# *Policy for Online Teaching*



## *International Islamic University, Islamabad*

## *www.iiu.edu.pk*

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# FOREWORD

As many countries of the world imposed lockdowns as a result of the coronavirus, educational institutions rapidly shifted to online modes of teaching. Pakistani HEIs, including the International Islamic University Islamabad, are no exception. Under the guidelines provided by the HEC, the Learning Management System (LMS) was rapidly operationalized and streamlined in the IIUI with the help of the input provided by all stakeholders. This document elucidates the LMS framework as deployed by the IIUI. It explains what the LMS is and the modalities of its deployment in the IIU. It functions as a user guide to help both students and teachers across the technological divide to learn to adapt to the LMS and its key component i.e., Google Classroom, as per the requirements of the IIUI. This policy document offers guidelines and templates regarding the preparation of online courses and also presents some pragmatic tips that could assist in the preparation of these courses. This document is the cumulative outcome of the dedicated efforts of many people, both in the academic and administrative staff, who worked in unison to organize and present information that provides clear and simple guidance to all the teachers who are making this necessary but unavoidable shift to online teaching due to the unprecedented coronavirus pandemic.

Special thanks are due to Prof. Dr. N. B. Jumani (Chair of the Online Teaching Committee), Prof. Dr. Ahmed Shuja Syed, Dr. Zulqarnain Hashmi (Dir. IT), Mr. Naveed Ehtisham (Dir. Academics, IIUI), Mr. Inam-ul-Haq (Dir. Exam, IIUI), Dr. Aziz-ur-Rehman, Dr. Mehrosh Khalid, Dr. Tasneem Fatima, Dr. Syed Tahir Rizvi, Dr. Fouzia Ajmal, Dr. Usman Nasir and Dr. Muhammad Sheeraz Dasti whose valuable contributions led to its formulation and finalization. Moreover, this gigantic task was not possible if the committee was not fully supported by the leadership of the University: The Rector IIUI, the President IIUI, the Acting President IIUI, Vice Presidents, Deans and Head of Departments.

# Chapter 1: POLICY PROVISIONS OF HEC

The Government of Pakistan has announced the closure of academic institutions until the COVID-19 pandemic is over. In this scenario, while making sure that teaching continues, the Higher Education Commission published a comprehensive COVID-19 Policy on 13th March 2020 for all the universities of Pakistan. It stipulates the following objectives:

- To minimize the disruption to the teaching schedule in the event that the closure is extended.
- To start preparing for effective online teaching as a substitute for regular classes.
- To minimize the impact of the disruption due to the lockdown on the students' learning.
- To protect the quality of teaching from being compromised.

In order to meet these objectives, the HEC requires the following:

## 1.1 Online Readiness:

In "HEC's COVID-19 Policy Paper", the HEC's requirement of "online readiness" for adopting a simplified online teaching structure has been targeted. This structure will be assessed for quality while foregrounding 6 dimensions, namely the university's management system, the course, the faculty member, the library or resource bank, the technological infrastructure, and the readiness of the students. These 6 dimensions' online readiness of the system are further elaborated below:

**1. University**

It must have an LMS, a policy / SOPs for online education and a governing body to authorize courses and adjudicate complaints.

**2. Course**

All courses that include the relevant content must be placed on the LMS. This content must have learning objectives, text books, lesson plans and notes, and evaluation criteria.

**3. Faculty**

The faculty must receive training in online teaching and then prepare their course contents accordingly.

**4. Library**

The students should be able to access the online library resources by digital means.

**5. Technology**

It is mandatory for the university to have procured the relevant technological infrastructure.

**6. Student**

The university must establish a mechanism to facilitate student-access and to resolve problems.

*Figure 1: 6-Factors for Online Readiness, Source "HEC COVID-19 Policy Papers"*

In the next phase, the HEC issued a working paper on 26<sup>th</sup> March 2020, titled as the "COVID-19 Technology Support Committee Working Paper", providing guidelines to universities on making a successful transition to online teaching. The minimal requirements, compliance to which is made necessary by the HEC for all the universities, are stated as under:

1. *Every University must have a functional learning management system. It must include the following components:*

   - **Content Management System** – It must be able to upload a variety of educational material, e.g., documents, presentations, links to other sources, video lectures, etc.
   - **Collaboration Tools** – e.g. online discussion boards, chat, etc.
   - **Testing and Assessments** – This involves the basic ability of conducting and grading quizzes online and allows the submission of assignments electronically.
   - **Mobile Learning** – The LMS must also support mobile devices because some students might not have desktop or laptop computers at home.
   - **Offline access** – This involves the capability to download course materials and to access them even when a student is offline.

2. *The university's LMS must support the functional Video Conferencing (VC) facility; this includes:*

   - The recording of live lectures which are subsequently made available for offline access.
   - The mute feature – the presenter should have the ability to mute a particular participant and all participants as and when needed.
   - The whiteboard – a digital canvas where the presenter can add content in real-time.
   - The ability to run presentations and slides that may be broadcast live for the participants of the meeting.

3. *Support for mobile devices:*

   - Building capacity of faculty members and relevant staff for online delivery.

The strengths of the Learning Management System at IIUI that are in compliance with the HEC's requirements for online readiness are mentioned in  Annex –  C.

# Chapter 2: Distance Education and E-Learning

## 2.1 E-Learning:

Distance education as defined by Southern Association of Colleges and Schools (SACS)[1], for the purposes of accreditation review, is a formal educational process in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. E-Learning, according to eLearning NC[2], is learning that utilizes electronic technologies to access educational curriculum outside of a traditional classroom. With the passage of time and advancement in technology the nature of distance education has been changing and different names have been emerging. These names (e.g., Blended learning, E-Learning, Virtual Education and Online Learning) indicate the level of technology being used in distance education system.
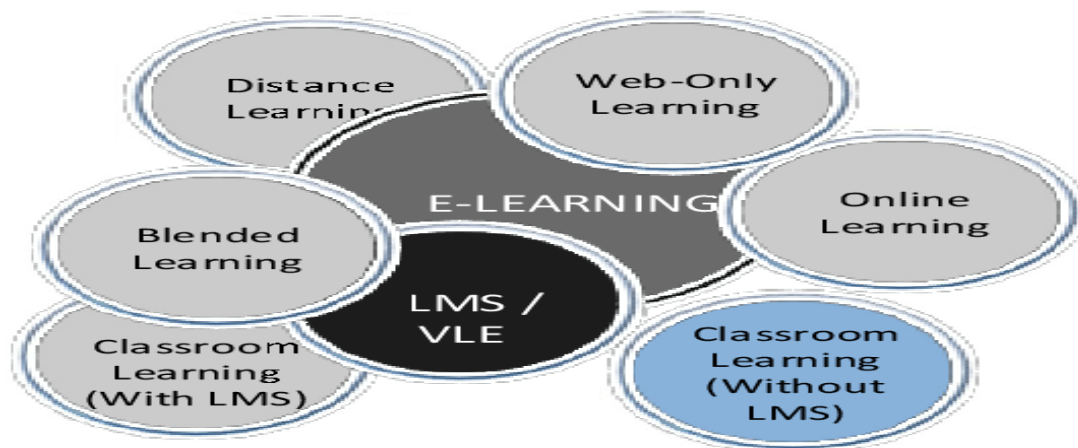


*Figure 2: E-Learning Categories –[ Source: Wilson, A. D. (2012). Categorising e-learning. Journal of Open, Flexible and Distance Learning, 16(1)].*

### 2.1.1 Synchronous and asynchronous interaction/communication:

Synchronous interaction/communication occurs at the same time for all participants while asynchronous communication does not require the presence of all participants at the same time, and they may access the uploaded information whenever it is feasible for them.

### 2.1.2 Main Components of E-learning/Online Learning:

The main components required for the best online education to take place are:

- **Content Management**
  - Creation, Storage, Access to and Use of Learning Resources

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[1] https://www.uky.edu/elearning/sacs-distance-learning-definition.
[2] http://www.elearningnc.gov/about_elearning/what_is_elearning/

- **Curriculum Mapping and Planning**
    - o    Lesson Planning
    - o    Assessment
    - o    Personalization of the Learning Experience

- **Learner Engagement and Administration**
    - o    Managed Access to Learner Information and Resources
    - o    Tracking of Progress and Achievement
- **Communication and Collaboration**
    - o    Emails
    - o    Notices
    - o    Chats
    - o    Wikis
    - o    Blogs
    - o    3D Virtual Environments (For Lab Based Tasks)
- **Real Time Communication**
    - o    Live Video Conferencing

## 2.1.3 Learning Management System:

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.
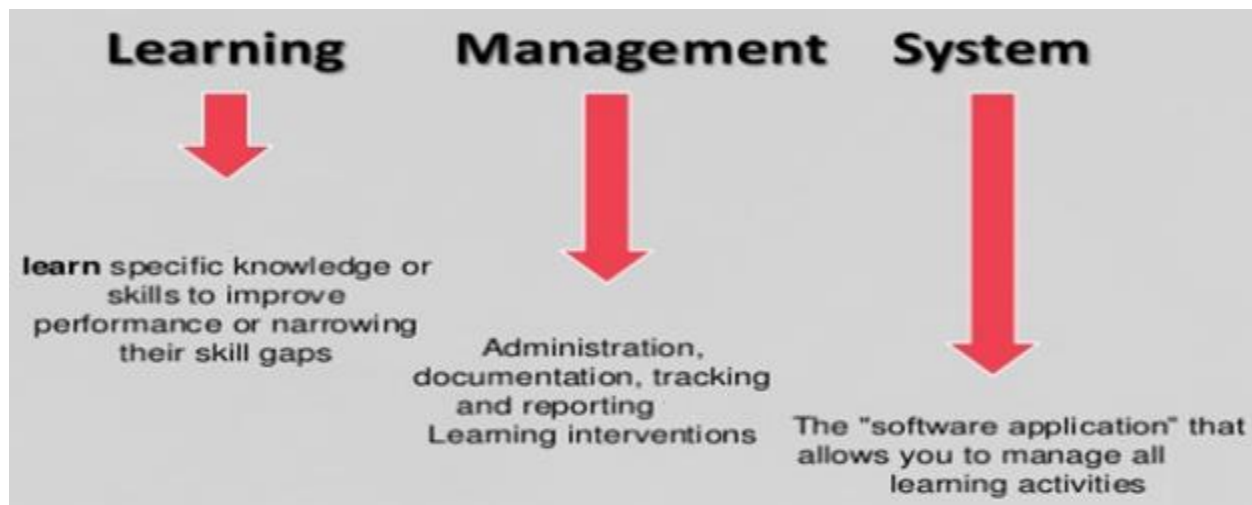


*Figure 3: LMS Components*

Learning management systems are being used for:

- Identifying Training and Learning Gaps
- Utilizing Analytical Data and Reporting
- Online Learning Delivery
    - Asynchronous Online Courses
    - Synchronous Online Courses.
- Classroom Management
    - Instructor-Led Training
    - Flipped Classrooms
- Providing Digital Learning Tools
- Managing Communications
- Providing Corporate Sector Trainings

# *Chapter 3: Policy Framework for Learning Management System (LMS) at the International Islamic University, Islamabad*

For the successful adoption of online teaching, the HEC's 6-dimensional aspects have been considered and complied with. The following section includes details on these aspects.

