

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

Procedural Manual for Online and Blended Learning



مفوضية الاعتماد الأكاديمي
Commission for Academic Accreditation

Annex 15 of the 2019 Standards

Quiz

On average, how much time do faculty need to build an online course?

Average time: 200-500 hours, depending on the amount of support, length of course and type of delivery.

True or false: Teaching F2F is always better than a Online Teaching in terms of successful achievement of learning outcomes

False

True or false

Teaching online is easier and requires less time than teaching F2F courses.

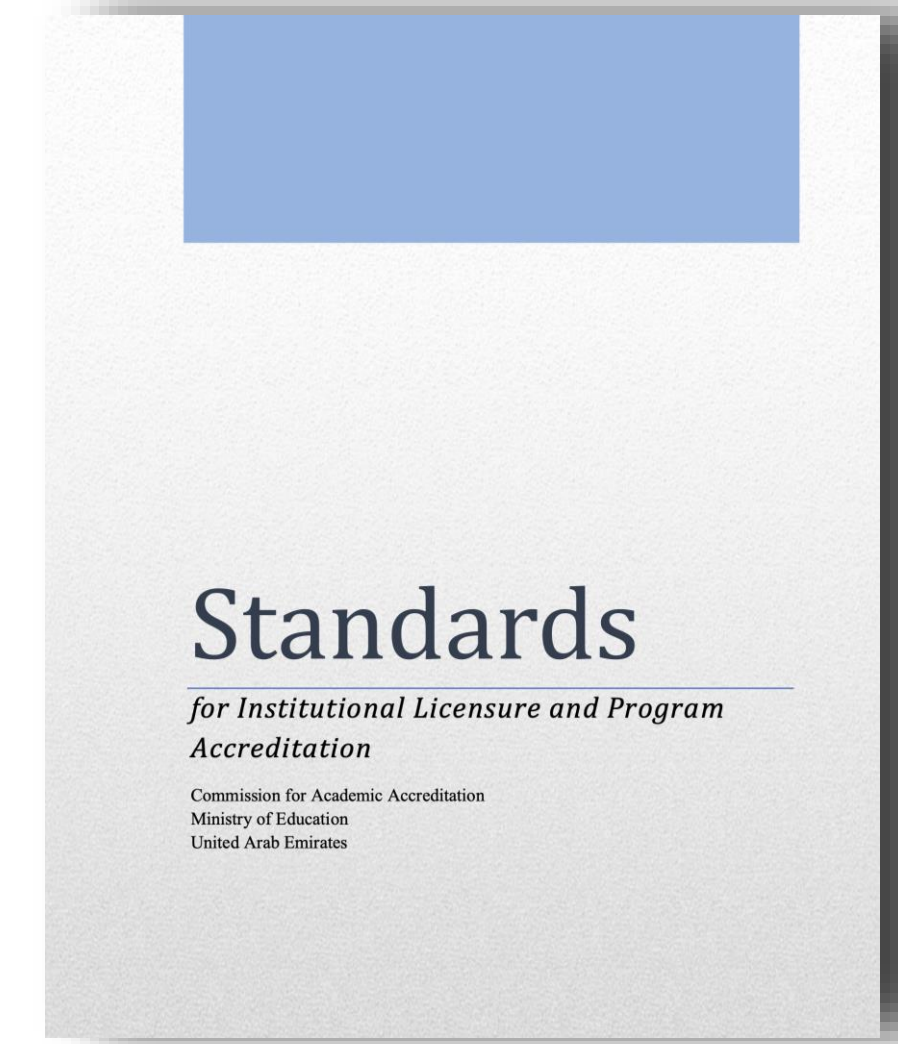
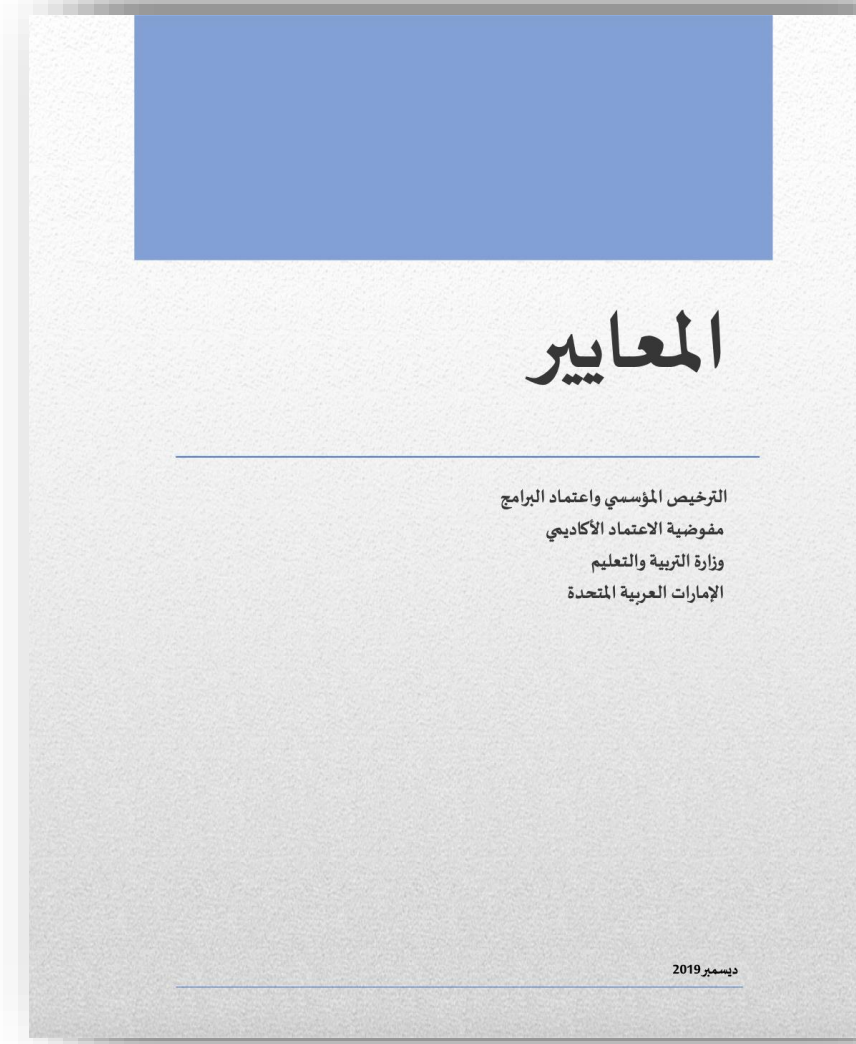
False

