جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

Distance Learning Manual

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1.0| Introduction

USTF maintains an up-to-date and approved distance learning manual, for programs and courses delivered through distance learning that includes all the policies and procedures, and guidelines and training materials for both faculty and students. The manual helps to ensure the accountability and quality of distance learning education, based on the strengths of programs, policies, organizations, and the like to improve their effectiveness.

1.1 USTF Vision

University of Science and Technology of Fujairah (USTF) aims to be a proactive university in creating and integrating cutting-edge learning, impactful research, and effective community engagement to serve the people of the UAE and beyond.

1.2 USTF Mission

University of Science and Technology of Fujairah (USTF) is a multicultural university offering a wide range of academic programs that satisfy the needs of students, alumni, labor market and the community. USTF formulates and implements a research strategy to strengthen its recognition and profile and to enhance research impact on society. USTF develops graduates with creative minds, high level of professional skills and social responsibility to contribute to the sustainable development of the UAE, the region and the world.

1.3 USTF Core Values

- **Excellence**: USTF upholds the highest standards to achieve academic excellence in teaching, learning and research.
- **Integrity**: USTF demonstrates honesty, trustworthiness, reliability, transparency and accountability in all interaction with individuals and groups.
- **Respect and Tolerance**: USTF practices equity and fairness by listening to understand and support shared governance, inclusion and diversity.
- **Collaboration**: USTF is committed to reciprocal relationships developed through consultation to build strong ties with communities.
- **Innovation**: USTF supports creative activities and initiatives to find unconventional solutions for the greatest benefit of mankind.
- **Social Responsibility and Happiness**: USTF promotes community engagement, sustainability, and positivity to satisfy the needs and well-being of the community.

1.4 USTF Goals

1. Promoting excellence of education in an inspiring environment of teaching and learning.
2. Performing high quality, applicable and impactful research and intellectual contribution.
3. Recruiting qualified diverse students, enriching their experiences and serving their various needs in a student-centered environment.
4. Building reciprocal relationships and long-lasting ties with external communities.
5. Achieving operational excellence in university services.

2.0| E-Learning Strategy

Policy Name	E-Learning Strategy		
Policy Owner	Vice Chancellor for Academic Affairs	**Reviewed**	Annually
Approved By	Council of Academic Affairs	**Approval Date**	February 2022

University of Science and Technology of Fujairah (USTF) aim to be a proactive university in creating and integrating cutting-edge learning. The central aim of the e-learning strategy is to build on our existing strengths to enhance the overall teaching and learning experience at USTF. The objectives seek to broaden the ways e-learning may be used, ensure that students have an effective, engaging and consistent online learning experience and to enable an informed, digitally literate staff with appropriate development opportunities on the use of existing and emerging smart tools.

E-learning at USTF

E-learning can be defined as '*learning facilitated through technology*'. That technology might include centrally or locally supported software and tools more widely available or specific to a discipline.

Faculty

- E-learning extends the physical classroom to enable instructors to augment the face-to-face components of their programs.
- E-learning can provide opportunities for faculty to enhance their teaching practice by focusing on the design, communication, and facilitation of educational experiences.
- E-learning enables students to learn in different ways and that instructors have different approaches to teaching students. A diversity of online teaching approaches is encouraged.
- Design and implementation of e-learning courses and programs require skilled and informed faculty and staff members.

Students

- E-learning complements and facilitates but does not replace personal contact between students and faculty.
- E-learning provides opportunities to develop the skills they require to realize their potential in the digital age.

- E-learning can enable our students to fit their learning into their lives more effectively than traditional approaches.
- E-learning offers opportunities for those students studying in other countries to have an USTF e-learning experience.
- E-learning can provide fair and equal access to learning to all students.

E-Learning Challenges

E-learning can be introduced into traditional teaching, whether on campus or at a distance. USTF's e-learning strategy is based on incremental approach, where gradually involving all faculty members make their contribution. This involves the choice of easy-to-use technologies and investment in personal, course and departmental learning, which has the advantages of developing capabilities for the longer term and keeping the ownership of programs, courses, and teaching methodologies with the academic departments. USTF recognized these challenges and designed its e-learning strategy very precisely to address them.