## 3.1 Learning Management System at IIUI:

In compliance with the HEC policy guidelines and the minimum requirements as mentioned in Chapter 1, the **Google Classroom application** has been adopted for online teaching at the IIUI (www.lms.iiu.edu.pk) . Its details are enunciated below:

### 3.1.1 Google Classroom:



As a virtual classroom, Google Classroom (https://classroom.google.com) makes it easy for learners and instructors to connect — inside and outside schools. As described by Google itself, the Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized. It also has a readily downloadable app for iOS[3] with the help of which students and teachers can view their classes and communicate with their classmates in real time. Students can open their assignments and work on them right from their smart phones, iPhone or iPad, etc. Additionally, teachers can keep track of those students who have turned in their work and grade the assignment - at school or on the go. Students and teachers receive notifications when they have new content in Classroom, so they are always up to date.

Google for Education (https://edu.google.com/products/classroom/?modal_active=none), describes that Google classroom facilitates in terms of:

- **Easy to set up** – Teachers can add students directly or share a code with their class to join. It takes just minutes to set up.
- **Saves time** – The simple, paperless assignment workflow allows teachers to create, review and mark assignments quickly, all in one place.

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[3] May be downloaded from the App Store and Google Play

- **Improves organization** – Students can see all of their assignments on an assignments page, and all class materials (e.g., documents, photos, and videos) are automatically filed into folders in Google Drive.
- **Enhances communication** – The Classroom allows teachers to send announcements and start class discussions instantly. Students can share resources with each other or provide answers to questions on the stream.

### 3.1.2 Video Conferencing:

Another major component of the LMS is **Google Meet** (https://meet.google.com) which is a video conferencing app. It enables users to make video calls with up to 250 users per meeting. It can easily be used to create a new Meet video meeting or to add a link in a Google Calendar event. However, please remember, you must be signed in to your IIU email account.

### 3.1.2.1 Steps for Video Conferencing:

Following steps are to be followed to start a video conference:

I. In the classroom settings, enable the Meet Video Conferencing. A link will be provided to you.

II. Click on the given link and click on the Join Now button.

III. Enter a nickname or leave it blank to start your own meeting. Click Continue.

IV. Share this link with your students. Anyone who will click on the shared link will automatically be added in the meeting.

V. Click Copy joining info and paste the meeting details into an email or another app.

VI. Click Add people and choose an option:

VII. OR Under the Invite section, select a name or enter an email address and click Send invite.

VIII. Under the Call section, enter a phone number and press Call .

### 3.1.3 LMS Users and their Access Specific Rights:

At the IIUI, following are the four main user groups that will be having LMS access depending upon the user group specific rights and responsibilities. Their roles and functions are further illustrated in Figure 4.

### 3.1.3.1 Systems Administrators: will be dealing with the complete LMS system installation, management and maintenance.

**3.1.3.2 Program Coordinators:** responsible for the semester wise course management.

**3.1.3.3 Teachers:** including both regular and visiting teachers would be managing courses, uploading contents, grading quizzes, etc.

**3.1.3.4 Students:** who are enrolled in a course would be receiving lessons, downloading learning material, submitting assignments, etc.

**Administrators**
- Managing the LMS
- Maintenance and Upgradation
- Have access to all the LMS accounts and resources.
  - Only read access to accounts of other users

**Program Coordinators**
- Add/drop of courses on LMS semester wise
- Managing Timetables and date sheets
- Confirming registered students against each course
- Have no access to other LMS users' accounts

**Teachers**
- Managing courses assigned to them
- Creating and uploading course contents
- Creating and uploading assignments, quizes and exams
- Maintaining class-wise attendence
- Have access to their own account only

**Students**
- Downloading Lectures and reading material
- Uploading required tasks within the time lines, when access is granted
- Doing course evaluation
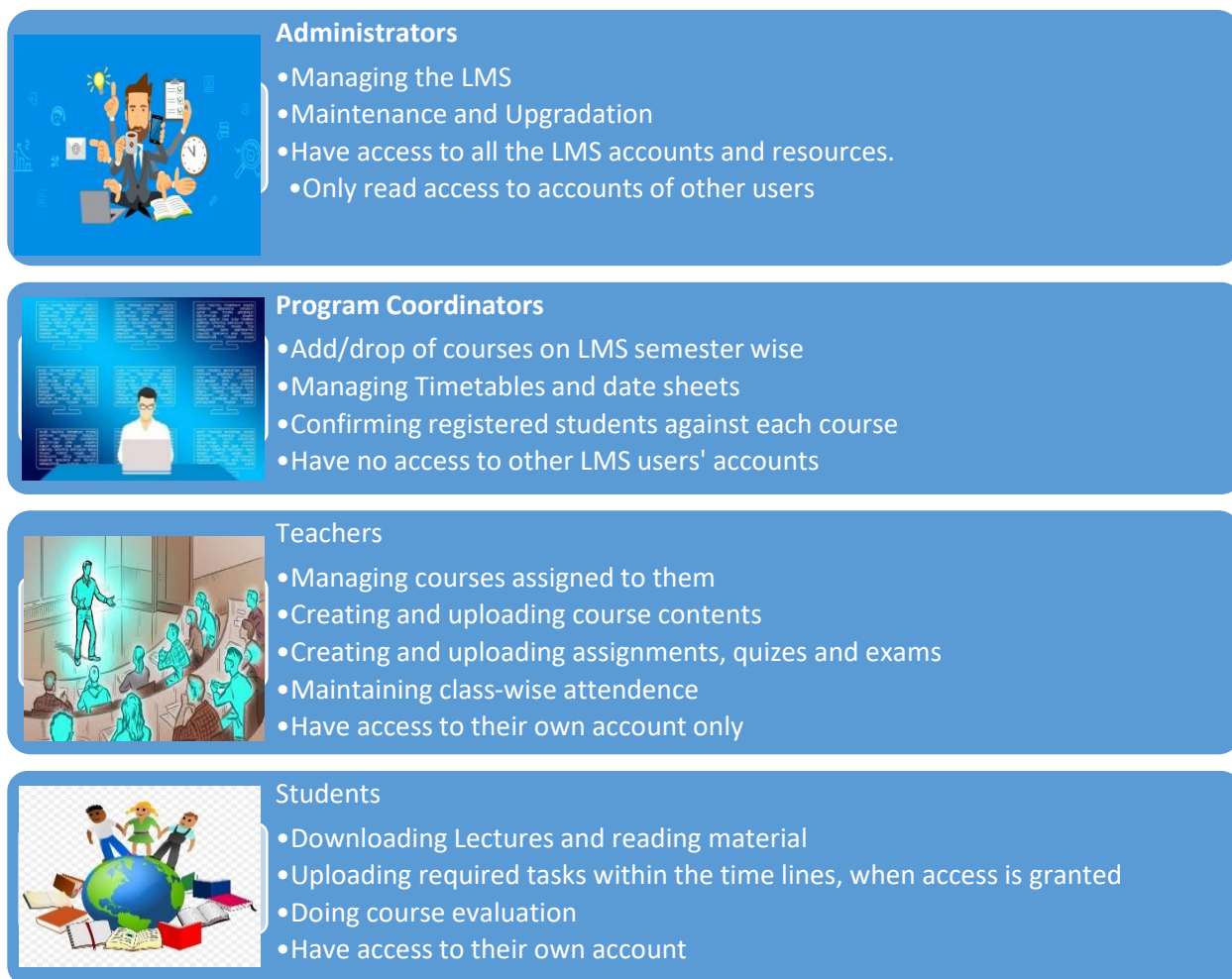- Have access to their own account

*Figure 4: LMS IIUI User Groups*

## 3.2 Course Preparation:

As course preparation and uploading on the LMS for online teaching is the key aspect in the complete process, it has been considered with careful planning and every minute detail has been addressed.

### 3.2.1 Course Preparation and Uploading Process:

The step-wise procedure of the course preparation and uploading on LMS has been described in detail as under:

### 3.2.1.1 Creating / Uploading a Course:

- The IT Department will upload semester-wise offered courses on LMS and provide teachers with the Google Classroom link, separate for each course that has been assigned to the teacher in the semester.

- The teachers will be given access rights of the Google Classroom in the LMS.

- Every teacher will start uploading his/her course related content in their assigned Google Classrooms.

- Once the deadline for course content uploading is passed, the departmental audit team will start the audit of the course.

- Upon successful audit process, the teacher will be notified. The teacher will then be able to add students.

### 3.2.1.2 Adding Users / Participants:

- After the final approval of the course, the teacher will generate the new course key for the particular course.

- The students will be added through key provided to the eligible students by the teachers. The keys can be reset by the teachers to prevent the participation of students not registered in the course.

- The Program Coordinators will check the students being registered to a particular course in order to fulfill all the necessary requirements, including:

  ➢ Pre-requisite courses

  ➢ Allowed credit hours to register in a particular semester for normal, POP, PC-1, PC-2, and ceased students

  ➢ Requirements to register dropped out/failure courses

  ➢ Requirements to register supervisory course

- For student registrations and enrollment, the same guidelines will be followed as usually practiced in the on-campus teaching.

### 3.2.1.3 Record Maintenance:

- The teacher will be responsible for maintaining the records of their assigned courses.
- This record will be accessible to/shared with the Head of the Department as and when required.

### 3.2.1.4 Maintaining Knowledge Repository:

- The teacher is responsible for uploading week-wise teaching resources in the course folder which may include:
  - ➢ PowerPoint slides
  - ➢ Documents
  - ➢ Audio/video links
  - ➢ YouTube tutorials
  - ➢ Web links
  - ➢ Lab tutorials/ manuals
- In the current COVID-19 scenario, the teachers are required to prepare all the lecture materials in advance and keep them in their course folders for subsequent uploading when the access to creating actual courses will be provided.
- The teacher will be responsible for creating and uploading assessments (assignments, quizzes, group discussions, and exams) whenever required in the course folder.

### 3.2.1.5 Delivering Knowledge:

- The teacher will be responsible for granting access to the uploaded course contents on a weekly basis for the registered students.
- In the current scenario, it is suggested that all the course materials be made available to students all the time.

### 3.2.1.6 Assessments:

- The policy provided by the HEC will be followed for assessments.

### 3.2.2 Structure/Outline of Course:

Every course must be clearly structured according to the requirements of the subject and the student level. It needs to have the **<u>following</u>** main components, although teachers may add more components as per the specific requirements of a particular course:

- Course Description
- Course Objectives
- Week-wise lesson plan
- Assignments, quizzes, presentations etc. and their weightage in terms of marks
- An academic calendar with deadlines for various assignments and tasks may also be provided, if the teacher deems it necessary
- Any further instructions specific to the subject, students' class behavior, sharing of material, intellectual property rights, etc.
- A list of supplementary materials.

### 3.2.2.1 Course Outline Template:

Following is the template for the course outline to be duly uploaded. Every department can structure its course outline according to its disciplinary requirements while making sure that the components given below are included in it.

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**<u>Course Outline Template[4]</u>**

**Course Name, Number, Credits and Description**

Provide the exact course title and course code provided by the IT section. A course description is an important part of the course outline. The course description needs to reflect exactly what will be covered in the course and how learning will be assessed by assignments and/or tests.

