eqtel

Best Practices Manual for Jordan TEL (WP7)

Barcelona Meeting
12-14 December 2016

Tempus

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Backgrounds

- European and Jordanian backgrounds on which the e-learning is developing (the strengths, the weaknesses, the threats and the external helpful factors).

- As natural consequence Quality Assurance's objectives are strictly related to the SWOT analysis.

- Strengths, Weaknesses, Opportunities and Treats are the ground for the development of an effective Quality strategy.

- Moreover SWOT and QA references are the basis for the selection criteria of Best Practices.

SWOT Analysis: e-learning Strengths

- Coherent with the characteristics of learners of the third millennium (digital natives);

- High flexibility and independent accessibility. Significant customization of learning pathway connected to the of the learners' needs;

- Allows to exploit specific intuitive features (written text and audio, colors, images, simulations, 3D effects, videos, graphics, animation) that enrich the curriculum;

- The previous guarantees a profitable interactivity;

- Promote a collaborative learning by using platforms and networks as well as building up a professional learning community.

SWOT Analysis: e-learning Strengths

- It could be absolutely motivating through assignments, the quick feedbacks, and self-assessments it encourages and helps the increase learners' self-confidence;

- e-learning increases the focus on the learner.

SWOT Analysis: e-learning Weaknesses

- Inadequate compatibility, that is a certain break that sometimes could occur between the technological and the psychological elements of the learning process;

- flexibility and autonomy in learning which can be weak and relative and can cause deceptions for learners, instructional designers, and teachers;

- Scarce, inadequate learning customization;

- use of too many different learning tools can cause imbalances between training features that develops digital competence and ones that develop academic skills.

Quality Assurance

- *Quality* represents an essential factor of higher educational offer which is a real revolution in the processes of valorization the common heritage of competences constantly producing new skills and knowledge.

- Learning institutions could set and manage several interconnected activities by means of a *Process-driven Approach*. This approach envisages the identification, interaction and management of processes in order to achieve the expected results. The resulting advantage is represented by the possibility of regularly checking the connection and the implications of such processes.

Quality Assurance

- The core element of this process is indeed the *valorisation of human capital*. The learning process is perceived like a path in which the student has a central role in an interactive dynamic process between different actors.

- The organization should:
  - determine the necessary competence of the staff carrying out the activities affecting compliance with the requirements of the learning object;
  - where applicable, provide training or take other action to acquire the necessary expertise;
  - evaluate the effectiveness of taken actions;
  - ensure that its staff are aware of the importance of such activities and of how they can contribute to achieve the quality's aims;
  - maintain appropriate records of guideline, training, skills and experience.

Quality Assurance

- Provide and maintain the infrastructure needed to achieve conformity to product requirements. The goal of the procedure is therefore to provide functional management and operational criteria to handle, monitor and complete all the phases in terms of effectiveness/efficiency of the overall process.

Quality Assurance

- *Planning* represents the first and the core stage of the whole initiative.

- *Production* stage set the teaching materials needed to match the training needs identified in terms of duration, treatment content and levels of interactivity, multimedia, usability, accessibility.

- *Delivery* phase is aimed at implementing all the strategies needed for a correct/complete fruition of the course by the final users: counselling services, tutoring and Help Desk can assist and support the learner throughout the course.

- A *Comprehensive Evaluation Process* is foreseen at the end of the course to evaluate its quality and overall coherence, it is a contribute to its further improvement for subsequent deliveries and reshape the training plan on the basis of the potential criticisms detected.

Selection Criteria

- selection criteria on which our choices have been based on. We have decided to make a difference between Best and Good Practices considering the Good ones more suitable to be an example for new environments.

- The criteria on which we have based out evaluation are, certainly, strictly connected with the backgrounds. The strengths and the weaknesses have represented the ratio of the selection of the Best Practices in a second stage.

Stakeholders' Perception

- stakeholders' perception, that is the point of view of the main actors involved in the process to improve the quality and relevance of technology - enhanced learning (TeL) in Jordan and to enhance the quality assurance framework, new standards or guidelines for distance learning courses.

Selection Criteria

- Don't exist the overall *Best* practices, absolutely *Best* for any international scenario. What is the *Best* asset of an area or a kind of institution couldn't be transferred *sic et simpliciter* to other contexts. Thus the model strictly depends on territory as well as the kind of institution and the needs that come from there. It works in the context.

- Thus the first criterion on which the selection has been carried on is that that Practice do works in that context for that institution. We decided then to slightly change the core objective name of the document from *Best* to *Good Practices* in order to transfer the idea that the presumption to be the absolutely Best is not necessarily proved.

Selection Criteria

- Besides that, we can definitely point out general criteria that could contribute to settle down a good practice and later on to select practices that provide an example on that.

- Criteria are based on SWOT analysis we have stated before. The good practices have to be able to exploit the strengths and the opportunities of e-learning with particular attention the Quality Assurance requirements.

Good Practices in Jordan

- Good Practices in Jordan – Pilot course experiences – in progress

Good Practices Arabic geographical area

- Good Practices in Arabic geographical area – Framework of Research