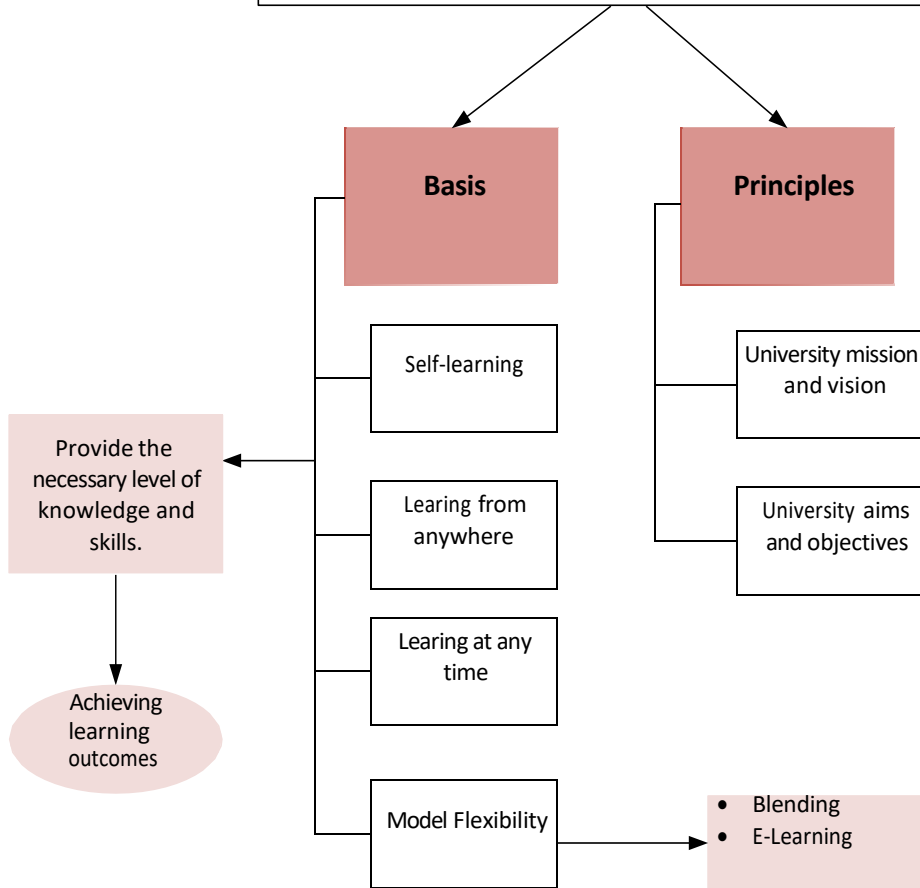
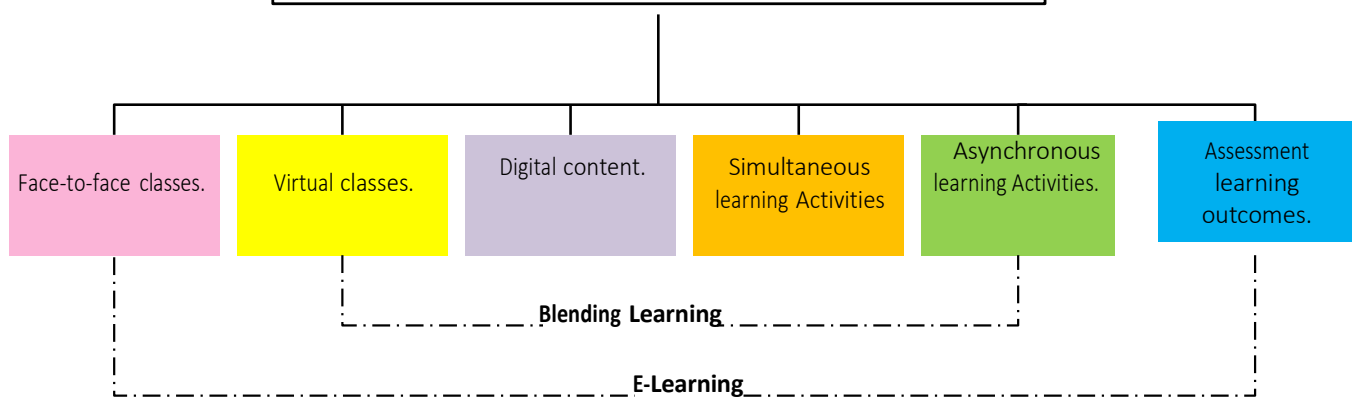




