

## Assessment Procedure for Online Teaching

### I. Stage 1: Technical expertise for an online course

All candidates must submit a request using the "online teaching assessment request form" (specifying the link to the course to be assessed), which can be accessed via the Oran1 University distance learning platform or via the following link: <https://forms.gle/quWh6YmnqGrSh1cP8>.

The course will be assessed by a "technical expertise committee" made up of the EAD (Distance Learning) coordinator, an "external" expert teacher appointed by the university's e-learning unit and an "internal" expert teacher appointed by the faculty/institute's e-learning unit.

The committee will be responsible for assessing the pedagogical design of the course on Moodle, based on the model of the organisational charter taken from the methodological guide of the national EAD commission, which is shown in **Appendix 1**.

#### I.1 The assessment criteria are based on the following points:

- The course (subject) must be submitted and accessible exclusively on the distance learning platform of Oran1 Ahmed Ben Bella University: <https://elearn.univ-oran1.dz/>
- The online course must be active for at least one semester for students enrolled in one or more courses at a Faculty/Institute.
- The pedagogical structure of the online course must include a learning system comprising learning activities (including multimedia support), assessment activities, online tutoring, online interaction, and bibliographic resources.
- The online course is subject to technical assessment using the evaluation grid in **Appendix 2**.

## Distance learning implementation and monitoring unit

### I.2 Acceptability of the online course

The experts will submit the results of their technical assessments and will meet as a "technical assessment committee" to validate the admissibility (total/partial) or rejection of the online course by issuing an assessment report.

- The course with a total of 70 points or more will be validated with:
  - A minimum of 45 points, for the teaching organisation section.
  - A minimum of 20 points for the learning activity component.
  - A minimum of 5 points for student participation.
- Courses with a total of between 50 and 70 points will not be validated until all reservations have been resolved.
- Courses with a total of less than 50 points will be rejected.

## II. Stage 2: Pedagogical assessment of an online course

The "technical expertise committee" submits the technical expertise report on the online course to the Departmental Scientific Committee (DSC), which in turn must appoint two experts of magistral rank (one teacher from Oran1 Ahmed Ben Bella University and another one from an external university) to evaluate the pedagogical content of the course. The course link will be given to the two experts, who must submit their expert reports in accordance with the annual or semester program for the subject taught.

The DSC will then validate the results of the pedagogical assessment and issue its final opinion as to the admissibility of the online course.

## III. Issue of a certificate after expert appraisal

Once the technical and pedagogical aspects of the online course have been validated, a certificate will be issued for all legal purposes.

## Appendix 1: Charter for the organisation of an online course

(Extracted from the methodological guide of the National Commission for Distance Education, September 2023 version)

| Section                       | Content   |
|-------------------------------|---|
| Home page (Course coverage)   | <ul style="list-style-type: none"> <li>· A brief description.</li> <li>· The target audience.</li> <li>· General objectives.</li> </ul>   |
| · Section1                    | <ul style="list-style-type: none"> <li>· Teacher contact sheet (surname, first name, email address, tutors, coefficient, credit, VHH, VH for personal work, assessment methods, support methods)</li> <li>· Numerical attendance register.</li> </ul>   |
| · Section2                    | <ul style="list-style-type: none"> <li>· General objectives in terms of measurable action verbs:<br/><i>Example: at the end of this course, learners will be able to : Know .... Understand.... Analyse.....</i></li> </ul>   |
| · Section3                    | <ul style="list-style-type: none"> <li>· Prerequisites.</li> <li>· Possible pre-requisite test.</li> </ul>  |
| · Section4                    | <ul style="list-style-type: none"> <li>· Global plan.</li> <li>· Detailed plan with hypertext link (insert page resource).</li> </ul>   |
| · Section5                    | <ul style="list-style-type: none"> <li>· Insert a videoconference (Jitsi, Big Blue Button or, failing that, Zoom, Gmeet, Webex, etc.) or chat for live presentations.</li> </ul>  |
| · Section6: Chapter1          | <ul style="list-style-type: none"> <li>· Intermediate objectives (in terms of measurable action verbs).</li> </ul>  |
| · Section6: Chapter2          | <ul style="list-style-type: none"> <li>· Resources (files, web pages, multimedia recordings, external resources, etc.)</li> <li>· Local learning activities for formative assessment (homework, tests, SCORM, H5P, etc.)</li> <li>· General communication area for exchanges</li> <li>· Communication space to be used by groups for collaborative work exchanges.</li> </ul> |
| · Section "n": Chapter "n"    |   |
| · Section 'n+1': Chapter 'n+1 | <ul style="list-style-type: none"> <li>· Global learning activities for summative assessment (Test/Homework)</li> </ul>   |
| · Section 'n+2': Chapter 'n+2 | <ul style="list-style-type: none"> <li>· Final test for a certification assessment in the case of a continuous distance examination</li> </ul>  |
| · Section 'n+3': Chapter 'n+3 | <ul style="list-style-type: none"> <li>· Bibliography</li> </ul>  |

## Appendix 2: Technical evaluation grid for online courses

| Analysis criteria   | Note           |
|---|----------------|
| <b>Pedagogical organisation (60 Pts)</b>  |                |
| Are the course description, target audience and teacher presentation included in the course?  | 04 Pts         |
| Are the general objectives clearly formulated and mentioned?  | 03 Pts         |
| Are the specific objectives clearly formulated and mentioned?   | 03 Pts         |
| The presentation of the course content (does it seem coherent to you?<br>Is the content broken down into learning units (chapters/sections, etc.)?) | 08 Pts         |
| Is there a test to assess pre-requisites (diagnostic assessment)?   | 03 Pts         |
| Content in HTML format.   | 08 Pts         |
| File-based course support   | 02 Pts         |
| Multimedia recordings (Audio and/or Video) and/or Video Conferencing  | 15 Pts         |
| Legibility of texts, quality of images, etc.  | 06 Pts         |
| Are there any support tools available (external resources, web link, external video)?   | 05 Pts         |
| Does the course include an appropriate bibliography and/or webography?  | 03 Pts         |
| <b>Learning activity (30 Pts)</b>   |                |
| Does the course have one or more discussion forums?   | 05 Pts         |
| Is the test activity included in the course? (2pts/test)  | 10 Pts max     |
| Is the homework activity included in the course? (5pts/homework)  | 10 Pts max     |
| Does it include at least three types of question (MCQ, T/F, Matching, etc.)?  | 05 Pts         |
| <b>Student participation (10 Pts)</b>   |                |
| Are students enrolled in the course?  | 05 Pts         |
| Do students interact with the activities?   | 05 Pts         |
| <b>Total</b>  | <b>100 Pts</b> |