

# **eLearning Center Strategic Implementation Plan**

”نحو استراتيجية التعليم الإلكتروني بالجامعة  
الإسلامية،  
ورشة عمل

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# Outline

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- **Strategic Goals**
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# Introduction

- In this paper a strategic action plan for the eLearning center at IUG is developed.
- We describe the plan, including issues raised by the implementation of the plan.
- The plan provides a roadmap for the effective integration of appropriate technologies and services to strengthen the teaching and learning missions of the IUG, on-campus, between campuses, and online.

# Introduction

- Although IUG has University-level strategic plan as well as Learning and Teaching plans plus Information Technology plans, it does not have a plan for eLearning.
- As a result, the specific needs of eLearning can be overlooked, underestimated or tokenized.

# Introduction

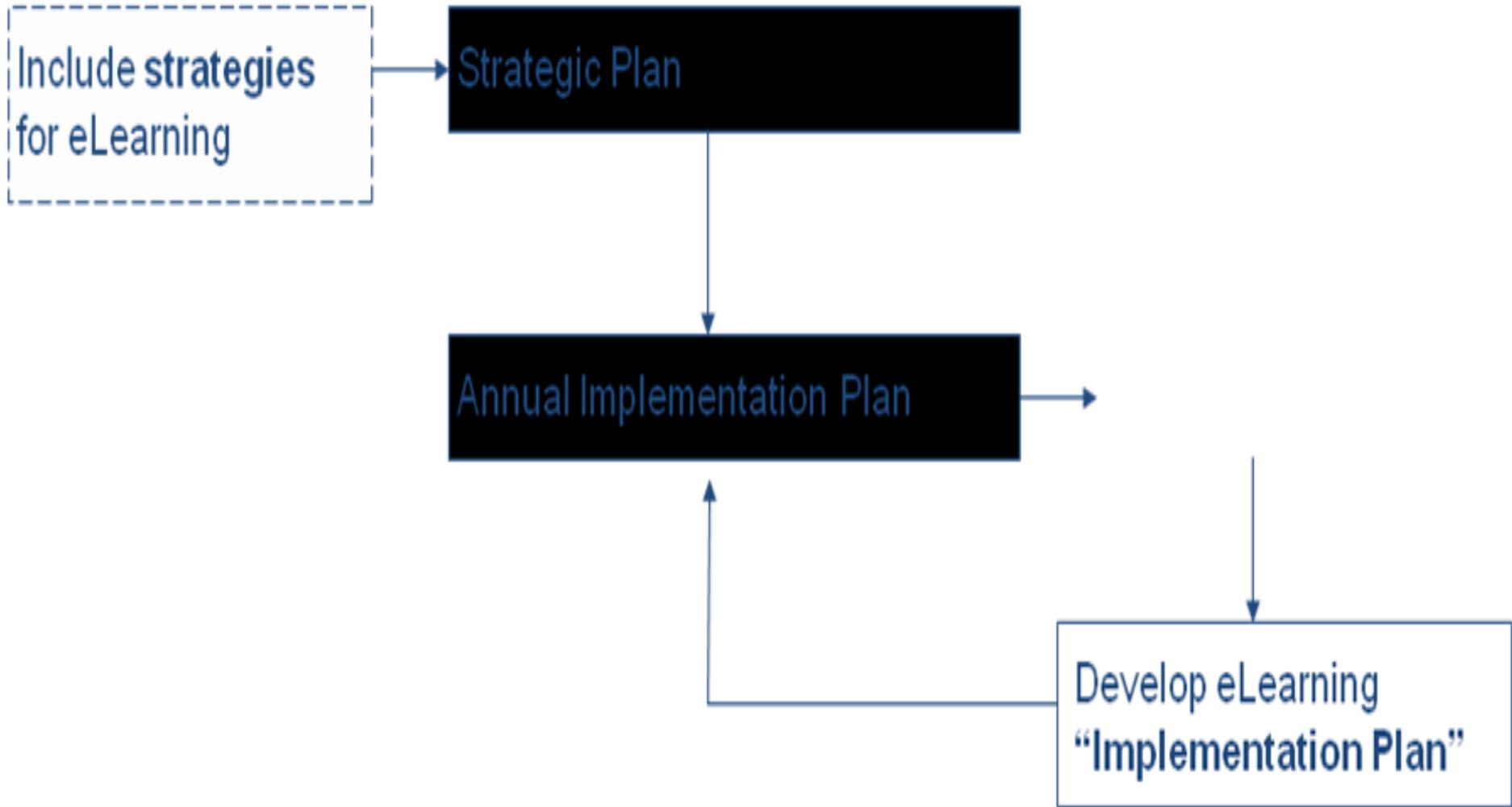
- Over the past years, when we have thought about eLearning strategy, the focus was too often on the eLearning part and less on the strategy part.
- We bought technology without considering how or if the university could use it.
- We built online courseware without a firm understanding of the needs it might serve or the specific benefits it would bring.
- We focused on our tools before we focused on our clients.
- And we wondered why we had so much trouble getting the organization to embrace what we were doing.