Teaching and Learning Model in the Arab Open University



The Elements



The element	Definition	Components / Methods	Quality performance	Procedures
Face-to-face classes.				
Virtual classes.				
Digital content.				
Simultaneous learning Activities				
Asynchronous learning Activities.				
Assessment learning outcomes.				

Introduction

When His Royal Highness Prince Talal bin Abdulaziz initiated the establishment of the Arab Open University in 1999, the focus of its mission was to provide higher education to the learner wherever he/she is, in order to prepare him/her to be able to contribute in the national development. In addition, when the University began its work in 2002, it has adopted a unique educational model that has been a head start in the Arab world. The model based on digital information technologies that go beyond the barriers of time and space, providing access to knowledge by the learner from anywhere and anytime. The university has thus become a home of expertise in open and blending learning that ensures specific and required learning outcomes are achieved in the labor market, and are accredited locally and globally.

This model is based on the university's mission and vision, and from its objectives, and is based on fundamental principles, the most important of which are: overcoming the barriers of time and space)learning from anywhere and at any time;(and the principle of flexibility that enables the university to shift from a blending learning model to a complete digital e-learning model, as dictated by circumstances and crises, thereby the process of learning and teaching is continuing that is for human rights, and one of the biggest factors leading to genuine national development

The model provides the needed resources to create learning, primarily all kinds of knowledge, through which the learner can achieve learning outcomes in the courses.

The first five elements are: Face- to- Face classes, virtual classes, Electronic content with its all kinds, simultaneous activities, asynchronous activities, and the sixth element which is the most important element that ensures the success of others " measuring the learning outcomes" that the University has for it a precise system, defined and monitored with a high methodology. The external examiners evaluation is the most important aspect of this precise system and it is considered the only one in the Arab world.

Dr. Mohammed Bin Ibrahim Al-Zakri,

President of the Arab Open University in the Arab World

1. Face-To-Face Classes

▪ Definition

Face-to-face classes between the student and the academic supervisor on campus covering scientific aspects of the academic course to enhance the student's achievement of learning outcomes according to a predetermined schedule. It is characterized by multi-directional interactive encounters. It focuses on the student's pivotal and positive role in the educational process and the role of the academic supervisor as a mentor, supporter and facilitator of self-learning.

▪ Components/Methods

- Discussions exchange and problem solving
- Face-to-face classroom activities.
- Explaining concepts that are difficult to understand
- Micro-learning/collaborative/participatory groups.
- Brainstorming and discussions (questions/queries/examples).
- Practical applications and practices.
- Studies case
- Seminars.
- Presentations

▪ Quality performance

- To be the student knowledgeable and actively involved in the learning process.
- The academic supervisor should be familiar with his/ her various roles in supervision, guidance, and of the learning process management
- Availability of the assistance educational media in-class (e.g. smart blackboard/displays/computers/Internet
- student and academic supervisor readiness before the class start
- Training and continuous development of academic supervisors.
- Peer-to-peer assessment (classroom visits).
- Following -up the classroom tutorials by coordinators.
- Sharing classroom good practices

- **Procedures**

- Determine the number and time of face-to-face class for each course.
- Set up the calendar for each course and post it on the website and the Learning Management System (LMS).
- Diversity in strategies and auxiliary media.
- Designing educational activities that contribute in achieving the learning outcomes.
- Pre-preparedness by the student in accordance with the course calendar.
- Integrating the student into the educational process and involving him/her in classroom tutorials.
- Planning and preparing well for each class tutorial by the academic supervisor.
- Identify the units and activities that required from the students in preparation for the classroom tutorial.
- Ensuring the identification of educational goals and learning outcomes at the beginning of each class tutorial.
- Managing the classroom tutorial and providing students with appropriate feedback.

