



AVID COLLEGE
GATEWAY TO  LIFELONG LEARNING

E-LEARNING POLICY

Policies can be established or altered only by the Academic Board
Procedures may be altered by the Rector

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AC/P36/QAD/22/ELP-02

AVID COLLEGE, 2022

Name E-Learning Policy		Policy No. AC/P36/QAD/22/ELP-02	Version: 2
Compiled by Quality Assurance Department	Checked by Dr. Suneena Rasheed	Date Approved: 09.11.2022 Date to be revised: 09.11.2024	

This document has been permitted to proceed on (DD/MM/YEAR)

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Dr. Suneena Rasheed

Rector



E-learning Policy

Approved Date: November 09, 2022

1. STATEMENT

The fundamental aim of Avid E-Learning Policy (ELP) is to set forth rules for Avid College to conduct e-learning study programs. The ELP is formulated in accordance with Guidelines for E-learning (Guideline No: 2022/G-28) published by the Maldives Qualifications Authority (MQA), Maldives Higher Education and Training Act and the Regulation No: 2022/R-76 (Regulation for Conducting Higher Education and Training Programs).

In line with the aforementioned Act and Regulations, the objectives of the Avid ELP are to implement e-learning practices in teaching and learning process in all programs offered in Avid College for both undergraduate and postgraduate levels. Through this ELP, Avid College ensures quality in e-learning development and delivery.

2. SCOPE

The scope of Avid ELP covers aspects of definition of e-learning, e-learning general policies, roles and responsibilities, process and implementation of e-learning, assessment, intellectual properties and copyrights and review procedure of the ELP. The ELP applies to all stakeholders of Avid College.

3. DEFINITIONS

3.1. E-learning

E-learning is the use of a learner-centred electronic mediated environment (web, and other internet technologies). In more refined terms, it is a form of distance education where the primary delivery mechanism is the internet/ intranet. These could be delivered as a combination of synchronous online learning and asynchronous online learning. All instruction is conducted at a distance.

3.2. Synchronous online learning

Programs where contents are delivered online using real-time conferencing tools in which students can participate from anywhere.



3.3. Asynchronous online learning

Programs where course materials are delivered using a learning management system and/or online discussion tools.

3.4. Learning Management System (LMS)

A Learning Management System or LMS is a platform that supports the implementation of e-learning. It enables course information, lecture notes, learner communication and other learning activities to be accessed online through the institution's computer network. It also serves to enhance collaborative activities among learners and instructors

3.5. Zoom

Zoom is a cloud-based video conferencing platform that lets lecturers host virtual one-on-one or online classes easily. With powerful audio, video and collaboration features, this remote communication tool connects remote students with each other. Zoom's key features include HD video conferencing, group discussions, white-board amongst other features.

3.6. Google Workspace (Formally G-Suite)

Google Workspace provides a custom email for the staff and students of Avid College. It includes collaboration tools such as Gmail, Calendar, Meet, Chat, Drive, Docs, Sheets, Slides, Forms, Sites, and more.

3.7. Google Classroom

Google Classroom is a learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between lecturers and students. It integrates a variety of other Google Applications mentioned in 3.6.

4. GENERAL POLICIES

4.1. E-learning at Avid College is devised to complement the existing face-to-face teaching and learning.



4.2. E-Learning in Avid College is an effective instructional method used by lecturers to enhance the quality and effectiveness of teaching and learning.

4.3. A combination of synchronous and asynchronous mode allows for effective e-learning and assessments.

4.4. All students and lecturers are required to equip themselves with ICT skills to successfully integrate online materials into teaching.

4.5. Avid College is responsible for providing required training, support and resources in the implementation of e-learning.

5. ROLES AND RESPONSIBILITIES

The following is the list of roles and responsibilities of all relevant departments involved in the use, development and delivery of e-learning in Avid College.

5.1. Academic Board

The College's Academic Board is the peak body responsible for assuring academic quality and ensuring academic integrity and standards in teaching and learning. The Academic Board should ensure that e-learning at Avid College complements face-to-face teaching and learning.

5.2. Quality Assurance

The QAD is responsible to monitor, guide and e-learning practices by ensuring that e-learning meets the national e-learning guidelines and policies pertinent to teaching and learning. More specifically, QAD should:

5.1.1. Monitor e-learning activities among lecturers and students.

5.1.2. Report to relevant departments on the implementation of e-learning in Avid College and relevant authorities (MQA and Ministry of Higher Education).

5.1.3. Conduct research and survey on the effectiveness of e-learning initiatives in Avid College and to propose required improvements.

