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POLICY ON ONLINE TEACHING-LEARNING AND ASSESSMENT

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GENERAL INTRODUCTION

The Protestant Institute of Arts and Social Sciences (PIASS) is an officially chartered Higher learning institution with two campuses located in Huye (Main campus) and Karongi Districts. It was founded and owned by Protestant Churches of Rwanda in 2009 – as a follower of 'Faculte de Théologie Protestante de Butare (FTPB)' created in 1991. The establishment of PIASS came in purposely to align the effort of the Protestant Churches to the Government's endeavors in developing an economic self-reliance country through the development of human capital development, research innovation and technology. The vision of PIASS is therefore *'to be a reference university, fostering knowledge development and research that is relevant for society and inspired by Christian ethics and values'* while its mission is *'to provide well trained personnel who are inquisitive, solution-oriented, committed and equipped with intellectual tools that enable them to meeting specific needs of societies that are moving to global, modern and pluralistic world'*.

Hence, PIASS to achieve its vision and mission has established an enabling teaching and learning mode known as Blended Mode. The latter is a combination of both online learning and face-to-face interaction utilizing ICT tools. The present document provides guiding principles on the use of blended mode of teaching and learning in PIASS. This document consists of two main sections: (i) Policy on online teaching, learning and assessment and (ii) Guidelines for E-learning and Capacity building for PIASS staff and students

POLICY GUIDING ON ONLINE TEACHING, LEARNING AND ASSESSMENT

Protestant Institute of Arts and Social Sciences (PIASS) aims at training high quality human resources in the areas of Theology, Education, Development Studies and Green technology. For responding to 21st century requirements, PIASS aspires to move from classical face to face teaching and learning system to a visible integration of technology. It is in this perspective that PIASS is adopting the use of Blended mode of teaching and learning. This policy is established to guide on blended model of teaching, learning and assessment. It focuses on online teaching, learning and assessment. For face-to-face mode, reference will be made to general academic regulations.

E-learning terminology

The definition of e-learning and its characteristics may differ from country to country. In order to share a common understanding, e-learning terms and educational methods relevant for reading the document at hand are clarified. The definitions are formulated with reference to Huerats (2018)¹.

Distance education courses: Distance education courses are those where no classes are held on campus – all instruction is conducted at distance. Distance education courses may use a variety of delivery methods, such as video/audio conferencing and those which are internet- or print-based.

Online courses: A form of distance education where the primary delivery mechanism is the internet. These could be delivered synchronously or asynchronously. The whole instruction is conducted at distance.

- **Synchronous online courses:** Courses where students and an instructor participate at the same time, but at separate locations other than an institutional campus. These courses may be delivered by video conferencing, web conferencing, audio conferencing, etc.
- **Asynchronous courses:** Courses where students are not required to participate in sessions at the same time as the instructor. These may be

¹ Huertas, E., Biscan, I., Ejsing, C., Kerber, L., Kozłowska, L., Marcos Ortega, S., ... & Seppmann, G. (2018). Considerations for quality assurance of e-learning provision. *Report from the ENQA Working Group VIII on quality assurance and e-learning*. Brussels, Belgium: European Association for Quality Assurance in Higher Education.

print-based courses or online courses using a learning management system, for instance.

Online programmes: A fully creditable programme that can be completed entirely by taking online courses, without the need for any on-campus classes. These could be delivered synchronously or asynchronously.

Face-to-Face, Traditional (FT): Instruction occurs in real time (synchronously), with student(s) and faculty physically present in the same location.

Face-to-Face, On-line (FO): Instruction occurs in real time (synchronously), with student(s) and faculty present via technology (e.g. television, tele-conference, video-conference or chat).

Local, Online (LO): Instruction occurs over the Internet (asynchronously). Scheduled face-to-face meetings may be required for orientation and student evaluation.

Remote, Online (RO): Instruction occurs over the Internet (asynchronously). Students do not need to be on campus for any portion of coursework.