# Introduction

- A strategic plan does not provide the who, what, and when; these are the function of an implementation/operational plan.
- Instead, it broadly maps out the strategies the university should pursue to maintain its desired character and identity within a prescribed timeframe.

# Mission / Vision

- eLearning center at IUG is the university-wide unit. It supports faculties and students in achieving their learning outcomes enabled by eLearning. IUG eLearning center will be the Palestinian universities leader in incorporating eLearning strategies equipped to meet the demands of a global community in the 21<sup>st</sup> century. IUG's vision is to embed eLearning within all IUG teaching and learning activities and processes and to enable effective eLearning practices



## eLearning Implementation Plan Development Process

# Strategic Goals

**The eLearning center at IUG adopted 7 strategies to expand e-learning options at IUG.**

- **Strategy 1:** Select programs/certificates/degrees for priority e-learning development and delivery.
- **Strategy 2:** Improve and accelerate the course redesign/e-learning course development process.
- **Strategy 3:** Develop master e-learning courses that can be readily adopted for delivery by full- and part-time faculty, university-wide.
- **Strategy 4:** Seek approval from the Ministry of Higher Education to offer online degrees. Satisfy all qualitative criteria associated with this "substantive change."
- **Strategy 5:** Develop internal and external awareness of e-learning's role at IUG.
- **Strategy 6:** Ensure that e-learning delivers return on investment and is sustainable.
- **Strategy 7:** Establish IUG virtual university.

## **Strategy 1: Select programs/ certificates/ degrees for priority e-learning**

- The strategic plan denotes a linear process that progresses through a logical sequence of events.
- The first step is to identify those programs/certificates/degrees that should receive priority for e-learning development and delivery.
- These programs will be both popular for international students and those that are professional that can recruit international students and public interest.
- Alignment of these programs to the mission and goals of the IUG will need to occur on several levels.
- Approval from the higher education ministry to offer online degrees is paramount to the success of online education at IUG. Preparation for an eLearning initiative will require compliance with issues related to academic and student services, course quality, and congruency with the IUG mission.

## **Strategy 2: Improve and accelerate the course redesign/e-learning course development**

- The second step will be to improve and accelerate the course development process.
- This will affect how courses are designed, developed, and updated.
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- With the approval process smooth, timely, and efficient, the focus can shift to course design and development.

## **Strategy 3:      Develop master e-learning courses**

- Master course is a strategy for adding additional sections of an existing eLearning course.
- Full-time and part-time faculty can be utilized to teach courses they themselves have not developed.
- This allows flexibility and opportunities to meet scheduling needs that was not possible when a single faculty member was responsible for teaching a course.

## **Strategy 4: Seek approval from the Ministry of Higher Education to offer online degrees.**

- Get program accreditation from the Ministry of Higher Education (MHE)
- Seek approval from the Ministry of Higher Education (MHE) to offer online degrees.
- Satisfy all requirements by MHE
- Satisfy all qualitative criteria associated with this "substantive change."
- **Where it appears that securing accreditation would take longer than expected, start activities to get joint accreditation with partner institutions and universities.**

## **Strategy 5: Develop internal and external awareness of e-learning's role at IUG.**

- The final 2 strategies are an integral part of the strategic plan.
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- Internal awareness by faculty and college leadership regarding the importance of e-learning is also important.
- The goal is to make e-learning a thread in the very fabric of IUG.
- Spread eLearning culture
- Tools: Training workshops, advertisements, lectures, **brochures & posters, speeches, memos, newsletters, magazines, team meetings, videos, town meetings, one-on-one communication, and small group meetings, etc.**
- **Use e-mail to promote eLearning and its benefits by promoting specific courses and providing information about the benefits of eLearning programs.**

## **Strategy 6: Ensure that e-learning delivers return on investment and is sustainable.**

- Marketing eLearning to various stakeholders at IUG community is tied directly into the sustainability of the programs and department.
- Positioning eLearning among existing and potential students ensures that e-learning classes are full and student learning needs are being met.
- Consumer satisfaction goes a long way in retaining old and recruiting new students.
- Aligning strategic initiatives between the IUG and instructional technology is one way of doing this.

