance and support to them according to specific, organized and announced mechanisms so that they can perform the required.

7) The Center for E-Learning and Academic Performance Improvement and the Deanship of Student Affairs provide guidelines to students about the complete remote E-learning and blended learning as well as their methods of teaching and evaluation.

Timetable for implementing this item: The Center for E-Learning and Academic Performance Improvement, the Deanship of Student Affairs, schools, academic departments, and instructors are committed to implementing this item as shown in the following table:

Mission	Execution time
Points #1-4	• All GJU faculty members who have not completed the first level of training in the field of E-learning and blended learning are obligated to complete all the tasks required to complete the first level of training by a deadline of 27/2/2022. • The schools shall specify the names of the faculty members who will teach the complete remote E-learning courses (during the year 2022) as well as the research and teaching assistants who contribute to the development of the content of the complete remote E-learning courses (during the year 2022) with a deadline on 31/1/2022. • The Center for E-Learning and Academic Performance Improvement holds training courses for the second level of training in the field of E-learning for the faculty members who teach complete remote E-learning courses as well as the research and teaching assistants who participate in developing the content of complete remote E-learning courses during the second semester of the academic year 2021/2022 and the first semester of the academic year 2022/2023.
Point # 5	• The Center for E-Learning and Academic Performance Improvement will continue during the year 2022 to provide guidelines for the instructors on the complete remote E-learning and blended learning, and the methods of teaching and evaluating them.
Point # 6	• The Center for E-Learning and Academic Performance Improvement and the Deanship of Student Affairs, during the year 2022, will develop appropriate mechanisms in addition to hiring and preparing a team of university students with the aim of training university students on everything necessary for effective learning, teaching and assessment methods, and providing them with continuous guidance and support to be able to perform the required.
Point # 7	• The Center for E-Learning and Academic Performance Improvement and the Deanship of Student Affairs will provide guidelines for students during the year 2022 on complete remote E-learning and blended learning, and the methods of teaching and evaluating them.

Seventh - The approved assessment components in the complete remote E-learning courses and blended learning courses:

The Deans Council amends Article (17) of the instructions for granting the first university degree (bachelor's) and Article (20) of the instructions for granting a master's degree at GJU, so that the approved evaluation components in the complete remote E-learning and blended learning courses are reviewed in order to be in line with Article (9) of the instructions for integrating E-learning in higher education institutions.

Eighth - Providing the infrastructure to support complete remote E-learning and blended learning:

The Information Systems and Technology Center, the Center for E-Learning and Academic Performance Improvement, and the University Computerization Project, in addition to the relevant authorities at the university, work on:

- Providing the software subscriptions that the university needs to support the process of integrating E-learning at the university.

- Providing integrated protection systems for all E-learning systems, including virtual platforms, examination platforms, grades and registration systems, financial system, and others.

- Providing studios and systems for recording, processing, filming and montaging of educational visual and audio content to support the production of high quality materials and distinguished interactive content.

- Providing systems, tools and mechanisms for citation and intellectual property examination, and verification of scientific integrity.

<u>Ninth - General controls for complete remote E-learning and blended learning:</u>

- The teaching load of the complete remote E-learning and blended learning courses shall be equivalent to the teaching load of the face-to-face learning courses.

- The instructor or the entity that prepares the content or authorizes its use, as the case may be, when preparing the educational content or using it in the courses, shall abide the intellectual property rights. The course instructor or instructors who prepared the course are also responsible for the published electronic content in the event that it is proven that it violates the intellectual property rights, without the university bearing any consequences arising from that.

- The number of students in courses and sections is appropriate to the type of learning used, taking into account the nature of the course and specialization, and as determined by the Accreditation and Quality Assurance Commission for Higher Education Institutions in this regard.

- The course instructor is obligated to record the synchronous meetings in the complete remote E-learning courses for the purposes of documenting them and making them available to students for further learning, provided that the students are informed of that in advance.

- The percentages of attendance, absence, and deprivation are applied in the complete remote E-learning courses based on the students' attendance of synchronous meetings and the blended learning courses based on the students' attendance face-to-face.

- All examinations for the complete remote E-learning courses and blended learning courses are held on campus, unless the Higher Education Council decides otherwise.

- The office hours for the complete remote E-learning courses are electronic office hours, and for the blended learning courses are face-to-face office hours.

- The Deans Council, based on the recommendation of the Center for E-Learning and Academic Performance Improvement, adopts mechanisms

that enable the e-governance stakeholders at the university to follow up on the learning, teaching, and evaluation processes on the platforms for all courses and sections, monitor and report on them, and provide the necessary assistance to overcome challenges and obstacles and ensure the compliance of those concerned with the bylaws, instructions, and regulating foundations.

- The Deans Council, upon the recommendation of the Admission and Registration Committee, adopts mechanisms that ensure the delivery of the complete remote E-learning courses at times that do not conflict with the face-to-face and blended learning courses that the student studies on the university campus.

- The university is committed to presenting the completed course plan to students on the virtual platform (MyGJU) before starting teaching during the registration period, according to Article (14) of the instructions for integrating E-learning in higher education institutions.

- The Deans Council, based on the recommendation of the Center for E-Learning and Academic Performance Improvement and in cooperation with the Deanship of Innovation, Technology Transfer and Entrepreneurship, adopts mechanisms that regulate intellectual property rights in a manner that preserves the rights of instructors who develop E-learning content and preserves the university's right to ensure the continuity of the educational process and control its quality.

- The Deans Council considers the possibility of developing a mechanism to calculate a teaching load for the instructors who contribute to the development of the content of the complete remote E-learning courses and to create incentives to reward teachers who have successfully completed the development of one of the complete remote E-learning courses.

- The complete remote E-learning courses and blended learning courses are treated as face-to-face learning courses in all matters not mentioned above.

Tenth - Implementation and follow-up mechanism:

1) The Deans Council will form a committee to follow up on the implementation of the items related to restructuring study plans, restructuring study courses, and preparing the content of the complete remote E-learning and blended learning courses at the university level, with the membership of the Director of the Center for E-Learning and Academic Performance Improvement, the Director of the Accreditation and Quality Assurance Department, the Vice Deans, and two of the research and teaching assistants to be selected based on the recommendation of the Deans Council.

2) The vice dean of the school shall be in charge of following up on the implementation of the items related to restructuring study plans, restructuring study courses, and preparing the content of the complete remote E-learning courses and blended learning courses within the school, with the help of the E-learning committee in the school.