**Prerequisites/Co-requisites**

If the course is at an advanced level, it may be wise to request a prerequisite (a course that must be completed prior) or a co-requisite (a course that is taken concurrently). This ensures that students have a foundation level knowledge of the topic before completing the more advanced course.

**Learning Outcomes**

The learning outcomes are the goals of the course i.e. what the course is meant to teach students. It is important to use language that does not make false promises. For example, "Students will learn to…" statements cannot be

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[4] This template is a slightly modified version of the model available on http://careerminded.ca/writing-a-good-course-outline-sample-course-outline-template/

guaranteed as learning is highly variable based on student effort. Instead, start outcome statements with "Students will receive instruction on…" or "Students will be introduced to…"

**Content Breakdown by Session**

Typically, this section of the course outline is a session by session breakdown of the topics or course content covered. List the dates of the sessions or refer to each session with phrases such as "week one" or "day one".

**Instructional Methods Used**

Describe the types of learning styles addressed in the course through the instructional methods used i.e. lecture only, lecture and group work, mixture of online study and in-class work etc. It may also specify how you will deploy online learning resources and to what end.

**Course Evaluation Process, Policies and Grading Scale**

Students will be very interested in how their learning will be evaluated through tests, assignments, projects, etc. List the different evaluation tools to be used with the percent of the final grade they represent. Also include exam writing policies and rules regarding assignment submission deadlines, etc.

**Classroom Rules/Code of Conduct Expectations**

An outline of consequences should student be caught plagiarizing, cheating or acting out in class is outlined in this section. Also clarify if the audio/video recordings that the teacher uploads are copy righted and that their dissemination may be taken as a serious breach of class and university discipline.

**Course Materials**

Course materials include:

- Required and Optional Texts
- Readings both pre-readings and course readings
- Supplies and equipment needed (optional).

### 3.2.3 Model Course:

A model course has been designed and uploaded on the **G-drive at the IIUI domain**. This sample course has been designed in a way that meets the HEC quality criteria. It will help the faculty members to create and organize their own **E-Course Folders** in the same way. The structure of the course e-folder as well as the required contents are discussed as below:

### 3.2.3.1 Structure of the Course:

All the courses on the drive will be uploaded in folders. The following structural hierarchy for the folders shall be observed:
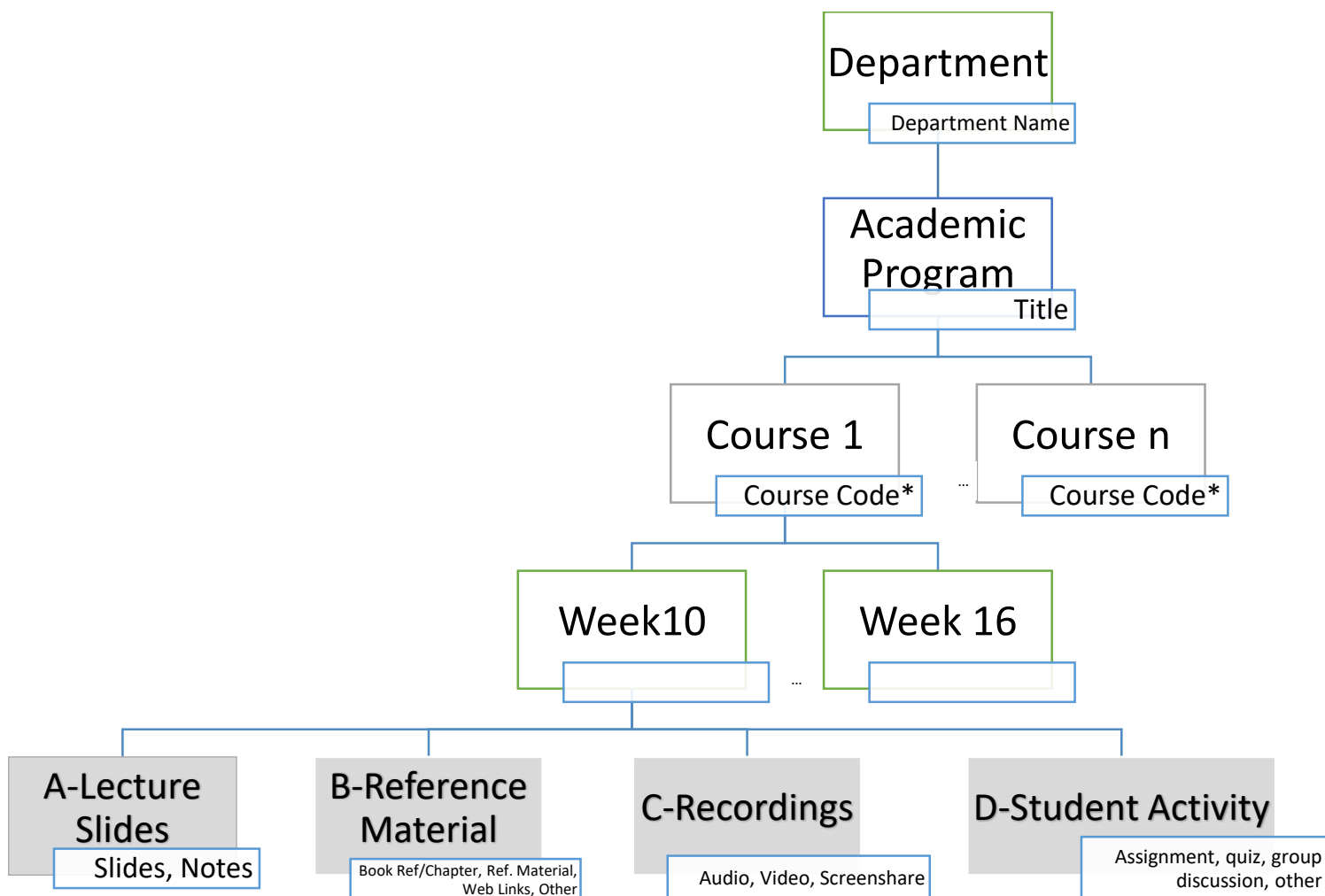
*Figure 5: Structure of Course E-folder*

\* *Course Folders must be named with **Course Codes** only provided by the IT Department.*

### 3.2.3.2 Contents of the Course:

The material in the course folder must be very carefully ordered and structured while keeping in mind the HEC policy guidelines for e-learning. The contents within the course e-folder must be organized in the four **mandatory** sub-folders:

a.       **Lecture Slides / Notes:**

Minimum requirement is to upload any one of the following resources:

- Lecture Slides (.pdf, .pptx, .docx)
- Lecture Notes (prepared by the teacher himself/herself and placed in any type of file)

### b.    Reference Material:

Minimum requirement is to upload any one of the following resources:

- Book Ref./ Chapter/Link
- Helping Material (any file type)
- Research Articles
- Web Tutorial Links
- YouTube Tutorial Links

### c.    Audio-Video Recording:

Minimum requirement is to upload any one of the following resources:

- Audio recording of your lecture (not the copied one)
- Video recording of your lecture (not the copied one)
- Screen share recording of your lecture (not the copied one)

### d.    Student Activity

The minimum requirement is to upload any one of the following resources:

- Assignment
- Quiz
- Group Discussion
- Practice Work
- Other

- For every course, a **checklist** must be filled in the checklist titled as "<CourseTitle>E-Folder Checklist.xlsx" and be uploaded in the main course e-folder. The template checklist has been uploaded in the model course. Against every particular resource the teachers have to mention either:
  - "Y", if that resource has been uploaded
  - "N", if that particular resource has not been uploaded
- The week wise folders must be numbered as **Week 10 till Week 16**, by considering Week 9 as the Midterm Week. It can be changed accordingly; more weeks can be added.

- Lectures Slides and Notes can range from 1 to as many the teacher requires. In the model course, two lecture slides per week have been added considering the two classes mechanism per week.

### 3.2.4 Supervisory/Directed Studies for Ph.D. Course E-Folders:

- For the supervisory courses as well as courses on the directed studies for Ph.D. students, the e-folders will be prepared and uploaded on the LMS following the procedure described above.
- The e-folders for supervisory courses as well as courses on the directed studies for Ph.D. students must contain teaching material, student activities and some reference material for the student, which the teacher considers sufficient for the student.
- For supervisory/directed studies for Ph.D. courses at all levels, Directorate of Examinations will notify the cases (on recommendations of concerned HoD & Dean) in accordance with prescribed rules.

### 3.2.5 Viva Voce/Defence

- For holding Viva Voce of M.S and Ph.D. theses, the Examination Research Section shall process such cases after fulfilling all the formalities as per IIUI rules. The Head of Department shall be responsible to maintain evidence of quality like video clips etc., of entire process and submit the results to the Examination department.

### 3.2.6 Some Tips for the Teachers:

I. Prepare your material. Select written material, make some small PowerPoint slides, download short videos related to few topics, plan assignments and quizzes. **It is not necessary for each class to have a quiz every week or for every topic.** The teachers can plan some questions at the end of each week.

II. **Please be careful regarding referencing and acknowledging** the actual authorization/ copyrights to avoid unintentional plagiarism, etc.

III. Plan two parts for each week as it is done for each session/ class in conventional classes according to the time table, unless a three-hour class is notified therein.

IV. Plan according to the required credit hours and according to the level of students.

V. Practice making small video/audio through any platform such as through Zoom on which it is easy to make and save videos and audios. You may also try recording your voice in PowerPoint presentations. Don't make them long; a video of 10-15 minutes is enough.

VI. Learn and practice using Google Classroom, Google Meet, Google docs, Google forms.

VII. Align the activities and material with the course/session objectives.

VIII. Relevant examples in local as well as international contexts may be added.

IX. Prepare clear instructions along with activities/assignments/tasks for students to enhance learning.

X. The Google drive folders of each faculty member will be **audited** first by the departmental Committee. Then, it will be audited by the central committee. After that it will go in Google classroom.

## 3.3 Faculty Readiness:

In accordance with the policy of the HEC, proper hands-on trainings based on the cascade model have been given by the lead trainers to the Deans, Heads of Departments, Master Trainers, and Course Coordinators. The master trainers from each department will arrange trainings of the faculty members. In addition to that, tutorials for both teachers as well as students, regarding the uploading of material, course settings, working with Google Slides, Google Forms, Google Sheets, Google Docs, scheduling in Google calendar, creating and managing assignments and quizzes, video conferencing using Google Meet and accessing Google Drives have been provided. The teachers can access these tutorials for utilizing the LMS effectively. This could help them in acquiring pertinent information regarding various aspects of teaching that would supplement their online teaching skill-set.