## **Strategy 7:            Establish IUG virtual university**

- **Establish IUG virtual university (IUG VU) to promote the online program(s)/course(s), disseminate best practice, case studies and other relevant information (e.g. national initiatives, key documents, guidelines etc).**
- **IUG VU will recruit international students**
- **IUG VU will bring revenue!**
- **IUG VU will be a good investment!**

# Implementation Plan

- eLearning implementation plan will respect the objectives and strategies of the eLearning strategic plan and is created within the framework of the IUG Strategic, Academic and Business plans and associated resource allocation.

# Implementation Plan

- After we develop the entire eLearning strategy, or set of strategies, we need to develop projects, tasks, activities, dependencies, resources, and timelines for moving forward.
- The e-Learning strategy plan includes a process for prioritizing projects, managing scope, identifying and resolving issues, and shifting schedules and resources as the programs and projects move forward.
- IUG needs to position itself well. There are many different visions and models for e-learning and its implementation, but each institution must devise its strategy to suit its own mission and unique set of circumstances.

# Implementation Plan

- The eLearning implementation plan includes information such as where in the implementation IUG wants to be by the end of the first and second years and what issues will need to be addressed in order to get there.
- This eLearning implementation plan is a “working document.” It starts by listing broad objectives under each component, and then designate someone to be responsible for each objective.
- The eLearning center can fill in specifics as the eLearning implementation plan moves through the planning phases.

# Implementation Plan

- eLearning implementation plan summarize the rollout strategy.
- It answers the following questions:
  - What are eLearning plans for the first, second, and third years, etc.?
  - Will the eLearning initiative begin with a single pilot classroom or will it roll out the eLearning program by year level?
  - Will the eLearning programs be optional or mandatory?
  - How will the technology be distributed within a classroom?
  - The plan sets the direction for the development of e-learning and supporting technologies and services within the university.

# Implementation Plan Objectives

1. To systematically embed blended learning approaches in the teaching and learning activities of all programs
2. Build eLearning Technological Infrastructure
3. Select academic Program(s)/Course(s) for full Online Delivery
4. Get accreditation/certification from Ministry of Higher Education for selected academic online Program(s)/Course(s)
5. Develop eLearning Content of Online courses
6. Develop Online publicity Tool: Virtual IUG Website
7. Build an online registration/payment system for online learning program
8. Deliver eLearning content via virtual classroom tools
9. Develop fully accessible, interactive eLearning online library for online resources and services
10. Develop a marketing plan for e-Learning: Strategies for Engaging Learners
11. Run eLearning helpdesk for staff and students
12. Teacher/student Training
13. Support monitoring, evaluation and quality assurance
14. Develop partnership relationships with international institutions

# Objective 1

To systematically embed blended learning approaches in the teaching and learning activities of all programs

## Responsibilities:

Faculty, content development manager(s),  
trainer(s)

## Timelines:

X

# **Actions for objective 1**

- 1. Provide expertise in designing both blended and fully on-line courses, for use in a variety of eLearning environments.**
- 2. Prepare and disseminate brochure outlining the case for blended learning approaches.**
- 3. Create and maintain a Wiki and forums to support ongoing staff development in relation to blended learning.**
- 4. Develop and deliver online professional development resources and workshops for academic staff.**
- 5. Develop and disseminate a series of good practice guides**
- 6. Review existing curriculum documents to ensure that they contain statements on the means by which blended learning is being achieved.**
- 7. Identify priorities to support the embedding of blended learning approaches within program profile plans.**
- 8. Adjust existing program profile templates.**
- 9. Faculty shortages: Create e-versions of face-to-face courses, also components of courses (learning objects), and train faculty and students to re-use them in other locations and to work through with local mentors/Teaching Assistants, partnerships and external materials.**
- 10. Girls' Education: Create mechanism for sharing courses across IUG male and female campuses.**
- 11. Student engagement and performance: Provide tools for peer-to-peer engagement (collaborate in creating joint work); to enable students to create their personal ePortfolio; to publish their best work; to benchmark their work against A/B/C students, so that they know where to put more effort in, what standard to aim for, and how to reach that standard.**
- 12. 10% of the overall curriculum must be made electronically available in the Blended mode (2% per year).**