Blended/Hybrid (HY) course: A course offering that combines both face-to-face teaching (FT) and online (FO/LO/RO) in any combination. To be considered hybrid, a course will meet via FO/LO/RO for roughly 25%-75% of class sessions.

Flexible (FL): Course allows for more than one modality; students choose the modality (or modalities) suiting their needs from instructor identified options.

Online teaching

For the users of this policy, it is very important to differentiate online teaching and face to face teaching mode. In the context of Rwanda, students are for long time used for Face to face learning, yet online learning is a new path. As compared to classical classroom, online learning materials have to be clear enough to meet the students' expectations, otherwise students may quit more quickly. Online learning should be more student driven and task-oriented. The teacher should be a facilitator not only a source of information. Teaching shall be prepared in a way that allows a combination of both asynchronous and synchronous online learning.



For successful online teaching, the following are recommended to faculty members:

- A. Effective prior preparation:** syllabus (with clear learning guidelines, outlines, references), clear content (power point presentation, exercises), stop learning point through reflection questions or quizzes, **reading resources, suitable place out of disturbance.**
- B. Time to upload learning materials:** Faculty members should upload teaching materials on PIASS e-learning platform, Moodle platform, at least three days before the lesson delivery. The syllabus must be approved by the head of department at the first level and quality assurance director at the second level.
- C. Lesson delivery:** Faculty member is invited to ensure that all students accessed the learning materials before the teaching takes place. Teaching materials should be broken into smaller sessions. The faculty member should motivate the students for participation by ensuring reflexive communication between him / her and students, effective control of the students' attendance, be more focused on the topic, providing enough time for reflection on the side of students. Restrictions in form of stop learning points are a must.
- D. Teaching strategies:** Faculty members are encouraged to use flexible learning paths, different modes of delivery, a variety of pedagogical methods, and giving a sense of autonomy to each student. Lecturers are encouraged to use, but not limited to, flipped classroom, Interactive live sessions among other delivery strategies.
- E. Activation in learning:** Since digitizing content alone does not lead automatically to a successful educational setting, faculty members are advised to use various stimulations and engage students in the learning process. Interactive live sessions are mandatory.
- F. Promotion of learning communities:** In order to overcome the side effect from lack of direct face-to-face interaction, students may need encouragement to engage online with each other. Faculty members are advised to support the formation of online discussion groups for student-to-student contact; and where peer interactions are essential for the successful completion of a course.

G. Student Support: Faculty members should be equipped enough with basic IT and technical skills to help the students in case problems arise.

E-learning platforms to be used

- **PIASS Moodle e-learning platform²:** This is the official and main platform that shall be used for teaching, learning and assessment process. All teaching and learning materials should be uploaded on this platform. It is accessible via PIASS website³ as a teacher, a student or a guest. For full access to this site, teachers and students⁴ will need to create an account (username and password). The created account will then be used for logging in in a given course.
- Online meetings should be organized to take place via Moodle. Lecturers are requested to indicate the planned sessions and activities in the course syllabus.

Strategies for ensuring students participation:

- Break teaching materials into smaller sessions easily understandable by students
- Begin online interactions with students before the lesson starts. During the lesson, use a wide range of tools available in Moodle platform such as chat, forum, BigBlueButton for live sessions, OpenMeetings, Workshops...
- Regular activation of the students with at least 15 minutes
- Use communication tools frequently for providing a variety of assignments
- Provide ongoing constructive feedback for letting students know their learning progress and keep them working
- Team-work for teachers who teach the same module
- Regular control for students' attendance (below 75 per cent student is not allowed to sit final exam)
- Organization of the session taking into account group breakout sessions

Required tools and equipment for online teaching and learning

For online teaching, the teachers should be provided with the following materials:

² <https://elearning.piass.ac.rw/>

³ www.piass.ac.rw

⁴ Students should be registered in PIASS Students Management Information System.

- A. Computer/laptop with camera
- B. Headset
- C. Strong internet connection
- D. Projector

Students are free to use computers/laptops or/and smartphone.