2. Virtual Classes

A. Blending Leading

- **Definition**

Virtual classes are scheduled between the student and the academic supervisor through virtual classes system adopted by the university in which the scientific aspects of the course are enhanced. The student is the focus of discussion and presentation of scientific questions and needs. The supervisor responds to what the students offer:

- **Components/Methods**

- Interactive virtual classrooms simultaneously
- Seminars.
- Virtual workshops
- Discussing research and master thesis virtually.
- Academic supervision.
- Virtual academic guidance
- Everything that enhances the process of discussion between students and academic supervisors from educational materials, audio and visual knowledge contents.
- Discussing the students' projects virtually.

- **Quality performance**

- Preparing and adhering virtual classes schedule
- Continuous evaluation of virtual classes and students surveys
- The readiness of the virtual classes system that being used
- Continuous following-up of the virtual classes and enhancing its ability in student's scientific support and enhancing their learning outcomes achievement.
- Continuous technical support before and after the virtual classes
- Recording virtual classes and make them available on the Learning Management System.
- Availability of tools and technical capabilities to the student and academic supervisor.
- Sharing virtual good practices.

- **Procedures**

- Identifying virtual classes schedule s to each course and academic supervisor.
- Posting the schedule on the website and in the learning management system
- Pre-prepared by the student in accordance with the course calendar.
- Student preparing in advance with questions and topics of discussion and his or her educational needs.
- academic supervisor preparing and planning for the virtual meeting.
- Insuring that the techniques required are ready for the tutorial (a computer with a camera, a mike and a tablet with a digital pen for writing or drawing).
- Choosing the right app or program.
- High-speed nternet availability.

2. Virtual Classes

B. Electronic Learning / Completely Digital

▪ **Definition**

Virtual classes between the student and the academic supervisor covering scientific aspects of the academic course to enhance the student's achievement of learning outcomes according to a virtual predetermined schedule. It is characterized by multi-directional interactive encounters. It focuses on the student's pivotal and positive role in the educational process and the role of the academic supervisor as a mentor, supporter and facilitator of self-learning

▪ **Components/Methods**

- Virtual presentations
- Discussions exchange and problem solving
- Virtual activities.
- Explaining concepts that are difficult to understand(Virtually)
- Micro-learning and virtual collaborative / participatory groups.
- Brainstorming and discussions (questions/queries/examples).
- Virtual practical implementations and practices.
- Virtual academic supervision
- Virtual seminars

▪ **Quality performance**

- To be the student knowledge and actively involved in the learning process. The
- academic supervisor should be familiar with his/her various roles in supervision, guidance, and the management of the virtual learning process.
- Availability of the assistance educational media for the virtual classes
- Student and academic supervisor readiness before the tutorial start
- Training and continuous development for academic supervisors in relation to virtual learning processes
- Peer-to-peer assessment and sharing virtual good practices
- Following -up the virtual classes by the coordinators.

▪ **Procedures**

- Determining the number and time of virtual classes or each course.
- Setting-up the calendar for each course and post it on the website and the Learning Management System (LMS).
- Diversity in strategies and auxiliary media.
- Designing a virtual educational activity that contribute in achieving the learning outcomes.

- Student pre-preparedness with questions and his/her educational needs.
- Integrating the student into the educational process and involving him/her in the virtual classes.
- Academic supervisor well planning and preparing for each virtual class by
- Identifying the units and activities that required from the students in the preparation of the virtual classes .
- Ensuring that educational goals and learning outcomes were identified at the beginning of each virtual class.
- Managing the virtual class and providing students with appropriate feedback.