# Objective 2

Build eLearning Technological Infrastructure

**Responsibilities:**

Technical manager(s)

**Timelines:**

Ongoing process

# **Actions for objective 2**

- 1. Establish minimum standards for end-user hardware configurations, including processor type and speed, monitor resolution, and disk space.**
- 2. Establish minimum standards for supported end-user software including lowest acceptable revision level and the level of support that users can expect.**
- 3. Develop remediation schedules for areas in these environments (both hardware and software) not meeting minimum criteria.**
- 4. Build a well-staffed eLearning center committed to doing whatever is necessary.**
- 5. Need to improve connectivity between two IUG campuses (Gaza and Khan Younis).**
- 6. Enhance campus networking and computing infrastructure.**
- 7. Bring world-class eLearning resources to campus, access experts and best practices.**
- 8. Install hardware, software and networking available to support curriculum objectives.**
- 9. Review the use of wireless/wireless networks access at IUG.**
- 10. Explore the potential of emerging mobile technologies.**
- 11. Ensure resourcing allocated within the IUG is appropriate to develop the Learning Management System to reflect blended learning priorities**
- 12. Review, clarify, disseminate and implement policies relating to the creation and reuse of learning objects.**
- 13. Foster a culture of reuse of eLearning resources.**

# Objective 3

Select academic Program(s)/Course(s) for full Online Delivery

## Responsibilities:

eLearning center manager, IT unit manager

## Timelines:

X

# **Actions for objective 3**

- 1. Conduct a survey targeting IUG administrative to select the suggested program(s)/course(s) to be offered online.**
- 2. Meet with IUG administrative to discuss which program(s)/course(s) to be offered online.**
- 3. Have a workshop to the IUG faculty to discuss which program(s)/course(s) to be offered online.**
- 4. Offer online courses in:**
  - masters in computer engineering and/or**
  - continuing education deanery.**

# Objective 4

Get accreditation/certification from Ministry of Higher Education for selected academic online Program(s)/Course(s)

## Responsibilities:

IUG academic affairs

## Timelines:

X

# **Actions for objective 4**

- 1. Start activities aimed at granting accreditation from ministry of higher education in Palestine**
- 2. Where it appears that securing accreditation would take longer than expected, start activities to get joint accreditation with partner institutions and universities.**
- 3. However, in the meantime courses/modules are to be converted for delivery online, these courses will be developed according to scope allowed by IUG institutional regulations.**
- 4. A series of IUG institutional visits need to be planned to meet ministry of higher education officials and discuss issues with a great impact on IUG online program(s) accreditation by the ministry and its future development. Those issues include accreditation and credit transfer.**
- 5. Where applicable the relevant Higher Education Authorities will be contacted.**
- 6. Meetings with senior Education Authorities will be conducted.**

# Objective 5

Develop eLearning Content of Online courses

**Responsibilities:**

content development manager(s)

**Timelines:**

X

# **Actions for objective 5**

- 1. Development Standards and Tools (Exploring 'new' technologies to improve current provision)**
- 2. Establish recognized quality standards for eLearning learning resources and professional tools.**
- 3. Adopt SCORM (Shareable Content Object Reference Model ) standard**
- 4. Adopt E-Authoring tools**
- 5. Use Web 2.0 Tools to assist eLearning Class Planning**
  - Use Blogs/ Microblogging**
  - Use Social Bookmarking/Social Networking**
  - Use Wikis communities of practice, networked learning**
  - Use Podcasts to listen to others [iTunes & iTunesU]**
  - Use Video Sharing [YouTube & Teacher Tube]**
  - Use PowerPoint Sharing [SlideShare]**
  - Use Screen capture**
  - Use Screencasts**
  - Use Gliffy: A great Web 2.0 drawing tool for mindmaps, flowcharts and plans.**
- 6. Survey Monkey: Online Surveys of Staff & Student Attitudes**
- 7. Use desktop conferencing/ video conferencing, VLE voice tools, lecture recording, multimedia content creation , e-assessment tools, classroom technologies e.g.'voting systems', mobile technologies e.g. i-pods, smartphones, PDAs or wireless networks, blogs**