Quality teaching Control measures:

- A. E-learning is part of the overall strategy for PIASS development as well as the policy for quality assurance
- B. E-learning teaching materials are in line with PIASS mission
- C. E-learning teaching materials are elaborated in line with module learning outcomes
- D. Teaching preparation is done in collaboration among the module team members
- E. Teaching staff involved in designing /developing /evaluating programmes are familiar with the advantages /disadvantages of using e-learning in particular course contexts
- F. Student needs are considered when developing e-learning courses
- G. Teaching and learning materials are approved by the department council before being uploaded on PIASS Moodle platform (see appendix 2)
- H. The department council should check the reliability of the content through module quality control check list (see appendix 2)
- I. Teaching and learning materials are reviewed, updated, and improved on a regular basis
- J. Online course evaluation by students using feedback option available in PIASS Moodle E-learning platform
- K. The faculties specify modules to be taught by blended mode, module to be taught offline
- L. PIASS supports staff in updating their knowledge in relation to teaching and assessment methodologies that are adapted to the e-learning environment. Input from several professions is desirable for the development of high-quality e-learning materials; hence, clear processes of coordination between various contributors are also needed.

Online learning

- A. Students are expected to play a big role in their learning process. The institution should assist them in improving their IT and technical skills, that is, being conversant with e-learning platform.
- B. Students / prospective students are informed about requirements concerning equipment, e-learning and digital skills, pre-knowledge and prerequisite subjects, and attendance.
- C. Students are informed about the workload and pedagogical model of the e-learning programme.
- D. Institution should ensure that courses are delivered in a way that encourages students to take an active role in the learning process.

Students' responsibilities

The students are responsible for:

- A. Ensuring that they have a minimum technological skills and equipment to complete online courses. It is mandatory for each student to have a computer/ laptop or smartphone/tablet to connect to Moodle
- B. Online course registration: students should register for the course latest two days before the course starts using PIASS Moodle e-learning platform
- C. Downloading the learning materials: for effective learning, students are free to make use of learning materials posted to them for a given session before its teaching takes place
- D. Active participation during the teaching and learning process

Student support:

- A. The institution has procedures in place that cover student support, including tutoring, pedagogical, technological, and administrative elements.
- B. All students are provided with MOODLE user guide
- C. An IT help desk is available for students. They can send emails or use telephone call to be assisted
- D. Student support is offered according to the student's profile and their specific needs.
- E. The student support reflects characteristics of e-learning.



- F. Support for the development of learning, as well as digital skills is provided. Students are guided towards reflection, developing time management skills, etc.
- G. Students receive guidelines / training in using e-learning resources (e-library, etc.).
- H. Hours of support are transparent and suit the needs of students; for instance, periods of peak demand (days, evenings, weekends, holidays, etc.) are considered.

Quality learning Control measures:

- A. 75 per cent Attendance 75%): the attendance will be checked through attendance option in Moodle platform. Exchanges in classroom must be checked in either planned forum, chat options, live sessions...
- B. Students submit assignments using Moodle and respect the deadlines
- C. Interventions are made by students during the learning using various options in the Moodle
- D. Faculty members grade students' work in light of course learning outcomes and competence achieved

Online assessment

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

The policy encourages two kinds of assessments including formative and summative assessment.

Formative assessment is in-process evaluation of student learning that are typically administered multiple times during a unit and module. The general purpose of this assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessment is not usually scored or graded, and it may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

Summative assessment is used to evaluate student learning at the conclusion of a specific instructional period - typically at the end of a lesson, unit, course, semester, program, or academic year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period (achievement of learning outcomes). Assessments are divided into two categories: progressive assessment and final exam. *Progressive assessments are provided during the course while final exam is given at the end of the module and is to be done under face to face mode.* Progressive assessments shall be mainly done online (quizzes, tests, take-home assignments...) except for practical sessions. For online assessment, assignment and quiz options available in Moodle e-learning platform are encouraged as well.