- Distance and e-learning require more up-front investment (compared to campus-based teaching) but offer a low cost and sustainable model over several years if large numbers of students continue to register. Any academic innovation has startup costs, especially if associated with sharing and reusability of resources and processes. Costs associated with e-learning of course include capital and direct costs of the technology itself but also the development of resources involving number of professionals and considerable academic and technical development of faculty and teaching assistants. In the medium term the costs, and opportunity costs associated with the human resources are likely to be highest and offer the faster payback, than the technology provision. In addition, effective and efficient support systems need to be in place. Once set up, the cost effectiveness of online support systems will be realized speedily.
- Attempting to scale up of distance learning through hybrid delivery (in a way that is possible in campus-based learning) is uneconomic and unsustainable for distance. Therefore, selections need to be made about which courses are worth funding in this way, serious choices made, and resources diverted in those directions.

E-learning Strategy Framework

USTF founded the Distance Learning Development Committee (DLDC) with the aims of enabling continuity of communication and cooperation between all elements of the educational process among themselves and overcoming the barriers of time and space. The Committee enriches the teaching process and the research environment and solve the problems and obstacles of traditional learning systems through technical empowerment. The Committee also work on developing skills of university members, including faculty and students, to become non-traditional in their learning methods, through intellectual flexibility, mastering a variety of skills, and can self-learn, searching for information on their own, become knowledge producers, entrepreneurs, innovative, and creative.

Responsibilities of the Committee

- Determine the optimal mechanisms to be followed in teaching and evaluation of courses delivered through distance learning such as practical courses, practical training, and graduation projects in various colleges.

- Choose a distance learning system through comparison between Webex and Microsoft Team (MS Team), and other systems, for long-term university use.
- Modernize the infrastructure of smart software, education management systems, distance learning systems, and the e-library, university website, and university social media, serving distance education at the University.
- Prepare detailed plans for development of faculty members at the University and training them on the use of smart education, tools, modern evaluation methods, virtual laboratories, online training, and simulation systems.
- Establish mechanisms facilitating access to information sources for scientific research and available educational services on the internet and organizing courses and workshops on e-learning and training students in all majors.
- Prepare a study identifying the basic principles for transforming USTF into a smart university, in terms of infrastructure including smart building, and a sophisticated wired and wireless smart technology infrastructure, storage devices, smart boards, modern computers, cameras, sensors, display screens, surveillance systems, and communication systems, provided that the study includes the cost and stages of implementation according to priorities
- Any other tasks that the Committee deems to add to the development of distance learning in the University

USTF is planning to further develop the DLDC to be an E-Learning Committee (ELC), which will have representatives from all colleges, professional services, IT services, students and an E-learning Unit. A detailed implementation plan will be drawn up by the E-learning Unit for implementation of this strategy in the future. The implementation plan will explain who has operational responsibility for the objectives of the strategy, the tasks and time frame for the achievement of the following:

- USTF colleges will develop their own action plans in cooperation with the E-learning Unit, which will make sure that the college plans stem from and contribute to this strategy.
- Colleges will be asked to report progress against their plan annually.
- The E-learning Unit will produce an annual report to highlight progress against the strategy.

The implementation plan will be evaluated based on the following KPIs:

University:

- Create best digital e-learning environment that promotes evidence-based teaching and learning.
- Provide e-learning accreditation to reward development, training, design and pedagogy.
- Ensure that all major e-learning tools and practices are supported by a set of readily accessible policies which provide clear guidance on usage.

College:

- Prepare faculty and staff development requirements, working with the course teams on the course design.
- Design and develop curriculum for the program which will be delivered as e-learning.
- Ensure the quality of delivery as per the standards
- Provide resource to assist staff in designing and developing e-learning modules or materials.

