Online Education Manual

22 April 2020
Quality Tiers of Online Education

**Basic**
Requirements met superficially. Difficult to access course info, or interact with faculty or students

**Effective**
System optimizes access, is linked with evaluation, accepts diversity, encourages feedback

**Exemplary**
Requirements met, and a continuous learning system introduced by students and faculty
Online Readiness

- HEC uses the concept of "online readiness" to assess quality of online programs.
- Online Readiness is measured in terms of a set of targeted requirements for online programs.
- The targets cover (a) the online system, (b) the online class.
  - The Online System: the university, the library, the technology, and the examination.
  - The Online Class: the course, the faculty, the laboratory, and the student.
Online Readiness

System Readiness + Class Readiness = Online Readiness
System Readiness

- University
- Library
- Technology
- Examinations

System Readiness
The University

• The university should have an Online Education Policy, and SOPs for approval of online courses.
• There should be a Learning Management System (LMS) to provide information, track progress, and coordinate activities, and governance system for decision-making and adjudication of complaints.
• A dedicated system of governance for online programs, e.g., an "Online Academic Council" (or OAC), which will approve online courses, certify online faculty, and adjudicate disputes or complaints.
University

Policy
- Explicit policy on approval process
- SOPs for authorizing online courses

Governance
- Academic Online Committee (AOC)
- Approval plus adjudication

LMS
- Software system
- Operational and effective
Library

- PERN:
  - PERN subscription is valid
  - SOPs are clearly posted

- Digital:
  - Valid Digital Library Subscription
  - University’s Catalogue Online

- Distant:
  - Students can access from home
Technology

LMS
- LMS Software installed
- Tested and operational

Classes
- Class Software selected
- Distributed to faculty/students

Library
- Tested for digital content
- Distributed to faculty/students
Evaluations

- **Exams**
  - Intro, Objectives, Textbooks
  - Assignments

- **Assignments**
  - Title, content, readings
  - Link

- **Other**
  - Grading policy
  - Other rules
Course Elements

- **Description**
  - Intro, LOs,
  - Textbooks, Assignments

- **Lesson Plan**
  - Lesson schedule, readings
  - Date/time, assignments

- **Rules**
  - Grading policy
  - Any other rules
# Course Readiness

<table>
<thead>
<tr>
<th>Item</th>
<th>Please upload on LMS before start of course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>About one page, giving the background for the course</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>6-8 bullet points, as specific as possible, ideally of a type that could be converted into exam questions</td>
</tr>
<tr>
<td>Textbooks</td>
<td>At least one textbook, published in past 5 years, covering the state of the art. The teacher’s responsibility is to give students a framework for comprehending written material.</td>
</tr>
<tr>
<td>Grading System</td>
<td>The purpose of a grading system is to incentivize students to act in ways that will enable them to be successful in their careers: e.g., study, solve problems, write, participate, understand, and communicate.</td>
</tr>
<tr>
<td>Other Rules</td>
<td>E.g., prerequisites, attendance, online rules, etc.</td>
</tr>
<tr>
<td>Logistics</td>
<td>Key dates, venue, timing, office hours, contact information</td>
</tr>
<tr>
<td>Assignments</td>
<td>Please list the schedule of when assignments will be due</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Divide entire course into lectures, giving the title, brief description (if possible), required readings, and assignments.</td>
</tr>
</tbody>
</table>
Faculty Readiness

Training
- Take a recommended course
- Get IT help to do a test run

Revise
- Revise syllabus for online
- Restructure lesson plan

Support
- Get student feedback
- Address concerns
The Faculty

• Online teaching completely different from face to face teaching. Challenges, opportunities, techniques, and supportive resources.

• Need to raise quality of teaching generally, but special attention needed for online teaching

• Recommendations:
  – Require faculty members who wish to offer online instruction to take a training course (online of course) on this subject. The OAC (or equivalent body) should satisfy itself that this has been done.
  – Request faculty members to do a dry run of the course to test the system for any unforeseen problems.
Laboratory Classes

Virtual
- MOOCs
- Drone usage

Delay
- Postpone lab classes to summer
- Allow make up classes later

Homework
- Assign practical work at home
- Create Discussion groups
Student Readiness

Access
- Coverage Map
- Taleem Bundle

Devices
- Do student have devices
- Offline material

Support
- Survey of student needs
- Support systems
Student Connectivity Issues

• Students have identified a number of issues: confusion, poor quality of course material, poor quality of instructors (at least for online teaching), poor Internet connectivity, especially in remote areas, and lack of access to the Internet.
• We are dealing with it in two big bundles, the quality bundle, and the connectivity bundle.
• Quality bundle: focus on online readiness
• Connectivity bundle: focus on taleem package
## Teledensity

<table>
<thead>
<tr>
<th></th>
<th>Cellular Subscribers</th>
<th>3G/ 4G Subscribers</th>
<th>Telephone Subscribers</th>
<th>Broadband Subscribers</th>
</tr>
</thead>
<tbody>
<tr>
<td>165 million</td>
<td>75 million</td>
<td>3 million</td>
<td>78 million</td>
<td></td>
</tr>
<tr>
<td>78.16%</td>
<td>35.90%</td>
<td>1.16%</td>
<td>36.86%</td>
<td></td>
</tr>
</tbody>
</table>

*Source: PTA (updated on December 2019)*
Policy Guidance

1. General Information on COVID-19
2. Guidance not for faculty and staff
3. Technical support arrangements
4. Government announcement of 26 March
5. Online Readiness
Future Policy Guidance

6. Online course approval system
7. Cyber security and technology options
8. Exams and evaluations
9. Laboratories
10. Student Access and Connectivity
11. Course and syllabus design
12. Library and Resource Access
Conclusions

• VCs need to take responsibility
• If you are not ready, please interrupt and get things ready before restarting
• Please announce your online policy/ SOPs
• Please delegate responsibility for approval of courses for online delivery
• Please appoint focal point/ POC for (a) COVID, (b) Online Courses, and (c) Technology
• Please take the data challenge seriously.