## 3.4 Digital Library Access:

In compliance with the HEC guidelines, the Committee for Online Teaching at IIUI has also ensured to facilitate the students by providing them free access to digital resources. In this context, some of the available and open resources are listed as under:

- MIT OpenCourseWare makes the materials used in the teaching of almost all of MIT's subjects available on the Web, free of charge. With more than 2,400 courses available, the service providers assert that OCW is delivering on the promise of open sharing of knowledge. https://ocw.mit.edu/index.htm

- Harvard University free online courses: https://online-learning.harvard.edu/catalog/free

- Princeton University MOOCs
  https://www.edx.org/school/princetonx

- Open Library is an initiative of the Internet Archive, a 501(c)(3) non-profit, building a digital library of internet sites and other cultural artifacts in the digital form. https://openlibrary.org/account/create

- Europeana provides access to millions of books, and learning resources – with sophisticated search and filter tools to help you find what you are looking for. https://www.europeana.eu/en/search?page=1&view=grid&query=Ecocriticism%20

- JSTOR is a not-for-profit organization helping the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways. https://www.jstor.org/open/search/

- Open Culture brings together high-quality cultural and educational media for the worldwide lifelong learning community, containing thousands of online lectures and resource materials. http://www.openculture.com/

- eBooks and Text: The Internet Archive offers over 20,000,000 freely downloadable books and texts. There is also a collection of 1.3 million modern eBooks that may be borrowed by anyone with a free archive.org account. https://archive.org/details/texts?tab=about

- Gutenberg is a library of over 60,000 free eBooks. Choose among free ePub and Kindle eBooks, download them or read them online. https://www.gutenberg.org/

- Elsevier Science Direct provides a search platform for peer-reviewed journals, articles, books and open access content. www.sciencedirect.com

The IT Department of IIUI will be further facilitating the students and teachers in association with the Chief Librarian.

## 3.5 Technology Framework:

The IT Department of IIUI has developed a separate section on the IIUI website (www.lms.iiu.edu.pk) dealing with all the modalities of the learning management system. All the guidelines, usage tutorials, implementation details, list of FAQs will be uploaded there. Also, the students' grievances system will be functional and linked via the LMS web portal.

The complete workflow of the learning management system being implemented at IIUI is depicted in Figure 6, given below. Various stakeholders along with their respective activities have not only been mentioned in a sequential order, but their interface has been clearly delineated. The program coordinators, IT Team, Teachers, Audit Team and the students have been mentioned along with their specific tasks in order to minimize ambiguities.

## IIU LMS Courses Workflow
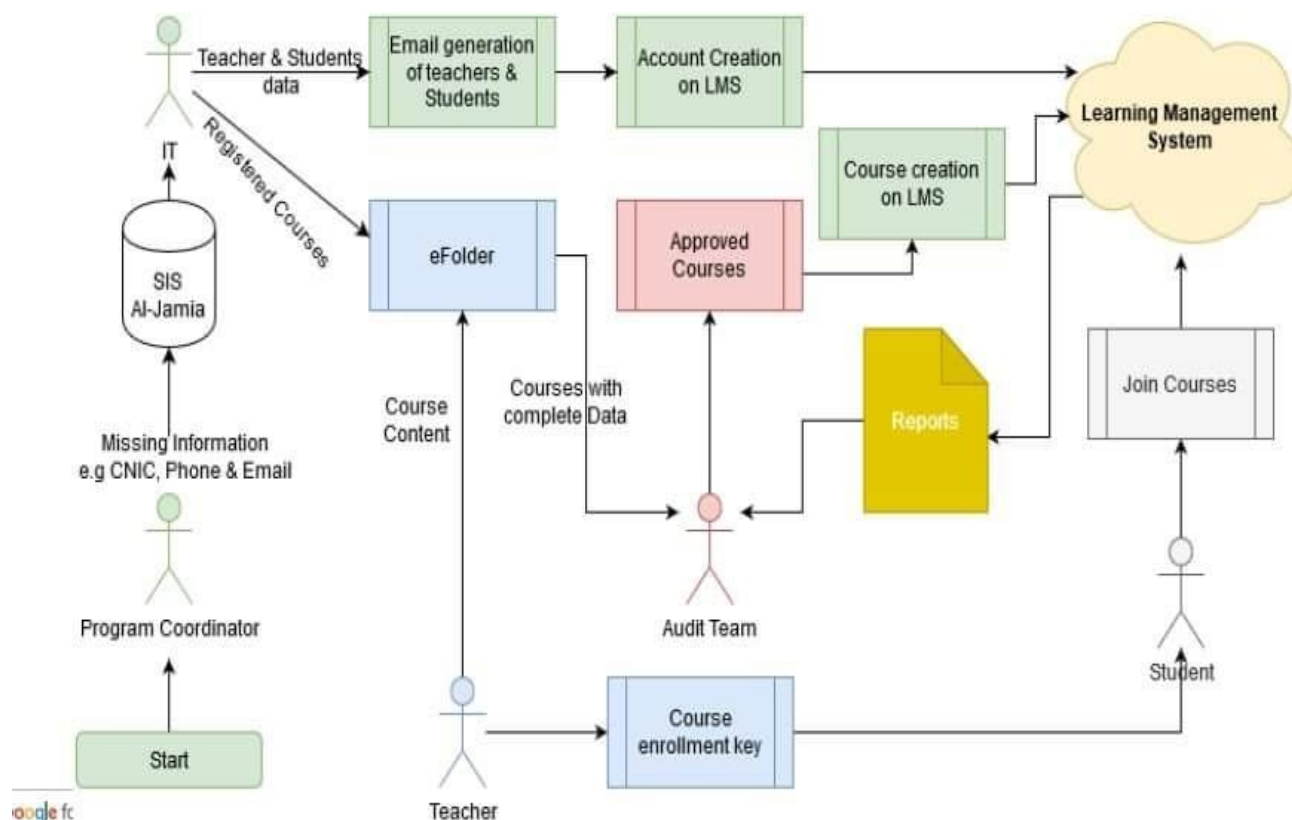


*Figure 6: LMS IIUI Workflow*

## 3.6 Students' Readiness:

In order to facilitate the students, the following procedures have been adopted:

- Students will be asked to perform a **survey** (attached in Annex B) to assess their readiness.
- A students' **grievance system** is launched where the students' complaints will be directed to the respective directorates and offices, including the Directorate of Academics, the Directorate of Examination, the Student's Advisor Office and the Provost Office.
- Students will be provided with timely feedbacks.

- Students will have access to online digital resources.
- A comprehensive LMS web portal related particularly to the online teaching system has been made available just to facilitate students, where students can:
    - Easily log in to the LMS,
    - Download their educational material,
    - Download tutorials on Google Classroom usage, and
    - Post their queries and feedback.

## 3.7 Examination Policy:

For the Spring Semester 2020, a comprehensive online examination policy has been devised for the conduction of fair examinations including both midterms and terminal examinations. For engineering programs, in compliance with the PEC guidelines (annexure F), the examination policy has also been devised. The detailed examination policy has been included in annexure G.

# Chapter 4: Quality Assessment of Courses in Online Teaching

This chapter provides a detailed insight into the policy framework for the quality assessment of the online course materials on the LMS.

## 4.1 STAKEHOLDERS:

The important stakeholders of the process are:

**4.1.1 The teacher** – Responsible for preparing his/her course content according to the devised policy.

**4.1.2 The Departmental Audit Committee** – The Committee is responsible for conducting the review of the courses prepared by the teacher at the departmental level. The departmental audit committee must include:

i. The Head of the Department as the Head of the Departmental Audit Committee)
ii. The QEC Focal Person of the Department (Must be a faculty member of the department). The QEC Focal Person will be nominated by the Head of the respective department.
iii. Subject Specialists – Must be a faculty member within the department/faculty. The Dean of the faculty in consultation with the Head of the department will nominate subject specialists in the area of specialization of the degree program. There must be one subject specialist per area.

**4.1.3 The Dean of the Faculty** – The Dean will get audit reports about the online courses from the heads of the departments for onward submission and recommendation to the Apex Committee.

**4.1.4 The Apex Committee for Online Teaching** – This will assess the courses in accordance with the audit reports received from the Deans of the faculties.

**4.1.5 The VP Academics** – After the initial review of the course, if it is found feasible for offering, the Apex committee will forward the case to the President through the Vice President (Academics).

**4.1.6 The President / The Rector IIUI** – The President / Rector, IIUI is the final authority for approving the courses for offering.

## 4.2 THE WORKFLOW:

The quality assessment process for online teaching will be implemented and followed as under:

i. The teacher will upload his/her course material in the Google Classroom, the URL of which will be provided to individual teacher from IT department.

ii. The Departmental Audit Committee will check the mandatory requirements of the online course folder as well as the relevance of the contents. The Heads of the Departments will be provided with an Online Teaching Course Evaluation Form (attached in Annex-A) on the base of which the course will be approved. After review the departmental audit committee will either:

   a. Approve the course, or

   b. Recommend changes and notify the teacher for necessary changes.

iii. The HoDs of the departments will submit the review report of all the courses of the department to the Dean of the Faculty.

iv. The Dean of the Faculty will submit the faculty wise course review report to the convener of the Apex Committee for online teaching.

v. The committee will verify all the courses faculty wise and report to President / Rector IIUI through VP Academics about the status of the online readiness of the approved courses.

   a. In case revisions are required, the Departmental Audit Committee will be notified.

   b. The Departmental Audit Committee will communicate the required changes to the concerned teacher.

   c. The concerned teacher will make the changes and the revisions will be submitted again to the Departmental Audit committee. Step iii. to Step vi. will be repeated.

vi. After the approval from President/ Rector IIUI, the Committee for Online Teaching will notify the teacher about the successful approval of his/her course. The teacher will then add students to his/her subject in Google Classroom.

vii. Consequent upon the final approval by the President IIUI / the Rector IIUI, the Directorate of Academics, which is declared as the "department concerned for online teaching", will notify the courses with due intimation to the Convener of the Apex committee, and the offices of VP (Academics), the President and the Rector.