Faculty:

- Provide staff with the tools, knowledge, and recognition to teach effectively with technology.
- Enable efficiency gain for faculty and staff.
- Support personal development planning and involvement staff in e-learning.
- Engage a much higher percentage of faculty and staff into research in e-learning.
- Engage faculty and staff in the development of the online component of their teaching and contribute to college-wide e-learning networks.
- Build and enhance teaching and e-assessments with technologies.

Student:

- Ensure all students have access to high-quality online learning that extends and enhances their learning.
- Ensure equivalence for e-learning recipients and campus-based students.
- Increase quality of experience for students, especially from perspective of flexibility, diversity and engagement.
- Enable efficiency of delivery.
- Reduce face to face components for e-learning.
- Promote effective communication and identification with the college.
- Develop a wider range of online services and support for diverse student groups

USTF short-term and long-term e-learning strategic plans

The e-learning strategy outlines how e-learning can identify specific strategic goals and the enablers that will allow the delivery of these priorities through short-term and long-term planning. USTF aims to proactive e-Learning ecosystem, includes the tools, resources, and enablers necessary to excelling at e-Learning. USTF identified key priorities in time scale to develop a system where e-learning courses and programs could be designed in such a way that there would be no net increase in work for instructors. However, for e-learning to be cost effective, instructors would need to be skilled and experienced in the design of e-learning and have adequate technical and educational support.

The following specific key performance indicators to monitor and evaluate e-learning strategy and activities on an annual basis:

- Target number of courses using each type of e-learning
- Implementation of quality assurance procedures
- Student satisfaction
- Employer satisfaction
- Analysis of student enrolments by type of student
- Course completions
- Changes in learning outcomes/student performance
- More effective use of facilities
- Cost per graduate student
- Increased revenues or savings due to the introduction of e-learning

USTF should use its KPIs for e-learning to benchmark its progress against similar institutions, or institutions which USTF considered to be international leaders in e-learning.

3.0| Policies & Procedures

3.1 Distance Learning Policy

Policy Name	Distance Learning Policy		
Policy Owner	Vice Chancellor for Academic Affairs	**Reviewed**	Annually
Approved By	Council for Academic Affairs	**Approval Date**	February 2022

I. Policy

A. Policy Statement

The University of Science and Technology of Fujairah (USTF) aims at creating and integrating cutting-edge teaching and learning in an inspiring environment. Distance learning courses allow USTF to achieve its mission in this regard. Distance learning is the process of delivering courses by instructors to students through the internet when both cannot be present in the same place. In this case USTF is keen on maintaining the quality to ensure that its distance learning endeavors are conducted with the utmost consideration and a consistent commitment to a high standard of quality, in line with the CAA *Standards*. Distance learning (DL) is the term used at USTF for courses that are delivered primarily over the Internet. Similar terms are used by higher education institutions such as distance education and online learning. Distance learning is used throughout this document.

B. Objectives

- Achieve the UAE vision in sustainable education, education continuity, and implementing the technology in the educational process to ensure a healthy educational environment.
- Promote the growth, culture and diversity of the academic community by utilizing distance learning technologies to remove barriers imposed by geography, time, culture, language, or disability.
- Support faculty in the delivery of quality distance learning instructional practices.
- Support student access to and within distance learning.
- Evaluate and improve distance teaching, learning, and distance education system at this institution.
- Enhance USTF's student-centered curriculum.
- Perform non-traditional modes of instructional delivery available to students.
- Support collaboration with business, public schools, government, agencies, and higher education institutions.

C. Definitions

- **Distance Learning**. Instruction between an instructor and students when they are separated by physical distance, and communication is accomplished by one or more technological media. Interaction between the instructor and students is regular and substantive.

- **Instructor.** The faculty member who delivers the course and serves as the subject matter expert.
- **Instructor presence.** The ability of the instructor to create a sense of community among learners. Presence includes but is not limited to providing connections between course content, activities, and assignments, facilitating in-depth thinking through online discussions,

providing detailed specific feedback, reaching out to struggling students and making connections to real world applications and providing clarification.