The assignment activity enables a teacher to communicate tasks, collect work and provide grades and feedback. Students can submit any digital content (files), such as word-processed documents, spreadsheets, images, or audio and video clips in compliance with the instructions from the course facilitator. Alternatively, or in addition, the assignment may require students to type text directly into the text editor. An assignment can also be used to remind students of 'real-world' assignments they need to complete offline, such as art work, and thus not require any digital content. Students can submit work individually or as a member of a group. When reviewing assignments, teachers can leave feedback comments and upload files, such as marked-up student submissions, documents with comments or spoken audio feedback. Assignments can be graded using a numerical or custom scale or an advanced grading method such as a rubric. Final grades are recorded in the grade-book.

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical. The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set. Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the grade-book. The teacher can choose when and if hints, feedback and correct answers are shown to students. Quizzes may be used:

- A. As course progressive assessments

- B. As mini tests for reading assignments or at the end of a topic
- C. As structured practices using questions from past papers
- D. To deliver immediate feedback about performance
- E. For student self-assessment

Quality control measures

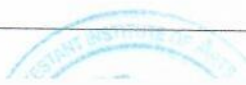
- A. E-assessment should be aligned with the module learning outcomes
- B. E-assessment methods are fit for purpose, allowing students to demonstrate the extent to which the intended learning outcomes have been achieved
- C. Students are clearly informed about the e-assessment
- D. Assessment duration: Students will be informed about the time limit of the test that is, starting and ending time. When time expires, the access will be closed. Open attempts will be automatically submitted. Setting time limit will be an indicator of student's ability to handle a given task within a given period.
- E. Examination moderation shall be done for validating final exam. This will involve pre and post-assessment procedures. Pre-assessment moderation will come before assessment for ensuring the appropriateness, fairness, clarity and standard of assessment tasks and resources. Post-assessment moderation will be done during and after marking to ensure consistent and accurate assessment decision in accordance with the set marking criteria and the institution's academic standards. The internal moderation will be done by the department council (see appendix 4).
- F. **Plagiarism checking:** Students are aware of plagiarism rules. They are trained in how to appropriately paraphrase, cite, and reference, regarding to both online and printed sources. For essay-type assessment (that is term/semester paper), students will have to submit their works along with signed declaration of academic honesty (See appendix 5). False declaration will result into punishment as indicated in the general academic regulations of PIASS (see general academic regulations). PIASS will avail a Plagiarism checker software to ensure originality and quality of teaching and learning materials. *The acceptable similarity index should be less than 30%, 20% and 15% respectively for bachelor, Masters and PhD programs.* As a university system and creators of intellectual property, PIASS has a significant interest in ensuring that all copyrighted material is protected and that the rights of

copyright holders and creators of intellectual property are respected and maintained.

G. Student self-evaluation: A competence sheet (see appendix 3) will be provided at the end of the module teaching and learning process for students to verify at which level they have acquired the expected competences. After students fill the observation column, this sheet will serve also as feedback to the teachers, and then know where individual support is needed.

Graded activities

Progressive Assessment (online):	Percentage
• Quizzes	15
• Assignments	20
• Discussion boards	5
Progressive Assessment (during revision period:	20
Final exam	40
Total	100



Appendix 1: Syllabus Template for online course (example)

A. BASIC INFORMATION ABOUT THE MODULE/UNIT

Module title: Introduction to Management

Module code: IMA 112

Credits: 15

Level: One

Semester: One

Pre-requisite: ICT and Study Skills

B. AIMS, OUTCOMES AND TEACHING-LEARNING PLAN

B.1. AIMS

This module introduces the student to the concepts, nature and contributions of management. It enables the students to understand the functions of management – planning, organizing, staffing, leading and controlling. It helps students developing managerial skills, thereby they can apply the principles to any organization in their practical life.