3. Digital Content

▪ Definition

It is an education and learning variety sources (audio, visual, writing) available in the e-learning environment to achieve e-learning and give students the knowledge and skills appropriate to learning outcomes and educational goals.

▪ Components / Methods

- Course syllabus.
- Forums.
- Written or audio texts.
- Course Calendar
- Experimental tests.
- Interactive e-books.
- Presentations.
- Lessons
- Systematic and non-systematic activities.
- Supplementary materials.
- Simulations.
- Educational applications and software.
- Learning tools/learning objects
- Learning media is an open learning source.
- Recorded videos.

▪ Quality performance

- Tools and infrastructure.
- Good and continuous technical support.
- The readiness of the student learning system
- Student's skill in employing and using modern learning technology
- Well training for faculty members.
- Smartphones and social media.

▪ Procedures

- Providing electronic content for each course.
- Setting up and publishing student and tutor guide
- Studying students' performance in the course
- Allowing students and academic supervisors to express their opinions
- Evaluating electronic contents periodically

- Developing the model and generalize it to other courses.

4. Simultaneous Learning Activities

▪ Definition

They are scheduled learning activities (online) done simultaneously (at the same time) to achieve the learning goals and outcomes of the course. The student can enter them from anywhere. In these activities, the student can interact with the academic supervisor and fellow students, present visions and ideas, teamwork, getting instantaneous feedback and quick solutions to the problems they may face.

▪ Components / Methods

- Scheduled virtual lectures
- Instant messaging
- Web Cast
- Simultaneous activities / Scheduled virtual activities
- Interactive learning models
- Electronic discussion boards
- Live Webinar.
- Discussion rooms and scheduled live lessons
- Scheduled visual communication

▪ Quality performance

- Good preparation for activities in which they are linked to the learning outcomes of the course.
- Providing special electronic tools for simultaneous activities.
- Activities diversity to cover different cognitive levels, learning outcomes, competencies and higher thinking skills.
- Following-up, feedback, assessment and continuous development

▪ Procedures

- Identifying the educational objectives and send them to students/publishing them.
- Using audio-visual and readable stimuli during simultaneous activities such as: sending continuous reminders to students
- Encouraging collaborative learning among students.
- Adjusting the standard sound tone at the beginning of the activity.
- Recording the activity and make, it available online on the Learning Management system Platform

- Determining outline expectations.
- Using of assistance visual aids.
- Texts preferably short and easy to read.
- Motivating students to participate by asking questions

5. Asynchronous Learning Activities

▪ Definition

Learning activities (online) are performed by the student at his/her proper time, with speed and the way that adequate to his/her abilities and circumstances. These activities measure the student's ability to access information and sources of knowledge that help him/ her in achieving the learning outcomes, showing and reviewing what he has learned. It also help the student communicate with colleagues and professors in a timely manner and in the right place for each student. This type of learning is called Location & Space Independent Learning which is independently from location and speed so that the students can access knowledge source related to the course and learn from it in a way, time and speed that proper to them .

▪ Component / Methods

Asynchronous learning uses electronic tools and systems that enable students and tutors to interact asynchronously according to their time (not scheduled activities), this type can include;

- Email
- Emulators.
- Blogs display experiences, educational attitudes and educational games
- Social media groups
- Blogs
- Collaborative document.in cloud
- Presentations and videos recorded for lectures
- Discussion boards.
- Conversation and discussion platforms
- Written, visual, audio and digital knowledge sources

▪ Quality performance

Providing sources of knowledge that achieve limited learning outcomes for each course, in which they are easy to design and access (written, audio and visual electronic content.)

- The appropriate design for online discussions through social media tools (YouTube channel)
- Good design for collective projects and how they work collaboratively and asynchronous with tracking its progress in their work.
- Providing videos that display specific skills the student needs
- Providing the necessary electronic tools for asynchronous activities.