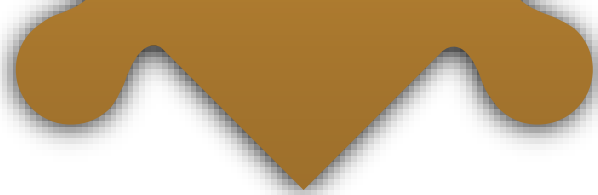
More time is spent answering emails, managing chats, preparation and online courses have more assessments and grading.



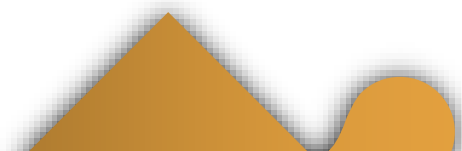
مفوضية الاعتماد الأكاديمي
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Annex 15 eLearning





University-wide Readiness



Core Definitions



Face to Face (F2F) Sessions

are courses in which faculty and students are compresent* in one classroom during course delivery. This is the traditional type of instruction in non-virtual, in-person classroom delivery. Synchronous class sessions are not F2F learning.

Blended/Hybrid Courses

Courses in which F2F sessions are mixed with online delivery. A course is considered a blended course when less than 50% of the course's credit hours are delivered online and the remaining is delivered in F2F sessions.

Online Courses

Courses with 50% or more of credit hours delivered online

*Compresent: to share location and time. Professor & students are compresent when in the same classroom at the same time

Example 1: Traditional 4CH F2F Courses

Type	Monday	Tuesday	Wednesday	Thursday	Friday
Lecture		09:00-10:50 F2F Class Session		09:00-10:50 F2F Class Session	
Lab	09:00-10:15 Lecture	09:00-10:15 Lecture		13:00-15:50 Lab	

4CH Courses as a Blended Courses

	Monday	Tuesday	Wednesday	Thursday	Friday
Lecture	Online Delivery = 1 CH Either Synchronous or Asynchronous	09:00-10:15 Student active session (PBL/Assessme nt/RI)		09:00-10:15 Student active session (PBL/Assessme nt/RI)	
Lab	Online Delivery = 1.5 CH Either Synchronous or Asynchronous		09:00-09:50 (Assessment. Review Session)	13:00-15:50 Lab	

https://www.researchgate.net/publication/346071338_A_Comparison_of_Two_Forms_of_Instruction_Pre-Recorded_Video_Lectures_vs_Live_ZOOM_Lectures_for_Education_in_the_Business_Management_Field