The complete workflow has been shown as following:
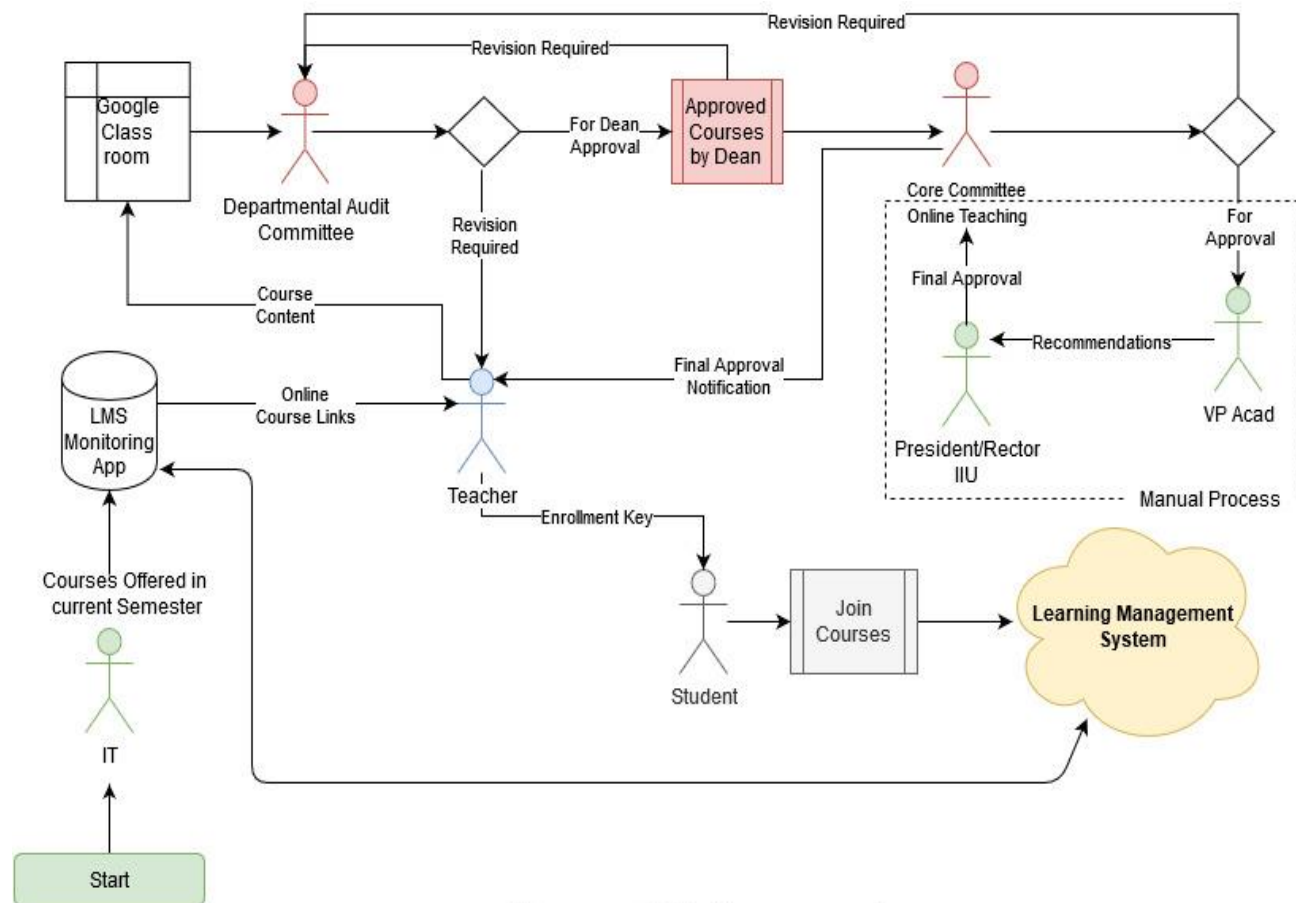


*Figure 7: Quality Assessment Workflow*

In addition, PEC has also issued policy guidelines for PEC accredited courses and academic programs. The PEC policy has been attached in Annex-F. To carry out the audit process, detailed training sessions were conducted for Deans, Heads of Departments and Master Trainers of all the departments.

# *Chapter 5: Frequently Asked Questions (FAQs)*

A comprehensive list of Frequently Asked Questions (FAQs) has been prepared in consultation with all relevant departments of the university. The FAQs will be helpful for the students as well as the teachers. For preparing the FAQs related to G-Suite and its applications, the following sources have been taken into consideration:

- https://support.google.com/edu/classroom/answer/6025224?hl=en
- https://www.techrepublic.com/article/google-classroom-a-guide-for-parents-and-guardians/
- https://teachercenter.withgoogle.com/training?_ga=2.133871498.563782912.1586926569-219624429.1586926569

## Question 1:  What is LMS?

The Learning Management System (LMS) is a solution for planning, managing and delivering all learning activities online.

## Question 2:  What does the learning management system do?

A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The concept of learning management system emerged directly from e-Learning.

## Question 3: What is e-learning?

E-Learning is a mode of learning that deploys electronic technologies to access educational curriculum outside of a traditional classroom. It refers to a course, program or degree delivered completely online.

## Question 4: If we were already using LMS, then why is there a need to shift to G Suite or Google Classroom? Why is there a paradigm shift?

This is not a paradigm shift; we are still on LMS Paradigm. We are just switching the platform from the initially recommended MOODLE to G-Suite or more specifically, **Google Classroom**.

## Question 5: What is G Suite (or G Suite for Education) and what does it include?

G Suite is a collection of web-based email, messaging and communication applications. It is hosted on Google's servers. These are offered as a service rather than as software to be downloaded and installed. In order to access G Suite, one merely requires a web browser, preferably Google Chrome, on a computer that has a connection to the Internet. Some of these G Suite services are also present as apps which can be used on your smart phones/tablets, etc. These apps can be readily downloaded from your Play Store so that the services of G Suite may be availed. **You have to use your IIUI email to log in to get the G Suite services.**

## Question 6: Are there any similarities between G Suite and the personal, free version of Gmail and Google Calendar?

They are similar; but we'll be using the business-class edition of G Suite that is free for educational institutions, which provides more features along a higher level of storage, and support. IIUI's IT department manages the administration of the G Suite services.

## Question 7: What is Google Drive?

Google Drive is a file storage and synchronization service developed by Google. It offers file storage to its users on their servers. It enables a synchronization of files across multiple devices as well as file sharing. Additionally, Google Drive provides apps that also have offline capabilities for Windows and Mac OS computers, and for Android and iOS smartphones and tablets. Google Drive is a compendium of Google Docs, Google Sheets, and Google Slides. Collectively, these are all a part of an office suite that allows a collaborative editing of documents, spreadsheets, presentations, drawings, forms, etc. All files and documents created and edited via the office suite are saved in the Google Drive.

## Question 8: What is Google Classroom?

Google Classroom is a tool of free collaboration geared towards the requirements of teachers and students. On Google Classroom, teachers can easily create online classrooms, invite students to attend classes and to create and distribute assignments. It provides a convenient interface for students and teachers to have conversations about various topics and assignments. Most

importantly, it permits teachers to track students' progress. It is necessary to keep in mind that it is mandatory for educational institutes to register for a free G Suite for Education account to use Classroom.

## Question 9: How is Google Classroom related to G Suite for educational purposes?

Google Classroom is an important component of G Suite for Education. It includes Google Drive, Docs, Sheets, Slides and other forms of classroom work to work in sync with G Suite for Education. Thereby, it permits instructors and students to collaborate and communicate with ease, to create classes, and even to distribute work. It enables all classroom-based activities to be maintained and saved in an organized manner.

## Question 10: What is the difference between Google Classroom or G Suite? Is it the same thing?

Google Classroom is a feature or product in the G Suite for Education, which includes many features such as Google Drive, Docs, Sheets, Slides, etc. Classroom facilitates easy communication between instructors and students and enables them to share course content, evaluate assignments and maintain records in an organised manner.

## Question 11: I think LMS is mandatory and anyone who wants to use Google Classroom, can do so through LMS. So, could you please confirm if we can use Google classroom through the University LMS?

As mentioned earlier, LMS means Learning Management System, which is a broader term used for online learning management system or distance learning (e-learning). It encompasses many online platforms like G-suite (Google Classroom, Google Docs and any other Google based platform), Moodle and other online learning sub-systems. Therefore, if we are going to switch to LMS, IIUI has officially selected Google Classroom as a preferred LMS.

## Question 12: Does Google Classroom provide a convenient and user-friendly environment?

Google Classroom is an education friendly platform that brings the benefits of paperless sharing, digital education transformation and digital collaboration between teachers and students in online classrooms. It is the ease of use that makes it more convenient to use than conventional LMSs. A

course teacher would be sharing an enrollment key that would allow students to join that classroom/course.

## Question 13: Do we, the teachers, enroll students in the classroom, or would the Automation Section do that?

Google Classroom does not automate the student enrolment. Enrollment in any Google classroom is by an enrollment key (or classroom code). A **teacher** has to share the classroom key with the students. Once students join the course, the teacher can reset the key to control the joining of the class. Manual verification of students can be done using a list provided by the Program Coordinator's office.

## Question 14: Define an Electronic folder or e-folder. Is it the course maintained on LMS or is it any windows folder containing the pertinent course material in our computers?

An e-folder (also known as digital portfolio, online portfolio, e-portfolio, or e-Folio) is a collection of electronic materials compiled by a user. For a teacher, an e-folder may include online audio/video lectures, URLs, e-books, etc. It is a complete collection of resource materials, including audio/video lectures, URLs, e-books, images, multimedia, blog entries, hyperlinks, class discussions, assignments received, evaluated and returned.

This e-folder is to be placed on Google Drive or any other platform that is accessible online. All teachers will have to maintain e-folders of all individual courses, which will comprise lectures, video/audio tutorials, notes, PPTs, reference books, assignments, quizzes or any other relevant material distributed according to the week-wise topics of the remaining lectures. These e-folders will be uploaded on Google Classroom (named with the respective course). **An e-folder must be named with the course code and that course code will be provided by IT.**

## Question 15: Does G Suite provide a reporting mechanism for classes/courses?

It is available with limited features only, but the IT department is working on monitoring the dashboard using Google Developer Application Programming Interface (API) for audit purposes as per HEC guidelines.

**Question 16: How can a student join a class on Google Classroom or download the material uploaded by the teacher?**

The Google Classroom platform will be used by teachers to create classes of their respective courses. A key will be generated by Google against each course, which will be shared with the students by the teacher through emails or phone numbers. Students can join the class using that key, and will get all updates about the course though emails/ messages. **It is important to mention that only IIU emails can be used to join Google Classroom.**

Teachers can also add students themselves using their email IDs or Registration Numbers. However, the best approach is to share the classroom key (class code) with the students asking them to join the course.

**Question 17: What type of a file can I upload to Google Drive/Google Classroom?**

You can upload any type of a file to Drive and convert certain types of files to a web-based Google document format: Docs, Sheets, or Slides, audio and video recordings, etc. If the files are too large, you may compress them with the help of various free online compression/zip tools.

**Question 18: Will the downloaded/accessed document files be available in the offline mode?**

Yes. Accessed or downloaded files will also be available in the offline mode.

**Question 19: Is there a classroom app for my phone or tablet or computer?**

Yes. According to the "Classroom FAQ" posted by Google Support, "Google Classroom app is available for Apple, IOS, Android and Chrome devices".

**Question 20: Do I have to pay for Google Classroom?**

No, Google Classroom is free for all the users.

**Question 21: Do students need IIUI Email addresses for Google classroom?**

A student can access Google Classroom using any Gmail account. However, to receive email notifications or any material related to course, they should be asked to get their IIU email addresses

immediately. A teacher should encourage students to get their IIUI emails as soon as possible. Ask students to follow this link for more details: **https://www.iiu.edu.pk/?page_id=2925**

## Question 22: Is Google Classroom accessible to users who have disabilities?

Yes, accessibility to Google Classroom is not a problem for users with disabilities. Moreover, at Google, the process of improvement is ongoing as it is constantly trying to enhance classroom accessibility for users with disabilities. However, you may use Google Classroom with the help of Accessibility features available in Android phones and many systems these days.

## Question 23: Can students make changes to their assignment/work, after submission of the same?

Yes, students can make changes/edit their files, even if they have submitted their assignment, before the due date. Google Classroom allow students to un-submit work, make changes and resubmit it, but it is suggested to do so if allowed by the concerned teacher.

## Question 24: How do students find assignments, due dates, or grades in Google Classroom?

In Google Classroom, available classes get displayed for students after they sign in. They will need to click on or tap a class, then Classwork (from the top menu), and then View My Work. For further details, please refer to the LMS Tutorials uploaded on https://lms.iiu.edu.pk.

## Question 25: Can students edit documents in Google Classroom?

Students can work on the assignment by viewing a document, editing a shared document, or editing their individual copy of a document. However, after turning in (submitting) the assignment or file from Google Docs, Sheets, or Slides, only the teacher has edit access. The student, however, does have a resubmission option before the due date of assignment submission.