- Preparing short tests and assessment tools that show the student 's degree of acquisition specific skills learning outcomes

- **Procedures**

- ✓ Identifying types and numbers of activities and upload them on the site (targeting higher education and thinking skills)
- ✓ Guiding students to specific tools for collective projects work and appropriate tools to make appropriate corrections on group reports.
- ✓ Recording lectures as a video and uploading them in the learning management system of the course. It is better to be videos in written, pictures and presentations form
- ✓ Downloading videos that display certain skills for the student to review.
- ✓ Preparing appropriate questions for short tests that show the student the extent in which he or she achieves a specific skill or knowledge.
- ✓ Directing student to panel discussions, forums, social media tools, or other tools to work, discussions and conversation for the topics being discuses
- ✓ Providing appropriate feedback in an appropriate manner.

6. Assessment Learning Outcomes

▪ Definition

It is an important element that interest in the essence of the learning process and seeks to fairly evaluate the performance of students and ensuring that the students achieve the required performance. Also providing them with feedback in which contributes in correcting the student's career and enhancing the process of learning .

▪ Components / Methods

Summative Assessment

Mid-term exams / Final exams / Comprehensive Examination - Examinations filled graduation requirements - Examinations and oral discussions of graduation projects and research (Exit Exams Viva Voce) final exams computerized assessment continuous

▪ Formative Assessment

- Assignments/ quarterly work أعمال فصلية /
- Activities and practical implementations
- Student self-evaluation
- Peer-to-peer assessment within the class
- Tests/ paper assignments
- Research, reports, study case
- Group activities (projects/joint research).
- Realistic classroom (tribal or formative classroom activities. practical practices and applications of acquired knowledge and skills).
- Short tests/computerized assignments.
- Completion files, graduation projects, post- graduate letters.

▪ Quality performance

- Comply with the university's exam and assessments bylaws and procedures
- To show Strengths and weaknesses in the students' performance.
- Providing students with sufficient information about the university's policies on fraud and plagiarism in the assessments
- To use measurement methods that allow assessing the achievement of educational objectives with the learner.
- Providing continuous feedback assessment
- The assessments tools should be link to learning outcomes achievement of and program educational objectives.
- Providing Feed forward improve learning outcomes
- To measure the student acquisition of learning outcomes and courses and it should take into account the justice among students.

- Assessment result should be used to improve and develop the educational process.
- Training academic supervisors and coordinators on modern assessment tools by measurement and evaluation specialists through workshops.

- **Procedures**

- Preparing measuring tools, tests, quarterly assignments, projects
- Determining learning outcomes in a procedural and precise manner according to the specified classification.
- Preparing the match matrix to determine the intended outputs in the midterm, final exam, assignments and projects.
- Classifying learning outcomes for each course.
- Ensure that products have been investigated in measuring instruments.
- Taking into account the diversity of the natural of the exams (thematic, essay, computerized, practical, oral).
- Taking into account objectivity, comprehensiveness, balance, and taking into account the in assessments tools preparations
- Appropriateness of the assessments tools for each course and their integration and interconnection with each other
- Providing a clear assessment outline for each course.
- To contain clear information to students about the requirements of the assessment and the relevant procedures
- Providing students with sufficient information about the requirements of the academic integrity on the assessments tools partially
- Preparing correction guides for all evaluation method and its tools
- Adopting examinations and duties by external examiners.
- Sending assignments and exams on time.
- Adopting mechanisms for auditing and reviewing grades and applying internal adjustment procedures.
- Reviewing exam papers assignments samples by external examiners to ensure fair correction and consistency in grade distribution.
- Exchanging experiences and development ideas through specialized examination committees.
- Providing methods for measuring and assessing educational achievement and the extent to which learning outcomes are achieved according to the criteria and standardized procedures, with statistic collection report and results publications in each semester.
- Correction in accordance with the specific controls of the examinations.