# Objective 6

Develop Online publicity Tool: Virtual IUG Website

**Responsibilities:**

Software development unit/IT affairs

**Timelines:**

X

# **Actions for objective 6**

- 1. Adapt an eLearning Environment that Supports blended learning**
- 2. Develop and deploy an integrated environment to enable IUG faculty and students to integrate technology into their teaching and learning activities.**
- 3. Selecting Learning Management System (LMS): Keep using moodle as it supports SCORM standard**
- 4. Meet with IUG administrative to get feedback on requirements of the Virtual IUG Website.**
- 5. Set Virtual IUG Website design requirements.**
- 6. Develop methodology for the design of the Virtual IUG Website.**
- 7. Assign an employee from eLearning center/IT affairs unit to develop the Virtual IUG Website.**
- 8. Develop a beta system for testing.**
- 9. Validate the Virtual IUG Website by thorough testing for possible bugs/problems**
- 10. Finalize the Virtual IUG Website incorporating results of the current piloting and evaluation.**
- 11. Design the final version Virtual IUG Website system.**
- 12. Launch the Virtual IUG Website for public use.**

# Objective 7

Build an online registration/payment system for online learning program

**Responsibilities:**

Software development unit/IT affairs

**Timelines:**

X

# **Actions for objective 7**

- 1. Meet with IUG administrative and registration deanery to get feedback on requirements of the registration/payment system.**
- 2. Set registration/payment system design specification requirements.**
- 3. Develop methodology for the design of the registration/payment system.**
- 4. Assign an employee from eLearning center/IT affairs unit to develop the registration/payment system.**
- 5. Develop a beta system for testing.**
- 6. Validate the registration/payment system by thorough testing for possible bugs/problems**
- 7. Finalize the registration/payment system incorporating results of the current piloting and evaluation.**
- 8. Design the final version registration/payment system.**
- 9. Incorporate the registration/payment system in the IUG Virtual University Website.**
- 10. Launch the registration/payment system for public use.**

# Objective 8

Deliver eLearning content via virtual classroom tools

**Responsibilities:**

Faculty, Technical manager(s)

**Timelines:**

X

# **Actions for objective 8**

- 1. Adopt the virtual classroom technology for delivery of online courses.**
- 2. Study various commercial virtual classroom tools in the market.**
- 3. Study various virtual classroom tools used in other eLearning universities.**
- 4. Compare among various studied virtual classroom tools studied in regards to features, cost, flexibility, following standards.**
- 5. Select one virtual classroom tool that meets the IUG online course delivery requirements.**

# Objective 9

Develop fully accessible, interactive eLearning online library for online resources and services

## Responsibilities:

Technical manager(s), Software development unit/IT affairs

## Timelines:

Ongoing process

# **Actions for objective 9**

- 1. Develop a directory of online library resources.**
- 2. Ensure that library resources support faculty and students in their eLearning efforts.**
- 3. Ensure that library resources meet the requirements of ministry of higher education that accredits online academic programs.**
- 4. Reach out to faculty and students to provide training on online library resources and services.**
- 5. Reach out to faculty to provide online locations to house course reference materials.**
- 6. Partner, as appropriate, with existing university and college online library systems.**
- 7. Use the Web site for the IUG virtual university as a delivery tool of the online library.**

# Objective 10

Develop a marketing plan for e-Learning: Strategies for Engaging Learners

## Responsibilities:

Development and planning deanery, Public relations affairs ??

## Timelines:

Marketing plan completed by June 2010,

Marketing plan implementation is an ongoing process

# Actions for objective 10

1. Determine IUG potential online students and target population.
2. Develop an Internet Web site for the IUG virtual university to promote the online program(s)/course(s), disseminate best practice, case studies and other relevant information (e.g. national initiatives, key documents, guidelines etc). This Web site is a key marketing and external communications tool for the university.
3. Advertize the eLearning initiative through brochures & posters, speeches, memos, newsletters, magazines, team meetings, videos, town meetings, one-on-one communication, and small group meetings.
4. Use e-mail to promote eLearning and its benefits by promoting specific courses and providing information about the benefits of eLearning programs.
5. Provide for recognition of employees/students who take eLearning courses.
6. Publish a newsletter to be “periodically” which should show achievements (possibly each faculty to have a sentence/paragraph supplied by the mentor on something that is being done).
7. Newsletter to be uploaded to the eLearning Web site and emailed out.
8. Notify online students of Web-based tutorials incorporated in the eLearning Website and remind them of existing resources on the Website.
9. Develop a communication plan announcing the release of new courses, curriculum that includes the following:
  - Broadcast voice mail.
  - Broadcast e-mail.
  - Internal mail of announcement postcards.
  - Posters or banners displayed prominently in lobbies, cafeterias, and elevators.
  - Article in corporate newsletter.
  - Demonstrations and announcements at company meetings.
  - Prizes for first students to complete the course.