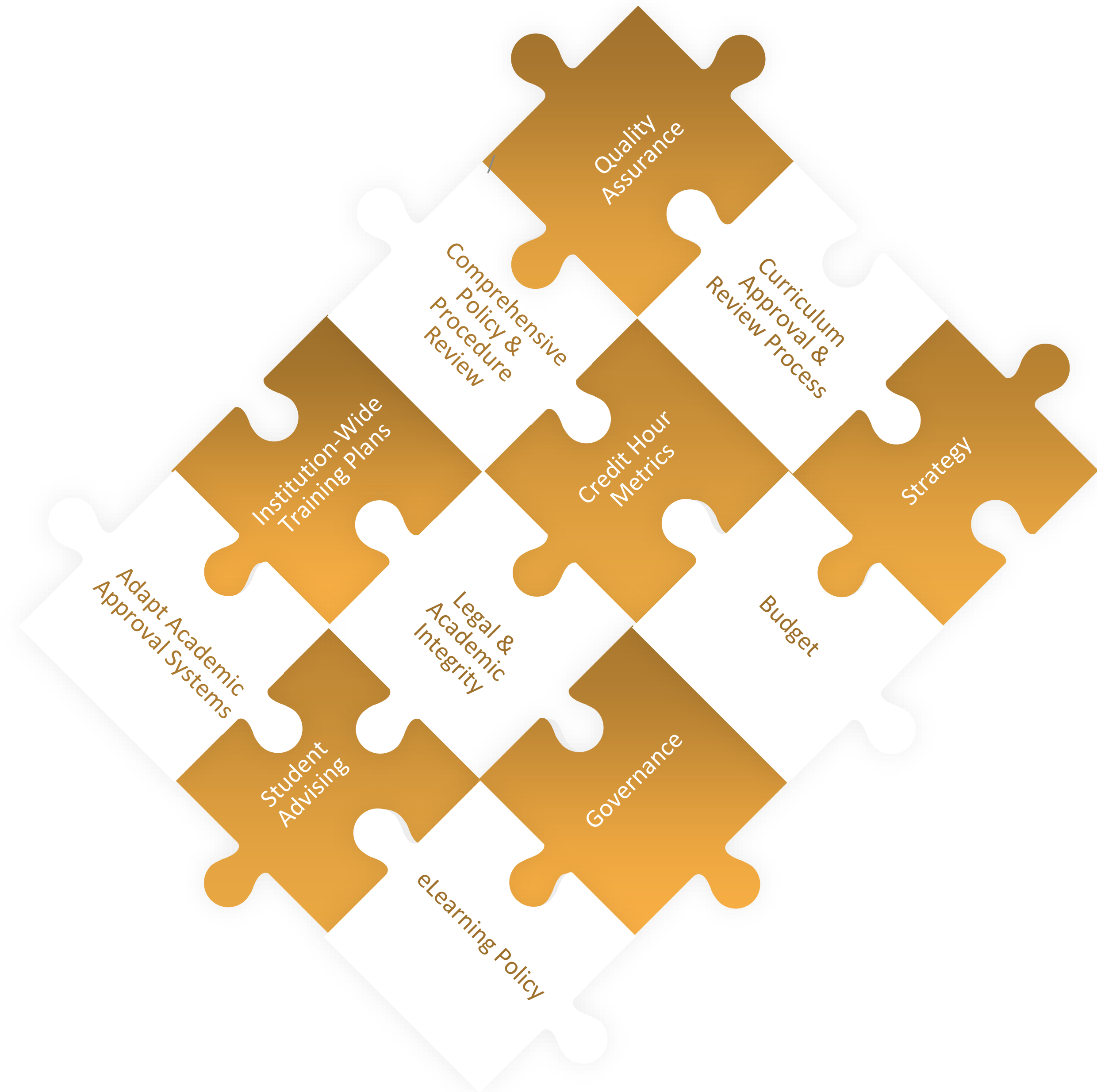


Example 2 4CH

Online Course

	Monday	Tuesday	Wednesday	R	F
Lecture	Online Delivery = 1 CH Either Synchronous or Asynchronous	Online Delivery = 1 CH Either Synchronous or Asynchronous		9:00-10:50 F2F student- active (PBL/RI/Assess ment)	
Lab	Online Delivery = 1 CH Either Synchronous or Asynchronous	Online Delivery = 1 CH Either Synchronous or Asynchronous		13:00-15:50 Lab	