## Question 26: Can students communicate with the teacher and with each other in Google Classroom?

Yes. Students can easily communicate by posting comments on the Stream page of the class (which works like a Facebook page). They can also communicate through Gmail (in our scenario IIU

email) or directly through the built-in chat when students share their Docs or Sheets with each other.

**Google Meet** is another way of communicating with one another. However, most of the communication and collaboration among the students is done within the framework of an existing assignment or course contents and with the permission of the teacher.

### Question 27: Does Google Classroom offer auto-grading or any other assessment mechanism?

Google Classroom has an add-on called, Google Forms: In Google Forms, there is an option of Auto-Submit Grades in Classroom. This means that once your students click the submit button for their assigned task (quiz or assignment, etc.), Google Forms will not only grade your assessment, but a button has been added allowing you to import those grades into Classroom in one click.

### Question 28: How can we (the teachers) create a course using Google Classroom?

IIUI's IT department would be creating courses on Google Classroom based on the data provided by the Faculty/Department. Once a teacher signs in using their IIUI email account, they would be able to see their courses along with any other previously created courses.

As a teacher, if you want to create a new course on your own for any learning activity, you may do so by clicking the plus sign at the top right hand corner, and choosing Create Class. Type in the Class Name and Section. A key for the class will be generated automatically that you may share with your students to join the class.

### Question 29: Do teachers have to upload on both Google Classroom and Google Drive?

Google Classroom is linked with Google Drive. Everything uploaded as Google Classroom material goes into the classroom folder on the linked Google Drive. If you have uploaded your notes earlier, they can also be linked to the Classroom material.

### Question 30: Will I be able to change the content of my e-folder once uploaded?

Yes, you may change/update/delete any content you have uploaded in the Google Classroom & E-

Folder.

### Question 31: Do we (the teachers) have to provide supporting material in the form of PPT only or any other document or format is acceptable?

You can share supporting material in any form of document, either PPT, docs, PDFs or any other depending upon your choice. You have to use all of the teaching resources to maximize the students' understanding of the relevant concepts.

### Question 32: Is it mandatory to share the lecture recordings to students, since we have to take online classes too?

Creating and sharing Audio/Video recordings is mandatory as some of the students of remote areas might have a limited or time-bound internet facility and could miss participating in the online class-sessions. This way, they can access/download the lecture recordings at their ease or according to availability of the internet. Google Meet also provides the option to record your meetings or online lectures/class that can be shared.

### Question 33: How will I record audio/ video for the lectures?

For recording an audio, there are several recording software/apps available on your laptops and mobile telephones. You do not have to buy any special equipment (microphone, camera, lights etc.) for recording at home.

Windows 7/10 both have built in audio/video recorder apps that can record good quality audio in mp3 format. Voice recorder apps are also in-built in android and iOS smartphones and tablets. Moreover, Google Meet can also be used to record audios and videos of synchronous or even asynchronous sessions.

### Question 34:  What will be the format of the video and audio?

You can upload any web support audio/ video file which can run in the browser.  For audio, you should record and distribute it in mp3 format. For video, mp4 format delivers the best quality in a smaller video size.

## Question 35: What should be the length of Audio/Video Recording?

A 15-minute Audio/Video recording would be enough. If your video/audio is longer in duration, you should divide it into parts/clips of 15 minutes each making it easy for students to download. Do add number sequencing for easy referencing. **No single clip/recording should be of more than 15 minutes in duration.**

## Question 36: Is it mandatory to put audio/video recordings of lectures in e-folder at this stage?

Yes, it is mandatory to put audio/video lectures of the remaining topics. This is to satisfy the Audit Review requirements and to indicate compliance with the HEC guidelines.

## Question 37: Do we have to record a lecture during interactive Google classroom/Meet sessions, once online classes will start?

No, it is not mandatory to record the live lectures/meet sessions once online teaching starts. A teacher may choose to record live sessions and share them.

## Question 38: How can I display/solve mathematical equations in my lecture notes?

Both Microsoft Word and Microsoft PowerPoint have a built-in equation editor to show equations. An equation editor is an easy to use tool that facilitates the user to add mathematical formulae in their PowerPoint. You can visit the given link and learn more about it https://support.office.com/en-us/article/write-an-equation-or-formula-1d01cabc-ceb1-458d-bc70-7f9737722702

Another option is to use a blank A4 paper, write equations on it and then scan its image and import it in your word or PowerPoint file.

## Question 39: How will I avail the studio facility to record my lectures?

Faculty members who wish to use the studio facilities at IIUI for recording their lecture, are advised to contact their HODs, who would guide them to the relevant person for this service.

**Question 40: I teach Programming/Tools; in class I used to show them on my Laptop screen. How can I do that now?**

A lot of teachers who teach programming or tools need to use specific software and guide students about the installation or configuration steps. You can use a screen capturing and audio recording software for this. If a teacher wants to record, use the computer screen as a blackboard; the screen may be recorded with voice over in a device called Bandicam (For Windows 10).

For Mac users, Mac's QuickTime Player is available that can capture both screen and audio.

**Question 41: Do I have to make a PowerPoint presentation for all the lectures?**

No, using a PowerPoint presentation is not necessary. You can use handwritten notes, images, or any material that you feel is essential to support your lecture may be shared. You can take any white paper and write your notes and share them as PDF documents.

Office lens and CAM Studio are popular apps on Android phones that can help you to take pictures of papers and convert them to PDFs.

**Question 42: Will the IT section create courses/ classes in Google Classroom or will the teachers create the Google Classroom classes themselves?**

The IT Section will create courses/classes according to the total registered courses for the semester as recorded in the university Student Information System (Al-Jamiah). The teachers will then upload their e-folder's content to the designated classes, from their e-folders, (i.e., from May 04, 2020 onwards).

**Question 43: Will the Faculty e-folder and its sub-folders, created by teachers be uploaded in Google classroom automatically or the concerned teacher will have to do that?**

The concerned teachers will have to upload the material related to every course/class themselves in Google Classroom.

**Question 44: When the IT department creates courses in Google Classroom, will these be automatically available/visible in our accounts?**

Yes, these will be automatically visible to you on your Google Classroom's main page (when signed in by your IIU accounts). You can upload the course material from your Google Drive to the Google Classroom/course then.

**Question 45: I teach the same course at both male and female campuses, should I make separate e-folders for both courses?**

Yes, these are considered as two different courses and are to be reported to two different program offices thus a separate e-folder is required, with similar contents. This convention will be followed once Google Classroom courses are created by the IT department.

**Question 46: I teach a course with multiple sections. Will there be a separate Google Classroom for each section?**

As per IIUI's current policy, a course is defined as 16 weeks of teaching activity by one designated teacher. A course offered to three sections but taught by one teacher is treated as three courses with separate time slots in the timetable. Teachers are advised to maintain an e-folder separately for each section; with similar contents if desired. This convention will be followed once Google Classroom courses are created by the IT department.

**Question 47: My colleague and I teach the same course (same course code and title) but we each have different sections. Do we need to have a common e-folder?**

No, a course and its sections can be taught by multiple teachers and are treated as separate courses with separate time slots in the timetable.

Teachers are advised to maintain e-folder separately for each section. The course can have different course outline/contents as per choice of their respective teachers. The audio video components of the topics are the individual teacher's responsibility. They may collaborate with each other if desired.

## Question 48: Can teachers share classes for their respective subjects on Google Classroom before audit?

No, the classes in Google Classroom will be shared after audit review and clearance. Google Classroom's classes will be created by the IT Department. In the meanwhile, teachers are required to complete their e-folders and fill in the checklist already shared on email.

## Question 49: Can the teacher see what the students are doing on Google Classroom?

Google Classroom allows students and teachers to stay abreast of the status of all assignments. Teachers can see how many students completed/turned in assignments at a glance on the Classwork page, and a more detailed status by the user is provided when viewing the individual assignment.

## Question 50: Can teachers use Google Classroom to teach live, like with Zoom?

While it does not have Zoom, Google Classroom has an equally good substitute for Zoom. Google offers premium features of **Google Meet** to teachers and students, which allows for virtual meetings of up to 250 people as well as live streaming. In addition to live video capabilities, the recording feature in Meet gives teachers an easy tool for creating pre-recorded lesson videos for students to watch on their own time.

## Question 51: I (a student) have issues with fee payment, installment payment etc., whom should I contact?

For any issues regarding fee payment, a student may contact by sending an email to the following people:

- Mr. Bilal Ahmad Fee Section (Male), email address: b.ahmad@iiu.edu.pk and
- Dy. Director Noor Hussain (Male), email address: noor.hussain@iiu.edu.pk
- Dy. Director Mariam Javed (Finance/Fee), email address: mariam.javed@iiu.edu.pk

## <u>Online Teaching Course Evaluation Form</u>

Once the week-wise lectures are uploaded by the teachers in their relevant courses on Google Classroom, the Departmental Audit Committees will use this form to evaluate the courses. The same will be used by the Apex Committee to re-evaluate the courses approved by the Departmental Audit Committees.

| 1-Sufficiently Present | 2-Revision Required | 3-Not Applicable |
|---|---|---|

| | STATEMENT | SCORE |
|---|---|---|
| 1. | A printable syllabus is available to learners (MS WORD, PDF, HTML). | |
| 2. | Course objectives/outcomes are clearly defined in the course outline. | |
| 3. | Where available, Open Educational Resources, free, or low-cost materials are used. | |
| 4. | Expectations for interaction (grade weighting, and timings) and regular feedback from the instructor are clearly stated either in the instructions, assignments, quizzes, etc. | |
| 5. | A clear delineation of course grading policies, i.e., rubrics, as well as the consequences of late submissions, must be given in the course information area or syllabus. | |
| 6. | Number of Weeks Present _____ | |
| 7. | Lecture Notes / Slides Present | |
| 8. | Reference Material Present | |
| 9. | Lecture Recordings Present | |
| 10. | Student Activity Present | |

## Students' Readiness Survey

1. **Name:**_____
2. **Age**
   a) 18-25 years
   b) 26-35 years
   c) 36 and above years

3. **Gender**
   a) Male
   b) Female
4. **Faculty**
   1) Arabic
   2) Basic & Applied Science
   3) Engineering and Technology
   4) International Institute of Islamic Economics
   5) Usuluddin (Islamic Studies)
   6) Languages and Literature
   7) Management Sciences
   8) Sharia and Law
   **9)** Social Sciences
5. **Department:**_____
6. **Program:** _____
7. **Semester:** _____
8. **Country of Residence:** _____
9. **Province:**_____
10. **District:** _____
11. **Tehsil:** _____
12. **City/Town of Residence:**_____

**Please select the appropriate option in the following questions and statements.**

1. Do you have a university domain email address i.e. (@iiu.edu.pk)?
   a)      Yes
   b)      No

2. Do you have any capability or skill in using basic IT tools?
   a)      Yes
   b)      No

3.      Do you have a reliable Internet connection?
        a)      Yes
        b)      No


4.      If yes, please explain which of the following?
        a)      Mobile data by cellular companies
        b)      The facility of wifi.
        c)      Any other…..