B.2. OUTCOMES

At the end of the module/unit/course, student will be able to display the following competences:

- i. Define and explain different significant concepts in management
- ii. Demonstrate knowledge and understanding of the management process and operative functions.
- iii. Demonstrate knowledge and understanding of the skills required for the effective management of organizations
- iv. Perform basic management tasks considering the type of organization
- v. Use the management principles to motivate organizational employees
- vi. Communicate effectively with different people working in his/her organization
- vii. Organize people and other organizational resources for maximum organizational benefits

C. TEACHING-LEARNING PLAN: SESSIONS, TOPIC FOR DISCUSSIONS, STUDENT'S TASKS

SESSIO N	TOPIC FOR DISCUSSIONS	STUDENTS' TASK AND REFERENCES
	<p><i>TOPIC: DEFINITIONS OF SIGNIFICANT CONCEPTS IN MANAGEMENT</i></p> <p>The purpose of this section is to enable</p>	<p><i>THE TASKS OF STUDENTS INCLUDE BUT NOT LIMITED TO:</i></p> <p>- Active participation during live</p>

<p>SESSION</p> <p>DATE</p>	<p>students clarify and comprehend concepts and operating terms in management theories and practices. At the end of this section students are expected to be to:</p> <ul style="list-style-type: none"> - Explain in their own words managerial functions: planning, organizing, leading and controlling... - Apply different concepts in management context: interrelationship and interdependency of managerial functions <p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Lectures (live presentation via Moodle) - Group discussions - Self-reading and feedback 	<p>presentations</p> <ul style="list-style-type: none"> - Reading and summarizing the content under the learning materials provided below: <p>Reading material 1: https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf (page 13 - 19)</p> <p>Reading material 2: https://www.scribd.com/doc/26936883/Theories-and-Principles-of-Management-Report</p> <p>Reading material 3: https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf (page 27 - 33)</p> <ul style="list-style-type: none"> - Reflecting on the questions provided on slide 17, Class PPT
<p>SESSION</p> <p>DATE..</p>	<p>Topic: EVOLUTION OF MANAGEMENT THEORIES</p> <p>This sections consists of helping students acquire and share theoretical and practical experience by anchoring their argumentation on existing management theories. Besides, it helps to open the mind about management of organizations.</p> <p>At the end of this section, student are expected to be able to:</p> <ul style="list-style-type: none"> - Interpret managerial events and behaviour in organizations - Participate in problem-solving process in organizations <p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Lectures (live presentation via Moodle) - Group discussions - Self-reading and feedback 	<p>THE TASKS OF STUDENTS INCLUDE BUT NOT LIMITED TO:</p> <ul style="list-style-type: none"> - Active participation during live presentations - Independent study: Reading and summarizing the content under the learning materials provided below <p>Reading material 1: https://www.researchgate.net/publication/338226336_Management_Theories_The_Contribution_of_Contemporary_Management_Theorists_in_Tackling_Contemporary_Management_Challenges (DOI: 10.19168/jyasar.635061) (page 157-166)</p> <p>Reading material 2: https://johnrhudson.me.uk/management/Theories_of_Management.pdf (Page 1-16)</p> <p>Reading material 3: https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf (page 586-618: Motivating employees)</p>

		- Reflecting on the questions provided on slide 20, Class PPT
SESSION	<p>TOPIC: LEADERSHIP AND COMMUNICATION IN THE ORGANIZATION</p> <p>This section consists of introducing students to the theories and practices about leadership and communication. Students are expected to be able to</p> <ul style="list-style-type: none"> - Explain leadership style as a function of leader characteristics, employee and situation - Select appropriate leadership style for a given situation and interest - Understand the communication process - Understand and overcome barriers to effective communication - Compare and contrast different types of communication and communication channels <p>Teaching Strategies:</p> <ul style="list-style-type: none"> - Lectures (live presentation via Moodle) - Group discussions - Self-reading and feedback 	<p>THE TASKS OF STUDENTS INCLUDE BUT NOT LIMITED TO:</p> <ul style="list-style-type: none"> - Active participation during live presentations - Reading and summarizing the content under the learning materials provided below: <p>Reading material 1: https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf (Page 425 – 464: Leadership)</p> <p>Reading material 2: https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf (Page 501-540: Communication)</p>
DATES		

D. ASSESSMENT STRATEGY

The assessment will be done through quizzes, take-home exercise, essay and examination. Basically, assessment will be based on course work (progressive assessment) and examination. Progressive assessment will be weighted out of 40 percent whilst the final exam will count for 60 percent.