Demonstrating University-wide Readiness





Program & Course Delivery



Faculty

Staffed
Software &
Recording
Facilities

Time &
Workload

IT Support

Course Design
Support

Multimedia &
Graphic
Design
Support

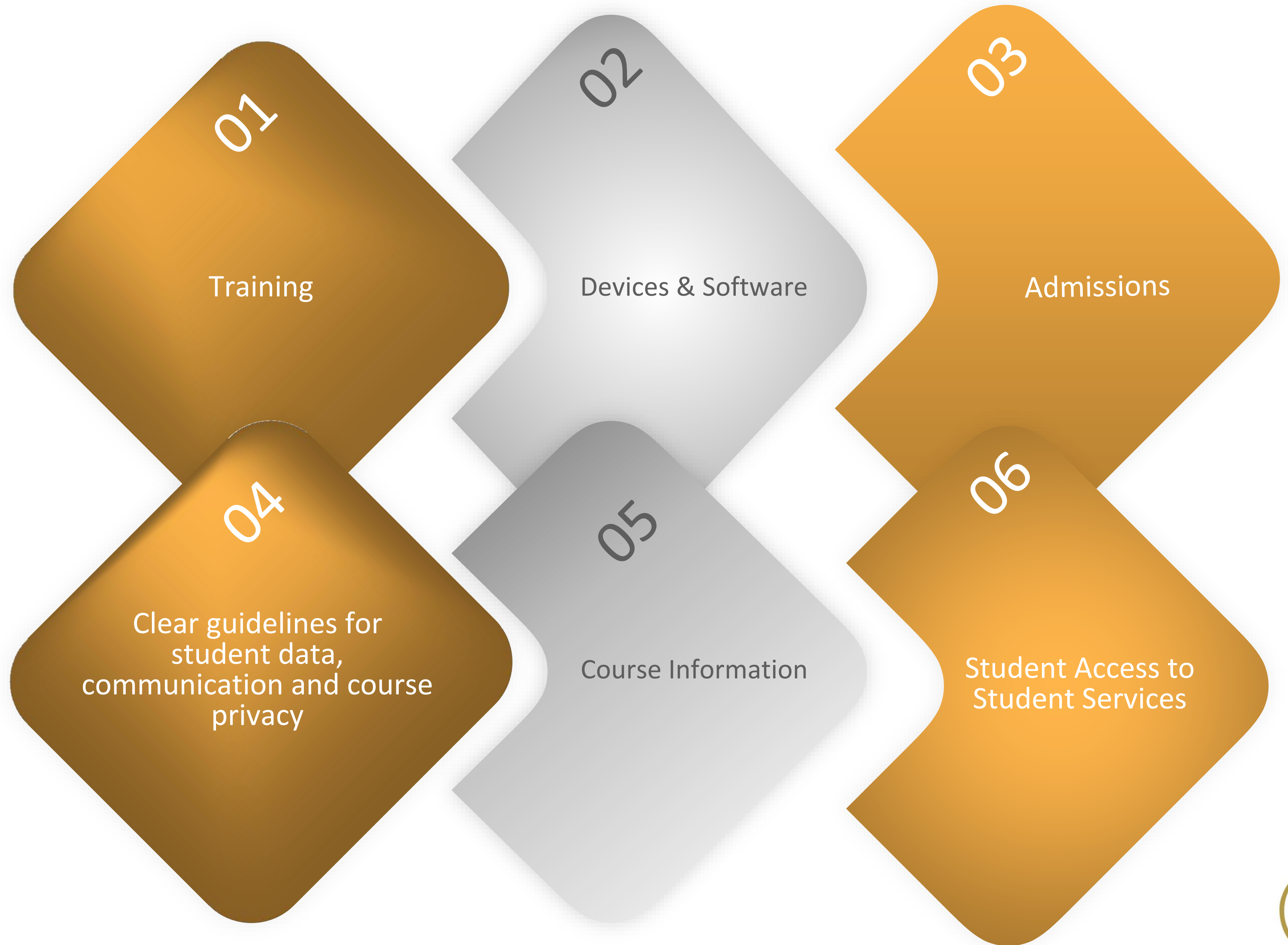
TA Support
(Digital and
technical)