5.      Do you have your own laptop or any similar device?
        a)      Yes
        b)      No


6.      Are you a recipient of the Government/HEC Laptop Scheme?
        a)      Yes
        b)      No


7.      Do you interact online with your teachers and classmates?
        a)      Regularly
        b)      Usually
        c)      Sometimes
        d)      Rarely


8.      Have you been engaged in any form of online correspondence with any of your course instructors?
        a)      Yes
        b)      No


9.      Due to COVID-19, in addition to heavy loss in all fields of life, educational institutions are badly affected due to the break in study.

        a.   Strongly Disagree   b. Disagree   c. Neutral   d. Agree   e. Strongly Agree


10.     Are you aware of the online learning management system which is being used nowadays by universities for teaching and learning activities due to COVID-19?

        a)      Yes
        b)      No

11. The university should go for an online learning system for completing the current semester instead of waiting or delaying until the pandemic is over.

    a. Strongly Disagree    b. Disagree   c. Neutral   d. Agree   e. Strongly Agree

12. Online teaching should be preferred to save the semester as there is no certainty when the pandemic will be over.

    a. Strongly Disagree    b. Disagree   c. Neutral   d. Agree   e. Strongly Agree

13. The online learning system is appropriate in the current situation created by the COVID-19 pandemic.
    a. Strongly Disagree    b. Disagree   c. Neutral   d. Agree   e. Strongly Agree

14. If the university offers you two options i.e., either to continue the semester by covering the remaining course online or to defer your semester, which option will you prefer?

    a)    Deferment
    b)    Continuing the remaining semester via online mode.

## LMS IIUI and the HEC's Requirements for Online Readiness

### Online Readiness:

As stated in the "HEC's COVID-19 Policy Paper", the "online readiness" of the university has been ensured through an extensive exercise which has resulted in development of a comprehensive policy document covering all aspects of online teaching /learning/assessment.

2. Online Classes have starred effective from June 08 2020.

3. Detail about online readiness is appended hereunder: -

| Sr. No. | HEC's Factors | LMS IIUI | Compliance (in %age) |
|---|---|---|---|
| 1. | **University** | | |
| | • Must have a LMS | • Developed IIUI LMS | 100% |
| | • Must have a policy / SOPs for online education. | • Have a clearly stated policy / SOPs for online education. | 100% |
| | • Must have a governing body to authorize courses and adjudicate complaints. | • Have an automated governing body to authorize courses and adjudicate complaint. | 100% |
| 2. | **Course** | | |
| | • All courses including relevant contents must be placed on LMS having learning objectives, text books, lesson plans and notes, and evaluations. | • Mechanism has been developed and all courses have been placed on LMS after due process of audit<br>• Teachers have developed course materials and uploaded in the Google Classrooms. Every course folder contains:<br>  • Lecture Slides/Notes<br>  • Lecture Recordings<br>  • Reference Material<br>  • Student Assessment Activity | 100% |
| 3. | **Faculty** | | |
| | • Faculty must receive trainings in online teaching and prepare their course contents accordingly. | • Hands-on training has been provided to the Deans / HoDs, Master Trainers, and Department Coordinators.<br>• Google class room and course material preparation training was conducted.<br>• Course allocation/uploading on LMS training has been imparted | 100% |

| Sr. No. | HEC's Requirements | | LMS IIUI | Compliance |
|---|---|---|---|---|
| | | • | Automated Audit process for course material was put in place and training was imparted to Dean/Hod/Master Trainer | |
| | | • | Training to prepare open book examination was imparted | |
| 4. | **Library** | | | |
| | • Students can access the online library resources by digital means | • | Free access to multiple online library resources by digital means have been provided through IIUI LMS web portal. | 100% |
| 5. | **Technology** | | | |
| | • University must have procured and using relevant technological infrastructure | • | University is using relevant technological infrastructure to support IIUI LMS. | 100% |
| 6. | **Student** | | | |
| | • University must establish a mechanism to facilitate student access and resolve problems | • | All students' have been given free access to the LMS IIUI web portal. | 100% |
| | | • | A student's grievance system has been developed and placed on web portal to attend to students' grievances | |
| | | • | Students Readiness survey has been conducted through google forms. (Results may be shared if required) | |

## LMS Features

| Sr. No. | HEC's Requirements | | LMS IIUI | Compliance (in %age) |
|---|---|---|---|---|
| 1. | **Must have a functional LMS** | | | |
| | • **Content Management System** – capability to upload different types of content, e.g. documents, presentations, links to other sources, video lectures, etc. | • | Different types of content, e.g. documents, presentations, links to other sources, video lectures, etc. can be uploaded. | 100% |
| | • **Collaboration Tools** – e.g. online discussion boards, chat, etc. | • | Online discussions and chats are possible in Google Classroom | 100% |
| | • **Testing and Assessments** – basic capability of conducting and grading quizzes online and allow submission of assignments electronically | • | Possible using Google Forms. Proper training manuals have been uploaded to achieve this. | 100% |

| | | | |
|---|---|---|---|
| | • **Mobile Learning** – not all students have desktop / laptop computers at home, it is critical that the LMS supports mobile devices either through a native app or mobile browser (e.g. Chrome) | • Google Classroom and Google Meet can be easily downloaded and operated on all iOS and Android mobile devices | 100% |
| | • **Offline access** – capability to download course materials | • All the content can be easily downloaded | 100% |
| 2. | **Must have functional Video Conferencing Facility** | | |
| | • Recording of live lectures made available for offline access | • Live Lectures can be recorded and uploaded on LMS IIUI | 100% |
| | • Mute feature – the presenter should have the ability to mute a particular participant and all participants as/when needed | • In Zoom, host can mute all the participants. <br> • In Google Meet, this feature has not yet enabled by the Google. | 80% |
| | • Whiteboard – a digital canvas where the presenter can add content in real-time | • Google Jamboards gives the facility of digital canvas in Google Classrooms. | 100% |
| | • Ability to play presentations/slides that would be broadcasted to meeting participants | • Presentations and slides can be played in Google Slides as well as Google Meet Video conferencing. | 100% |
| 3. | **Support for Mobile Devices** | | |
| | • Capacity building of faculty members and relevant staff for online delivery | • Google classroom, Google Meet and LMS IIUI web portal all can be accessed on mobile devices as well. | 100% |

(Syed Naveed Ehtesham)

Director Academics

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- Contains or utilizes any computer virus, other malicious code, or program that may damage or interfere with the operation of any system, or may unlawfully intercept any data or personal information
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## ONLINE TEACHING ACTIVITIES CALENDAR

| Sr. No. | Activity | Start Date | End Date |
|---------|----------|------------|----------|
| 1. | Policy Approval | 30-04-2020 | -- |
| 2. | LMS Web Portal Launch | 03-05-2020 | -- |
| 3. | Student's Readiness Survey Distribution | 04-05-2020 | -- |
| 4. | Google Classroom URL's distribution to Faculty | 04-05-2020 | 05-05-2020 |
| 5. | Course Content Uploading on LMS | 04-05-2020 | 10-05-2020 |
| 6. | Nominations of Departmental Audit Committee through Deans of Faculty to Director Academics, IIUI | 04-05-2020 | 06-05-2020 |
| 7. | Departmental Audit of Courses | 11-05-2020 | 20-05-2020 |
| 8. | Online Teaching Core Committee Audit Process | 21-05-2020 | 25-05-2020 |

# PEC Policy Guidelines

## 1. Introduction

EAB-PEC has formulated policy guidelines to facilitate HEIs for online readiness and blended/ hybrid learning in engineering programs during the outbreak of COVID-19 pandemic. These guiding principles are intended to assist all PEC accredited programs in maintaining the education quality standards and be called as an interim PEC guideline, while ensuring compliance to the following documents in general, keeping consistency with HEC Policy Guidance Series on COVID-19 No. 4, dated 28 March 2020, in particular: -

i.   Accreditation Manual 2014
ii.  PEC Regulations
iii. This Interim Policy Guidelines as approved by all relevant forums of PEC

## 2. General Guidelines

As accreditation process focuses on the Outcomes and the internal systems/ mechanism developed by the HEIs to ensure that the graduates are adequately prepared to enter the engineering profession by attaining 12 Graduate Attributes (GAs/PLOs) covering all three domains. However, the mode of demonstrating the mechanism for such attainments by HEIs, adopting any suitable secured online synchronous/ asynchronous, LMS hybrid/ blended mode of Teaching-Learning and Assessment (TLA) system shall be considered. For this purpose, HEIs opting for a well-prepared mechanism during pandemic situation shall have to satisfy the essential requirements as elaborated in the PEC Accreditation Manual-2014, however, the spirit and purpose of accreditation shall not be compromised.

Suggestions in this regard, are hereby given to serve the said intention to qualify the accreditation standards:

i.   All programs are to ensure the attainment of the 12 Program Learning Outcomes (PLOs) as stipulated in the Accreditation Manual-2014. All alternative TLA mechanisms must be designed or formulated based on the intended Learning Outcomes to demonstrate by the respective program along-with record of evidences. Scenarios or case study types of questions/assignments/PBL/CEPs

including Open Book exams through specially designed questionnaire by the concerned faculty/instructor could be used as an alternative assessment (cognitive domain) to ensure the desired Taxonomy as per set CLOs/PLOs for the courses offered during the pandemic. The overall teaching-learning and assessment methods shall be appropriate to, consistent with, and support the attainment or achievement of the PLOs.

ii. For Psychomotor domain, the concept of learning via e-labs or simulation-based laboratory experiments may be considered only. However, labs/ experiments which can't be implemented online may be offered on campus after resumption of normal academic session in an accelerated teaching including final exam ensuring attainment of program and course learning outcomes. Accordingly, necessary arrangements are required to revise the existing practice of course offerings to include less lab-intensive courses form the current/succeeding semester(s). Similarly, activities related to Affective Domain may be revised/ re-shuffled during the COVID19 pandemic.

iii. HEIs are advised that all courses should be planned and implement with a clear mechanism of substantial equivalent for the partial segment of assessments to the current direct assessments in face-to-face TLA system. Continuous assessments implemented during the on-going spring semester could be continued with assignments and Take-home exams (system controlled MCQs, Open book OHTs, quizzes, PBLs, simulation-based e-labs including other demonstrated type of labs as approved by HEI statutory committee i.e. Academic Council and BoS in-line with this interim PEC guidelines) covering part of online assessments (up to maximum of 50%), however Final Term Exam of 40%-50% weightages (including the hardcore labs) be conducted at normalization of the pandemic crisis. Accordingly, a blended/ hybrid mode of TLA is therefore proposed by adopting a condensed/ accelerated teaching of period to be decided by the respective HEI. The whole process in an online program delivery and assessment is desired to undertake precautionary measures in handling integrity issues at both ends of students and faculty by evolving suitable monitoring and evaluation system. It is expected that programs show evidence on the attainment of all the 12 Program Learning Outcomes with a systematic Quality Management System (QMS).

iv. All programs must ensure a minimum level of accessibility to all students in their deployed e-learning (synchronous or asynchronous) process and online limited/ partial assessments as mentioned above, if the online TLA is opted to be implemented by an HEI.