Guidelines for assignments and Submissions dates will be posted through the Moodle. No student will be allowed to sit for the final exam with less than 75 percent attendance.

E. STRATEGY FOR FEEDBACK AND STUDENT SUPPORT DURING THE MODULE

Module facilitator will be available to students for counselling purposes. Consultation hours will be displayed on the announcement space. Student support for effective learning will be ensured through analyzing the structured exercises together, set readings, group-discussions, role plays, seminars, etc.

F. CONTACT

Name of module/unit Facilitator(s):

Email :

Telephone number:

Appendix 2: Checklist for Quality Control of Teaching Materials

This document provides elements to be used by the department council for verifying the quality of teaching materials prepared by faculty members. This control is to be done before the documents are uploaded on PIASS Moodle platform.

Type of documents	The elements to be observed	Documents provided		Observations and recommendations
		Yes	No	
Syllabus form	Learning outcomes			
	Outline (indicative content per teaching daily sessions, time, important readings per each session)			
	Teaching and learning strategies			
	Assessment strategies			
	List of references			
Guiding questions for the daily learning goals				
PPP ⁵ Pdf (per session)				
PPP Audio (Optional)				

⁵ PPP: Power Point Presentation

Readings (Required reading to be indicated)				
Assignments / Homework				
Others				

General comments and recommendation:

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Appendix 3: Competence sheet**Module/Unit:****Year of study:**

No	Competencies to be acquired (this part has to be filled by the lecturer before s/he shares the form with students)	Related knowledge in real world/employment market	Comments / Self- evaluation (extent to which the competence has been achieved)
1			
2			
3			
4			
5			
6			
7			

Additional comments:

Date of submission:

Appendix 4: Internal moderation checklist for Assessment

Department:

Academic Year:Semester/term:

Module & Units:

Lecturer's name:

Assessment type:

Elements to be considered	YES	NO
Is the aim of the assessment clearly stated?		
Are relevant learning outcomes identified?		
Are the tasks clearly identified?		
Is the assignment pitched at the correct level for the programme?		
Is the application of skills and knowledge required/considered?		
Is the expected volume of work reasonable?		
Is there a guide to the time this assignment/exam should take to be completed?		
Are the assessment criteria clearly indicated?		
Are the assessment marks / grades (if applicable) clearly indicated?		
Are the issue and submission dates clearly indicated?		
Are the dates practical in relation to the scheduling of assignments relating to the rest of the programme?		
Overall, is the assignment suitable for the learner group?		

Internal Moderators' Comments/suggested modifications (if applicable)

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Name of Internal Moderators:

Date

Signatures:

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Appendix 4: Declaration of Academic Honesty

I herewith confirm that the presented paper for the Module

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.....

on

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is solely my own work and that if any text passages or diagrams from books, papers, the Web or other sources have been copied or in any other way used, all references – including those found in electronic media – have been acknowledged and fully cited. I also confirm that the same or related material has not been previously submitted for another course.

The submitted paper derives from my own writing. Any people supporting me (in any kind of way) have been identified in the acknowledgements.

I understand that issuing a false declaration can result in severe penalties in accordance to PIASS General Academic Regulations.

Student's Name

Place and date

Signature



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E-LEARNING AND CAPACITY BUILDING FOR PIASS STAFF AND STUDENTS: GUIDELINES

Context

In the context of global development where digitalization serves as its engine, Higher education is called to align in order to prepare graduates who are able to survive and serve in such a dynamic world. It is widely believed that "a society's wealth and welfare are decided by its capacity to train and educate its people, to share in making and applying knowledge in all spheres of life" (Hernes, 2003: 8). Thus, capacity building for E-learning shall be conducted in line with the E-learning concept and the latest development of best practice in the field of E-learning. Practical examples and contextualization are built to facilitate and empower users in their daily teaching and learning professional activities.