5.3. E-learning Coordinator

E-learning Coordinator (ELC) is responsible for the effective use of technology in learning and the related help systems and IT infrastructure that support e-learning. More specifically, the ELC should:

5.3.1. Provide training and resources to instructors to design and develop teaching/learning materials.

5.3.2. Provide user support for lecturers and learners on the use of LMS.

5.3.3. Promote the usage of LMS to the Avid College community.

5.3.4. Survey and recommend new e-learning technologies.



5.3.5. Perform backup of program contents in LMS for every semester and to troubleshoot functional issues with LMS.

5.3.6. Provide and manage the technology infrastructure (internet connectivity, hardware and software) required for the implementation of e-learning at Avid College.

5.3.7. Provide system and database administration support for Avid servers and applications.

5.3.8. Equip the classrooms with the necessary equipment to encourage the use of the LMS and E-Learning in teaching and learning.

5.3.9. Integrate LMS with other relevant Avid academic systems (technical)

5.4. Head of Faculties and Centres

Upon the implementation of e-learning at Avid College, Heads of Faculties and Centres should monitor e-learning in order to ensure that e-learning complements face-to-face teaching.

5.5. Academic Staff

Both full-time and part-time academic staff are required to:

5.5.1. Develop e-learning materials and content for their programs.

5.5.2. Upload program or module materials to the LMS for learners' reference.

5.5.3 Take full responsibility (validity, copyright) for the materials uploaded to the LMS.

5.5.4 Continuously update and enhance the e-learning content of respective programs.

5.5.5 Attend e-learning training provided by ITD, depending on the latest development of e-learning technologies.

6. PROCESS AND IMPLEMENTATION

6.1. Implementation

The e-Learning method of teaching and learning implemented in Avid College is to complement the traditional face-to-face classroom method. As highlighted in the Guidelines for E-learning (Guideline No: 2022/G-28) published by the Maldives Qualifications Authority (MQA), the teaching and learning at higher education institutions can be delivered through a combination of synchronous and asynchronous methods.



6.2. Learning Management System (LMS)

Avid College will rely on features of G-Suite as the main LMS complemented with Zoom that will be utilised for e-Learning since both of these application packages pedagogically provide all the capabilities of a face-to-face classroom.

6.2.1. Zoom that provides remote conferencing services using cloud computing should be utilized as the main collaborative tool. Zoom offers communications software that combines video conferencing, online meetings, chat, and mobile collaboration. <https://zoom.us/>

6.2.2. Google Workspace is a brand of cloud computing, productivity and collaboration tools, software and products developed by Google. Google Workspace comprises Google Classroom, Gmail, Hangouts, Calendar, and Google+ for communication; Drive for storage; Docs, Sheets, Slides, Forms, and Sites for collaboration; and, depending on the plan, an Admin panel and Vault for managing users and the services. It also includes the digital interactive whiteboard Jamboard and the app development platform App Maker. <https://gsuite.google.com>

6.2.3. Google Classroom developed by Google for educational institutions is a learning management system (LMS) that aims to simplify creating, distributing and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. Students can be invited to join a class through a private code (security should be enabled), or automatically imported from a domain. Each class creates a separate folder in the respective user's Drive (convenient file management system), where the student can submit work to be graded by a teacher. Mobile apps, available for iOS and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments. <https://classroom.google.com/>

6.2.4. It should be ensured that the following features of LMS is enabled for effective teaching and learning:

- a) Modern and easy to use interface
- b) Personalised Dashboard for students
- c) Social learning / message boards
- d) Smart Scheduling tool (Google Calendar) for lecturers and students
- e) Simple and intuitive text editor
- f) Receiving notifications or automatic alerts on learning materials, assignments and deadlines
- g) Track progress: Lecturers and learners shall be able to track progress and completion with an array of options for tracking individual activities or resources and at course level.
- h) Data security proper protocols set up to ensure that the information shared is safe and secure.
- i) Learning materials for each module prepared to be delivered through an e-



- learning platform.
- j) An online library (e.g. JSTOR, UWL Library) that provides the references required for all the modules including Open Educational Resources (OER).
 - k) A stable internet connection with the minimum speed of 5Mbps for lecturers and students. Thus, internet connection and computer systems in all the classrooms, a mechanism to stream Full HD videos and tele-presence should be enabled.
 - l) For intranet connections, no internet connectivity is required for instant connections. However, video or audio enabled software is required for intranet connections. VPN or APN is also required through an Internet Service Provider for Intranet connections.
 - m) A mechanism to mark online class attendance.
 - n) A mechanism to record and publish classes – with consent of participants – on LMS for future reference of students is required when online classes are conducted.
 - o) A mechanism in place to protect the security of assessment and exam processes. Google is widely known to protect retrieved data with multiple layers of security, including leading encryption technology like HTTPS and Transport Layer Security.