# objective 11

Run eLearning helpdesk for staff and students

## Responsibilities:

eLearning training manager(s)

## Timelines:

Limited service until sufficient staff is available

# **Actions for objective 11**

- 1. Develop a process for documenting customer satisfaction with the call center.**
- 2. Support LMS services where success is by measuring number of staff and students using eLearning support services etc.**
- 3. Measure success of eLearning helpdesk where success is by measuring number of requests for support, user satisfaction.**
- 4. Meet faculty demand for training, participant satisfaction.**

# objective 12

Teacher/student Training

**Responsibilities:**

eLearning training manager(s)

**Timelines:**

Limited service until sufficient staff is available

# Actions for objective 12

1. Define minimum levels of knowledge for computer and electronic technologies needed by faculty in order to achieve success in an e-learning environment.
2. Produce series of resources to support faculty in developing capability in use of eLearning technology
3. Ensure that 80% of IUG teachers update eLearning skills.
4. Support and encourage academics to engage with e-learning by identifying potential uses of learning technologies including effective use of LMSs, use/creation of e-resources, appropriate learning design in a subject area, exemplars of best practice.
5. The university eLearning IUG virtual university website encourages communication through surveys, submissions and email based forms.
6. Provide information, advice and the opportunity to explore new technologies e.g. podcasts, web-conferencing, or multi-media authoring software.
7. Promote eLearning culture internally in the university through brochures, posters and workshops.
8. Create Wikis for discussion, support and sharing best eLearning practice.
9. Ensure students are aware of how their courses use the Virtual IUG Website and LMS the related expectations on them e.g. submission of assignments, frequency of logging on, input to discussion boards etc.
10. Provide an institutional LMS training module for students to cover all eLearning tools.
11. Provide IUG with ways to raise the profile and effectiveness of faculty. For example, these include eLearning and eKnowledge systems, ePortfolios and Social Networking tools to develop the professional networks of IUG faculty, to increase faculty access to eLearning content, contacts and tools, and to raise their global visibility so that they can join high-quality international projects and networks of excellence, and be co-authors on prestigious publications.
12. Development of a program to acquaint faculty with successful high quality online courses and programs in their disciplines.
13. Development of a program to acquaint faculty with successful high quality technology-enhanced courses and programs in their disciplines.

# objective 13

Support monitoring, evaluation and quality assurance

**Responsibilities:**

Quality unit

**Timelines:**

At end of all 2010

# **Actions for objective 13**

- 1. Monitor and evaluate the use and impact of eLearning through several surveys.**
- 2. Collect and analyze student feedback on their eLearning experiences.**
- 3. Ensure that all regulations relevant to eLearning are readily available via the eLearning Website e.g. codes of practice, university regulations, information and guidance on e-copyright, accessibility etc.**
- 4. investigate the potential of e-portfolios for describing and recording learning achievement and personal development.**
- 5. Use faculty assessment tool like "Rate Your Professor"**

# objective 14

Develop partnership relationships with international institutions

**Responsibilities:**

eLearning center manager

**Timelines:**

Ongoing process

# **Actions for objective 14**

- 1. Explore and evaluate possible partnership relationships. Test them out through pilot projects bringing IUG together with internationally-recognized leaders in eLearning. Some institutions will be selected for strength in particular areas, and others for their broad expertise in eLearning.**
- 2. Identify areas where partnerships with businesses or corporations would be beneficial.**
- 3. Assign responsibility for identification of potential partnerships.**
- 4. Identify appropriate individuals to establish contact with potential partners.**
- 5. Establish a methodology by which these partnerships are formalized.**

# Conclusion

- **IUG should go to next step in eLearning**
- **Moving to online courses is a MUST**
- **Continue blended learning**
- **A marketing plan is a MUST**
- **Launch a simple test virtual classroom model**
- **Establish an IUG VU**