The capacity building should help participants to identify and select modern e-learning methods and tools to facilitate both lecturers and students in the learning, teaching and assessments as required by the academic professional ethics.

Capacity building gap

There is a gap in using and designing e-learning contents, in awareness of the advantages and limitations of e-learning, management of human resources. The shift from traditional face-to-face teaching is not automatic. There is need of accompanying both teaching staff and students at both technical and didactical sides.

Structure of the capacity building

The structure of the capacity building is structured in three orientations. In-service training, learning communities as well as regular reflective meetings.

Trainings

PIASS will continue to work in collaboration with institutions which are advanced in the use of E-learning practices.

Although the training could be tailored towards the needs of each department, a general content should cover:

- E-learning instructional design models

- E-learning facilitation and e-moderation strategies online assessment tools
- E-learning quality assurance framework

Key Themes (50 hours)

Teaching staff

- Introduction to e-teaching, learning and assessment: Concepts, notions advantages, features
- Introduction to Moodle and other online platforms
- Interactive tools for online teaching and learning
- Motivating students in online teaching
- Assessment in online teaching-learning process
- Practical training on online teaching and learning tools practical's (training) use of different features throughout the teaching, learning or assessment

Students

- Basic and advanced trainings on technical content of using Moodle and other online platforms for students.
- Teachers will continually support students along teaching different modules.

Learning communities

Both teaching staff and students should regularly meet for learning from one to another, trying to find solutions to emerging challenges related to online but also teaching and learning in general. This should be organized at modules, field, department levels....

Regular reflective meetings

Monthly meetings should be organized at either faculty or department in order to reflect issues, opportunities and challenges related on online teaching and learning.

Coaching system

The Directorate of ICT in collaboration with the Centre for Didactics and Research in Education shall be responsible for coaching teachers and students with regard to technical and didactical sides. Additionally, heads of departments will be provided with extra-training in order to continually support both students and teaching staff.

Methodology (How will this be done?)

- The trainings shall be organized in such a way that they model the prospective practice expected for teachers and students. This means that principles of activity, interactivity and reflectivity should be maintained in the trainings on online teaching and learning.
- The trainings should be facilitated by both internal and external facilitators. In this framework, PIASS shall collaborate with other universities in Rwanda or abroad. Facilitators will be identified on the basis of the topics and their expertise.
- In collaboration with universities or/and experts, a certificate for training completion shall be offered to participants that have completed the course at each level of the training.

Frequency of the training (per year)

There should be at least two days training per term dedicated to E-teaching & learning training related to the general use and didactics of teaching and learning through E-learning platforms. Moreover, there should be an induction training for new lecturers on higher education didactics including online teaching especially Moodle platform. A training manual shall be developed in this regard showing knowledge and competences to be developed in order to enhance online teaching.

On the side of students, the directorate of ICT and Library will organize a training for newly recruited students on online learning in general and particularly the use of Moodle. This will be included in the Module of study skills and ICT. Teachers will be trained in such a way they will accompany students both technically and pedagogically so far as online teaching is concerned.

Language of instruction

English as a medium language of instruction

Responsible organ

The directorates of ICT and CEDRE are responsible of both students and teaching staff capacity building on digitalization of teaching in PIASS. This may be extended to other educational institutions on the basis of request.

Implementation resources

- The internet connectivity will be strengthened in capacity and speed
- On the side of students, private companies selling laptops will be contacted in order to inquire how students will get them on long term loan. Moreover, communication companies will be contacted in order to inquire how students may have access to internet on reduced cost or zero rate.

Huye 27 / August / 2020

Ad-hoc Commission of the Senate in charge of Policy Formulation and Adaptation

Chairperson of the Commission



Prof. Penine UWIMBABAZI
Deputy Vice Chancellor, Academics



Commission Secretary



Mr. Abel DUFITUMUKIZA
Quality Assurance Director