6.3. Program Development Process

The Curriculum Department should facilitate design of all e-learning programs on the basis of the following five components. (1) Analysis, (2) Design, (3) Develop, (4) Implement and (5) Evaluate.

6.3.1. Analysis

For new and existing programs, the Deans/Faculties with inputs from Curriculum Department (CD), stakeholders, faculty members, shall develop an idea focusing on and justifying relevance of curricular content to local, regional and national skill shortage requirements.

It is mandatory for the Vice-Rector (Academic Affairs) to choose one main Program Developer (PD) for every e-learning program so as to maintain standards and regulations of PD.

6.3.2. Design

During the designing phase, the PD ensure to:

- a) Identify the learning objectives of the program
- b) Develop curriculum structure in consultation with CD based on the requirements of MQA Program Approval Guideline.



- c) Present the proposed curriculum structure to Curriculum Committee (CC) for approval.
- d) Revise the curriculum based on the CC recommendation.
- e) Set a deadline for curriculum/program submission to CD.

6.3.3. Develop

During the program development phase, the PD in consultation with Vice Rector for Academic Affairs should ensure to:

- a) Identify the learning objectives of the program
- b) Identify how the content of the program can be developed for e-learning, MQA standards and the pedagogical model to be applied for instructional design
- c) Decide whether to develop in-house or outsource, copyright clearance for third party materials, loading of content into a web site or LMS
- d) Develop the e-learning program in accordance with the Program Accreditation Guideline
- e) CD assists with the program development process for all faculties.
- f) Review the curriculum/program based on MQA guidelines.
- g) Make the program ready for submission with all the necessary documents.
- h) Submit the curriculum/ program to MQA for approval.

6.3.3. Implement

For effective implementation of e-learning programs, any prior training or briefing for lecturers, students support staff should be given. For Quality Assurance, heed should be paid to conducting performance assessment as it is construed that teaching competency plays an important role in effective delivery of study programs. As akin to any other face-to-face program offered at Avid College, Lecturer Evaluation Survey (LES) for all should be conducted two (2) times in every semester except for the short semester where it is conducted via Google Forms (using a questionnaire) only once. The first run should be conducted in week 3 of the semester, while the second run should be conducted in week 14. At the end of the two administrations of the LES, lecturers should be able to view their own SFS score for each module separately.

6.3.3. Evaluate

Evaluation of all e-learning programs should be done at least 5 years after successfully conducting the program. During this process, both internal and external stakeholder feedback should be pursued, and should be juxtaposed with LES data collected in order to identify areas that require improvement; this feeds into the design, development and implementation of the next iteration of the program.

6.4. TEACHING AND LEARNING METHODS

The theoretical foundation of the pedagogical model that will be utilized for e-learning should combine efficient elements from the Multimodal Learning, Distributed Learning Model (Dabbagh, 2005) and Laurillard's (2002) Conversational Learning Model. Therefore, content can be delivered through Learning Management System (LMS) for all e-learning programs offered by Avid College.

6.5. ASSESSMENT AND EVALUATION

Avid College takes the responsibility for the nationally approved qualifications that are awarded in its name. This obligation inexorably positions assessment as a means for students to demonstrate their achievement of learning outcomes of respective programs. Assessment and evaluation also serves as the main pathway for lecturers to demonstrate their commitment to meeting content standards and criteria for performance.

The policies pertinent to assessment and evaluation applies broadly to all kinds of assessments administered in the college. The college's Assessment Policy (AC/P05/QAD/22/AMP-02) and Evaluation Policy (AC/P29/QAD/22/EVP-02) are applicable in the development and use of controlled and uncontrolled assessments including the conventional paper and pencil tests and online examinations for programs approved for e-learning. They are designed primarily for all types of assessments that lecturers construct and use in measuring, evaluating, and grading students of Avid College. Hence the aforesaid two policies should be stringently followed.



6.6. STAFF AND STUDENT ACCESS

All staff and enrolled students of the college are automatically given access to the LMS. The LMS can be accessed on and off-campus using the same user id and password assigned by the ITD.

6.7. INTELLECTUAL PROPERTIES AND COPYRIGHTS

The intellectual properties and copyrights of the program materials and learning objects developed by programs or material developers are governed by Intellectual Property Policy of Avid College (Policy no: AC/P49/QAD/22/IPP-01).

