

## ON-LINE TEACHING, LEARNING & ASSESSMENT STRATEGY FOR (FFAS), Spring (2019-2020)

### Executive Summary

In response to the outbreak of COVID-19 that hit Egypt in March 2020, the **Ministry of Higher Education has announced a complete shut down to the educational facilities and an emergency remote teaching mode was announced.** Faculty of Financial and Administrative Sciences (FFAS) have taken severe and quick actions to adapt its Teaching and Learning strategy to the new teaching and learning virtual environment.

Converting a face-to-face module to an emergency remote teaching mode can be challenging for the faculty and students alike. PUA management has shown a high degree of quick adaptation, Careful planning, and continuous communication, which acted as the main pillars to successfully managing the situation. Furthermore, the faculty staff utilised both synchronous and asynchronous pedagogies to ensure maximum student benefit and value-added.

Additionally, our empathetic instructors were always present throughout the year to offer a helping hand during this challenging time. Flexibility with options and deadlines, providing support to students when needed, has helped reduce students' anxiety and enabled successful transition.

### ON-LINE TEACHING TECHNIQUES

#### First: The flipped classroom.

A lesson is presented in a regular classroom, and a discussion occurs to ensure comprehension of the task. However, in a flipped classroom, students are encouraged to prepare for lessons before class. This may take place in the form of doing assignments covering the following lecture content. Hence, class time is utilized for an on-line discussion of the topic rather than explaining it. This ultimately creates an on-line virtual dynamic environment.

#### Second: Mind Mapping.

It has been argued that it's one of the best on-line teaching techniques. It is expected to work best with visual learners. It can be used primarily for demonstrating complex ideas and concepts. A mind map is a diagram of related ideas and concepts that can be used to organize information.



### Third: Adaptive Technique.

It's up to the lecturer to transform each student from a passive receptor of information into a willing and active participant in the on-line classroom. The instructor can provide different mediums such as video, text, or visuals for introducing each new concept. While some students may learn better from a video, others may understand better through an on-line discussion. It's up to each instructor to make the most out of the available technology available.

## ON LINE LEARNING TECHNIQUES.

### First: Synchronous learning

Synchronous events take place in real-time. Synchronous communication between two people requires them to **both be present** at a given time. PUA has signed a partnership with Blackboard Learning Management System, a world-leading on-line learning platform with synchronous (live) teaching capabilities, which will be available starting fall 2020-2021.

Examples of Synchronous Learning are chat, video and audio conference, live webcasting, application sharing, whiteboard, and virtual classrooms. Applications such as Zoom and Google meet have been widely utilized to contribute to synchronous learning in FFAS.

### Second: Asynchronous Learning

It's mainly characterized by being time-independent. On-line learning takes place at any time. On-line courses that allow students to view lectures, access materials, and collaborate with teachers and peers on their **schedule** are called asynchronous courses. E-mail or Simulations, Game-based learning discussion forums are examples of asynchronous communication tools.

The Faculty of Financial and Administrative sciences have adopted cloud-based software. The advantages of this Cloud-based software are perfect for communication as well as collaboration. Among the several Cloud-based software, the faculty has chosen Google classroom.

**Choosing Google classroom was based on several criteria such as but not limited to**

- **Accessible:** it's easy for students.
- **Communicative:** so that students can talk directly to you as well as their peers. This might be via a discussion on the stream.
- **Monitorable:** As you can stay informed of student activity and progress. Automated reporting, as well as uploading to assignments, is ideal.
- **Sustainable:** your on-line teaching platform needs to be a realistic long-term solution that doesn't burn you out or expires.



## **FFAS ADOPTS A BUNDLE OF DIFFERENT MODES OF COMMUNICATION**

In order to satisfy students' auditory and visual needs, the faculty is determined to apply a bundle of virtual modes of communication with students. The teaching staff was encouraged to utilize all forms of relevant technology to ensure maximum benefit and added value to the students. Several forms of communication were utilized as follows:

### **Text**

Simple, basic, and primary mode is composing messages, even though it isn't the best way as it lacks personal interaction and body language. This was utilized by leaving messages and announcements to students on the stream of the google class.

### **Video**

FFAS administration has encouraged the staff to upload videos to their virtual classes. Videos are a great way to stay connected. Google meetings were held regularly to ensure full interaction and added value.

### **Audio**

Audio lectures were uploaded on a weekly basis. A quick voice recording is an easy way to provide personal communication to the students. Recordings are clear and concise. Relevant messages and notes were disseminated on a weekly basis.

### **Google meetings, and Zoom sessions**

Google meetings, as well as Zoom sessions, were held regularly to ensure the full interaction and added value, as well as a Scheduled regular live Q&A session.

A supervisory committee was formed on a university and faculty level to make sure auditory lectures were uploaded on a weekly basis and to keep the on-line education process running as smooth as possible,

## **ASSESSMENT STRATEGY**

Assessing student learning on-line can be challenging, especially in courses that were designed to be taught in-person. There are a number of strategies and tools that can help develop or refine assessments that effectively measure student learning in the class setting.

- **Per the regulation of the Ministry of Higher Education**, in order to release the stress on the students, assessment is restricted to final year evaluation only. Freshman, sophomore, and junior students have the final year evaluation as an on-line exam or a final year project. Regular quizzes and assignments are applied only to ensure a sufficient level of engagement and interaction
- In case of final year exams, the contents of the syllabus, as well as the date and time of the exam, is announced on google classroom via the module instructor.
- In case of a final year evaluation project, the project assessment criteria, as well as the submission date, is announced on google classroom.



- Given all precautionary measures are considered, Senior students, as well as students on probation, receive final year evaluation in written form exam, upon the return to campus life for better enhancement of their GPA.