The HEIs getting ready to opt for tested and secured online TLA system for the limited segment of engineering programs, which might be different in kind with other professional disciplines, must submit their comprehensive plans of delivery and assessment to PEC EAB, after approval of their respective statutory bodies, demonstrating necessary mapping of the essential requirements with these given

guidelines before starting this new paradigm. Accordingly, HEIs are required to constitute Coordinating Committees for necessary M&E and ensuring quality standards for various attributes elaborated in this interim policy. The universities may also consider implementation of policy for affiliated institutes ensuring quality and online readiness requirement.

## 3. Essential Requirements

In addition to the above general policy guidelines, the following shall be observed by the HEIs opting online TLA system during the COVID19 pandemic only.

i. <u>IT infrastructure:</u> The HEIs must have basic secured LMS, Bandwidth and IT Support to enable satisfactory and sustained delivery of online classes while maintain QA processes including time-tables, class held status, students' participation, availability of course material in real time as well as in recorded fashion (synchronous/ asynchronous mode).

ii. <u>Class size:</u> Online class size should not be greater than 100 for engineering and 240 for non-engineering courses. This flexibility is extended in order to accommodate appropriate number of students/sections in parallel sessions which will require sufficient bandwidth.

iii. <u>Content Delivery:</u> Faculty must be trained and assessed by a senior committee formed within the HEI to deliver courses online properly including handling of basic IT principles, for example, audio, video and sharing of screens and materials.

iv. <u>Attendance:</u> HEIs are responsible to introduce suitable monitoring & feedback evaluation mechanism to record/ log students' participation and time spent on course platforms. This may include off-line listening to recorded lectures and timely addressing assignments etc.

v. <u>Assessments and Quizzes:</u> Assessments, number of quizzes and type of assignments/PBLs/CEPs must be innovative enough to cover CLOs to attain respective PLOs of the courses appropriately. They should be assessed on time and the assessments must be shared with students online. The results and evidence must be maintained by the HEIs for record (Reference: General Guidelines, para 2(iii)).

vi. <u>Final Year Design/Capstone Project (FYDP):</u> All FYDPs need to continue as per the relevant clauses in the PEC Accreditation Manual-2014. For PEC accredited engineering programs, capstone projects can be conducted/considered using computer-based simulation, presenting literature critiques or system designs etc. utilizing appropriate modern tool usage and technologies. Ongoing capstone projects at the final semester and focusing on experimental projects can still be carried out with possibility of extension of time to complete. Whilst ongoing capstone projects at the initiation stage which focused on experimental projects are encouraged to realign as simulation

work or computer-based technologies and system designs etc. relevant to the offered engineering discipline

vii. <u>Complex Engineering Problems/ Class Projects:</u> All semesters involving Complex Engineering Problems and Activities, class projects/ OELs in core areas/ breadth and depth courses and meeting specific needs of their already mapping and designed CLOs/PLOs as per the academic curriculum, the teamwork efforts of student groups with concerned supervisor should continue accordingly. The scope may be considered complete to the extent of producing prototyping design and equivalent instead of the real prototype model for testing/calibration. Computer-based simulation and presentation of critical design problem solving are acceptable in all such culminating projects.

viii. <u>Grading:</u> In order to cater for the circumstances that the partial assessments through assignments, quizzes, OHTs are conducted in virtual environment, it is therefore, proposed that relative grading system within class cohort may be adopted to avoid any discrepancy for those students who are not well versed with this new paradigm of implementing TLA for the time being.

ix. <u>Quality Assurance:</u> HEIs will be responsible to record all evidence of class delivery, assignments and quizzes of all online courses, as per PEC course instructions of Accreditation Manual. All approvals of the conduct of online classes will be subjected to a confirmation of the HEI Online Coordination/Quality Committee responsible for training and assessment of the course instructor. Evidence to this effect will also be made available to PEC as and when required. The entire QMS/LMS be shared with PEC as advised in General Guideline above after internal review mechanism by the Online Coordination/Quality Committee.

x. <u>Practical Labs:</u> Lab-intensive courses where laboratory experiments cannot be implemented online during lockdown period, they can be replaced later when the situation permits/normalizes to demonstrate attainment of psychomotor domain. Universities may defer practical component of such hardcore labs courses in-line with general guidelines given above (Reference: General Guidelines, para 2(ii)).

xi. <u>Acceptability and Accessibility:</u> Feedback of students for a guided response to motivate them for online TLA be exercised to a reasonable sample of enrolled students in a program. Students are more conscious about well-preparedness/ delivery mechanism to be ensured from the internal QMS/LMS system and capacity building of concerned faculty to respond students' questions and interactive engagement.

In order to ensure student accessibility, all lectures and course material must be available online in recorded format as well to the students (synchronous/ asynchronous mode). Still, if a student wants to withdraw based on inaccessibility or any other inability, he may be allowed to do so, without

having any adverse impact on the promotion of the student, provided a minimum of 2.0/4.0 CGPA is maintained. In such a case, the course(s) will be treated as "frozen" and no fee shall be charged by the HEI for re-enrolment at a later stage for the students who are interrupted in an ongoing semester.

Further, the National Skills Building Initiative (NSBI) was discussed in 96th EAB and it was decided that PEC will facilitate the necessary arrangements for those HEIs desiring to use online platforms such as Coursera, MOOCs, EdX for online education and CPD training programs. The universities should also take necessary measures to ensure integrity of online education and assessment system.

**Re-Accreditation:** SARs/ Compliance submitted by HEIs will be evaluated in two phases for the purpose of granting provisional accreditation followed by a normal re-accreditation mode elaborated as under:

a) Phase-I: Provisional grant of accreditation for graduating batch only (in the same level-I/II) through preliminary desk review by EAD based on its previous accreditation history and general compliance level of the program provided no deficiency is reported.

b) Phase-II: Execution of normal accreditation in physical mode after normalization of the lockdown situation as per accreditation Manual guidelines.

PEC EAD has completed work on automation for accreditation process. The software is in testing mode and necessary user guidelines are in development phase for the training of HEIs & evaluators. Accordingly, HEIs will be required to submit SAR and Compliance through online portal available within the dashboard of the software for this year deadline of October 2020.

## 4. VALIDITY:

The above General Guidelines and Essential Requirements are the guiding principles to be applicable to all accredited engineering programs of PEC with effect from the stipulated date/schedule for an HEI opting paradigm of online TLA system in intimation to PEC/HEC until the COVID-19 pandemic is under adequate control by the respective Provincial and Federal Government of Pakistan.

PEC Policy Guidelines for Online Teaching-Learning and Assessment Implementation during COVID-19 Pandemic (96th EAB dated April 13, 2020)

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# APPROVED ONLINE EXAMS POLICY FOR SP 2020

A high--profiled meeting held on 5<sup>th</sup> June ,2020 chaired by Worthy President IIU *(attended on Zoom)* , conducted by Acting President , Prof. Dr. Aqdas Naveed Malik in which Worthy Rector IIU( *on special request*) , All Vice Presidents , Prof. Dr. N.B Jumani ( *Convener, Apex Committee*),  Deans and members of the Apex committee also participated to discuss and decide the various matters associated with conduct of Online Examinations.

2.    Prof Dr. Nabi Bux Jumani , Convener of the Apex Committee , presented the agenda in detail related to Open Book Examinations to the house :

3.    The house after detailed deliberations decided as follows: -

   i)    Duration of open book examination shall be 08 hours.  Detailed **procedure /mechanism regarding conduct of open book exam** prepared by Apex Committee is attached at Pg. 56 which is to be shared by Deans & HODs with all teachers and concerned staff   for implementation in letter and spirit. The mechanism along FAQs related to open book examinations would be the part of IIUI Online Teaching Policy and may be displayed at the website in easy accessible way.
   ii)   There shall be 03 questions for BS / MA programs and 02 for MS / PhD programs.
   iii)  Quality of Question paper in-line with open book examination policy shall be ensured by the concerned HOD and the Dean of the Faculty.
   iv)   Students shall be required to upload hand written answer script on the prescribed format (with blue ink).
   v)    Apex Committee shall act as Grievance Committee with the addition of students' advisors, heads of the concerned dept. and dealing officials of Acad & Exams sections, Finance and IT. The automated mechanism shall be uploaded on LMS and IIUI inter face for facilitation of the students.

4.    The above mentioned ONLINE EXAM POLICY is issued with the endorsement by Vice President Academics & Convener Apex Committee and approval by the competent authority, for information and implementation by all concerned.

--Sd--
**(INAM UL HAQ)**

**DIRECTOR EXAMINATIONS**

Encl As above (2 )

Distribution:  All Deans/DG IIIE/ HoDs/ Exam and Acad officials/ Assistant Directors Coordination

c.c : **SPS to Rector IIU, SPS to President IIU, All Vice Presidents, Convener Apex Committee**

**Mechanism /Procedure of Open Book Examination for Spring 2020,**

**prepared by the Apex Committee to be followed by all concerned**

1. Date sheet for all the programs offered by a department shall be shared well before commencement of online examination. The Chairpersons/HoDs shall ensure clash free date sheet to enable students to attempt online examination for all registered courses. Date -sheet has to be finalised and submitted through Dean of the Faculty for online display (on LMS and University website), latest by **15th July, 2020**. Format of the date-sheet shall be circulated from the office of Director Examination.

2. Examination Committees shall be constituted and notified at dept. level to oversee examination process. The Committee to be notified with duty hours, contact details of members, their email id's for information of all students of the deptt. and the examination section. The Committee shall ensure completion of examination process.

3. Examination Section, IT section LMS team shall remain available to assist for any trouble shooting on the part of student and faculty.

4. Attendance requirement would not be made a strict condition in the current scenario. Students living in remote areas will have access to uploaded material on their ease/availability of internet and interact through assignments, their attendance may be checked by assessing students' responses.

5. Sample questions shall be shared with all faculty members.

6. Deans/HoDs shall ensure that question paper is designed in line with open book policy of examination without any compromise on quality.

7. Clear instructions regarding source material for open book examination shall be announced explicitly well before commencement of examination: source material for open book examination has to be from same material stored in e-folders for the course.

8. Maximum time for examination shall be 08 hours. Starting and submission time has to be saved in the system.

9. If a student is unable to submit the answer book within the given time limit i.e. **08 hours.**

10. Question papers should be saved in the Google Classroom as scheduled post, so that it becomes available to the students on the date and time announced in the date-sheet.

11. There will be only one format for submitting examination response: i.e. **hand-written in blue ink.** After completing the examination, students need to submit/upload it in PDF format in the LMS/Google Class (where they used to submit their class assignments).

12. Cheating/copied or plagiarized content and consulting with fellow students would be considered under the category of unfair means and shall be dealt with as per rules of UMCC. Teachers may report such matters to examination section through their HoDs.

13. Students shall be made to understand notified code of conduct and be advised to sign honesty pledge before taking/downloading the exam. Penalties shall be implemented as per notified policy of Unfair Means Control Committee (UMCC) for breach of the pledge.

14. In Covid-19 pandemic situation, internship/projects which require students to learn practical aspects of the registered internship/project, cannot be taken up in the current scenario. It is hereby proposed that the examination of such cases may also be given by assessing students' theoretical knowledge about the courses.

15. The university has a clear policy regarding facilitation to the handicapped students during examination process. Such students may be advised by the departments to seek prior approval for helper/writer, through email, from exam section as per policy and practice.

16. The Teacher shall mark the paper and post the result in the LMS system.