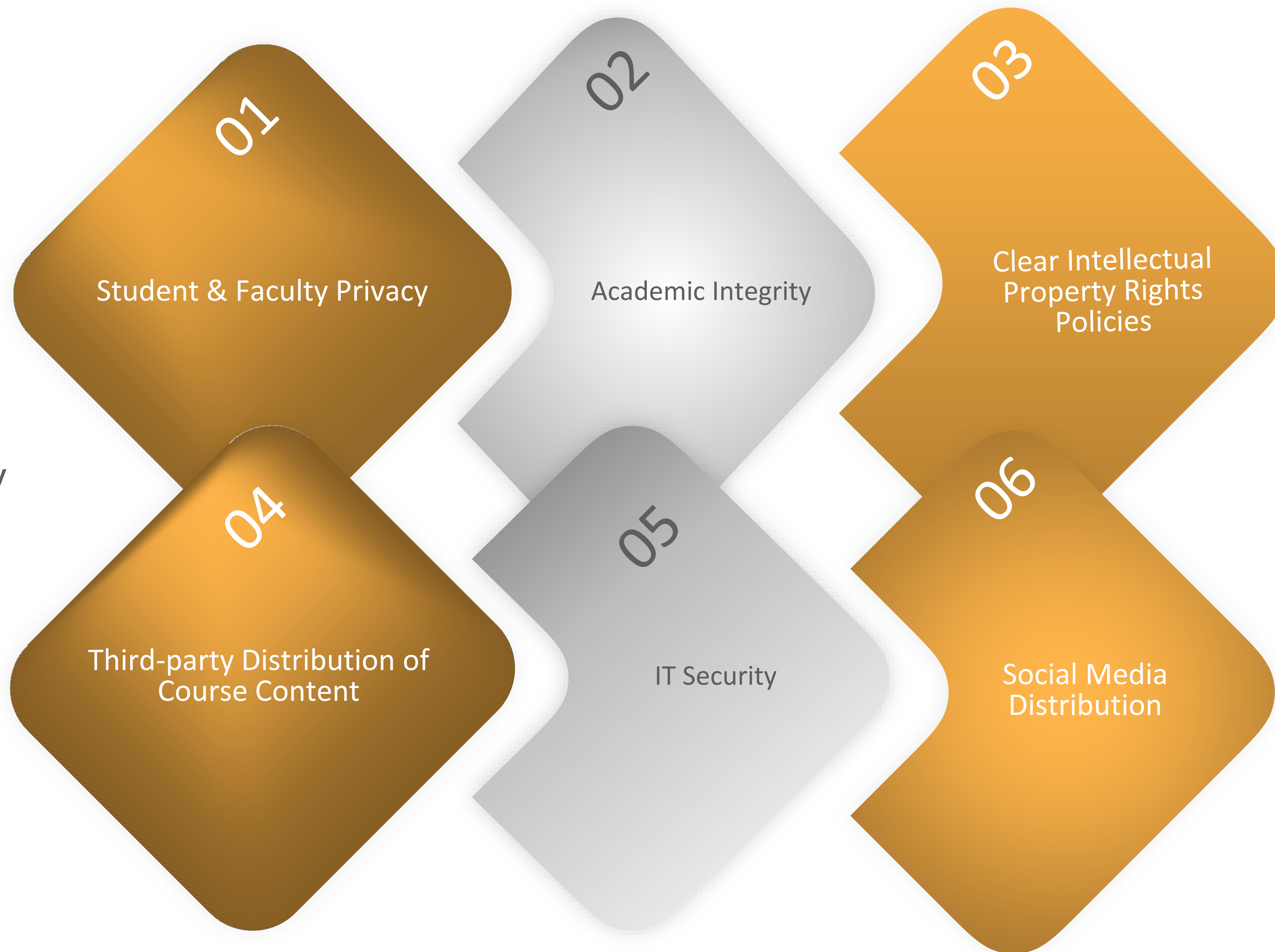
Faculty



Student Readiness



Legal & Academic Integrity





Map of the transect studied with positions of the 120 plants sampled.

Map of the transect studied with positions of the 120 plants sampled.

Tuesday 9:40am
WEST LIBRARY
Thesis group study
STEVEN ← collect study objects
KAREN ← distribute handouts
GEORGIA ← specialise academic tertiary
MIMI ← condense abstract notes!
FRANK ← analyse present type all
Please check that all tasks assigned to you are completed by the due date otherwise your participation grade may be forfeited!
Thanks!

CHALLENGE
You might see design an irrigation system that reduces the amount of natural resources used
SOLUTION
Express the need negatively so that plants will naturally find resources and fill more niches than the soil.

High Proposal

REVIEW OF DATA COLLECTION METHODS & ANALYSIS

EVOLUTIONARY BIOLOGY

TEAM #1
TEAM #2

DATE: (month/year)