- **Learning Management System (LMS).** A platform used for the development and delivery of educational courses and programs. USTF uses Moodle LMS.
- **Online Learning System (OLS).** A learning system provides individuals and groups with the ability to meet and learn through Information and Communication Technology (ICT) tools.
- **USTF e-Learning Office.** An office at the University of Science and Technology of Fujairah (USTF) offering online training courses, supervising LMS technology and cloud services to help USTF affiliates to maximize their e-learning skills and productivity.
- **Hybrid Mode of Education**. Means blending the distance learning systems and the face-to-face learning on campus

D. Academic Standards

- Distance learning is appropriate to the USTF's vision, mission, and goals.
- USTF's plans for developing, implementing and sustaining distance learning as a part of its regular planning and evaluation processes.
- Distance learning is incorporated into USTF's systems of governance and academic oversight.
- USTF evaluates the effectiveness of its distance learning offerings, including the extent to which the distance learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
- Faculty responsible for delivering the distance learning courses and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.
- USTF provides effective services to support students enrolled in distance learning.
- USTF provides all necessary resources to support and to expand its distance learning offerings.
- USTF assures the integrity of its distance learning offerings.

E. Policy Details

1. University Responsibilities

a. Quality Assurance

- USTF is committed that all courses delivered to students through distance learning are evaluated through a quality assurance process.
- USTF faculty are responsible for delivery of distance learning courses at the highest quality possible. Faculty are also engaged in the quality assurance process to ensure that courses taught are rigorous, and instruction is of high quality and similar to what students would receive in face-to-face classes.
- USTF faculty provide reports on the courses they teach through distance learning, stating advantages and short comings.
- The quality assurance process will be coordinated through the Office of Planning and Institutional Effectiveness (OPIE) at USTF.
- Feedback will then be sent back to the faculty who delivered the course and suggested enhancement will be made.
- Upon closing of the student evaluation period, student evaluations from online classes will be provided to the OPIE for review. This will allow issues to be addressed, best practices to be uncovered, and more pertinent and effective faculty training opportunities to be developed.

b. Faculty Development

Teaching with technology requires a commitment to adaptation, as change occurs across chosen platforms, student devices, and institutional tools and resources. For this reason, it is crucial that faculty teaching distance learning courses be continually advancing their own professional skills. USTF provides ongoing professional development seminars and workshops for faculty and teaching assistants. The Faculty Development Plan seeks to provide pertinent professional development opportunities to meet the needs of faculty teaching distance learning courses and will host several sessions throughout each semester. Topics of the faculty developed plan include, but not limited to the following:

- e-advising, e-archiving and e-course files.
- Workshop on advanced applications of Moodle LMS in teaching, learning and testing (Please refer to **Appendix 1. MOODLE Manual. USTF**).
- Workshop on new teaching and learning methodologies and assessment instruments.
- Training on courses delivery through distance learning.
- Use of E-learning technology in assignments, projects and other learning purposes.
- Application of Moodle LMS for preparation of quizzes and exams.
- Use of online learning systems (OLS) guidelines manuals for hosting distance learning sessions, WebEx as an example, are given in **Appendix 2a. Webex Guidelines-Teacher (Arabic**) and **Appendix 2e. Webex Guidelines-Teacher (English)**.

c. Delivery Mode: USTF applies hybrid education course delivery, which mainly distance learning, but it includes some activities that must be done face-to-face on-campus, such as practical sessions in laboratories and clinics, in addition to midterm and final examinations. The procedures followed by USTF in offering academic courses through the hybrid education system can be summarized in the following points:

1. Continue offering the theoretical courses through distance learning system during the current hybrid mode of course delivery period.
2. The courses that combine theoretical and practical parts; the teaching of the theoretical parts of the courses will be offered online, while the practical parts will be taught in face-to-face inside the University.
3. Recording all online lectures as well as practical sessions in the University laboratories and clinics, so that the student can return to at any time.
4. Mid-term and final exams will be conducted on campus. To ensure academic integrity, the university will provide an adequate number of exam halls, while maintaining the safe distancing and following the safety rules and precautionary measures, mentioned in USTF COVID-19 Safety Manual published on the University website.
5. To ensure health and safety measures and reduce the risk of infection during the hybrid mode of teaching, the University has taken the necessary preventive measures to adhere to the appropriate social distance in all classrooms, laboratories, studios and clinics, by specifying the appropriate number of attendee per the available space.
6. To maintain the health and safety of everyone, USTF is using thermal cameras and other temperature measuring devices at all entrances of the University campus.
7. Emphasize the importance interaction during the teaching and learning process through using different interactive teaching methods by faculty members, students must participate and interact with the same competence and level regardless of whether the learning is on campus face-to-face or through distance learning.
8. Implement the approved policy for distance learning, requirements and skills of faculty members engaged in distance education, a policy for online exams, and other related regulations and procedures.

9. Continuous training for faculty members, teaching assistants and students on different distance learning tools, such as the "Moodle" learning management system, and remote learning systems such as WebEx and Microsoft Teams, and examination monitoring systems such as the Lockdown Browser and Responses.
10. Training students on the use all distance learning tools and how to deal with different types of exams, by holding practice and trial exams before the actual ones.
11. All previous procedures may change if the university receives any new directives from the Ministry of Education that require different arrangements than the present one.

d. Course Delivery

USTF uses Moodle as the learning management system (LMS). All faculty teaching distance education courses will use the Moodle platform and Microsoft Teams as communication platform.

e. Online Learning Resources

- Materials of all courses taught at USTF are already available on Moodle LMS since the beginning of the semester. These materials are available and readily accessible by all students registered in the course.
- The distance learning session are also available to students and faculty for revision after the meetings.

f. Student orientation

- All students enrolled in USTF are provided with Moodle Student Orientation at the beginning of the semester.
- All USTF students are familiar with the Moodle LMS and have access to the materials of the courses they registered.
- Student manuals on distance learning are available for all students, please refer to **Appendix 3a. Webex Guidelines-Student (Arabic**) and **Appendix 3e. Webex Guidelines-Student (English)**.

g. Distance Learning Services

- Technology is in place to communicate with the students and conduct classes through distance learning.
- Faculty and assisting staff are aware and trained to use the required technology for delivering distance learning classes.
- USTF has prepared manuals, for both faculty and students, explaining how to use the Moodle LMS and Webex OLS (Appendices 1, 2 and 3).
- Students have adequate access to the range of services appropriate to support the courses offered through distance learning.
- Students enrolled in distance learning courses have the necessary equipment and are provided with the required guidelines for using the online technology.
- USTF students participate in assessment of the distance learning experience, **Appendix 4ae. E-Learning and Distance Learning Assessment form (Arabic and English)**, and results are analyzed and used from improvement.
- USTF faculty upload educational materials for the courses they teach for students to study and review anytime.
- USTF has an Office of IT, which provides help to students, faculty and staff.

h. Facilities and Finances

- USTF has the technical expertise and the appropriate equipment required for distance learning.
- ESTF provides adequate funding for faculty, staff, services, and technical infrastructure to support distance learning.

i. Hardware and Software Requirements

During the hybrid education course delivery students can access the online classes by the following minimum requirements

- Hardware:
  - Smart device.
  - Camera.
  - Mic.
  - Speaker.
- Software:
  - Communication platform (Microsoft Teams).
  - Learning Management System (LMS) Moodle platform.
  - Student Management System (SMS).
  - Lockdown Browser.
- Connectivity:
  - Internet connection with minimum bandwidth to ensure the stability of connectivity without any failure or disconnection.

2. Faculty Responsibilities

- Preparation of educational materials used for distance learning.
- Course delivery through distance learning, according to the timetable approved at the beginning of the semester.
- Assessment of students through quizzes, assignments, homework, exams as well as class participation.
- Engage students in class through discussion questions, group learning, problem solving and presentations.

3. Staff Roles and Responsibilities

- The distance learning staff assist faculty, students, and university community in all e-learning tools and platforms such as learning management system (LMS) in course building and maintenance, communication platform (MsTeams) setup, Lockdown browser and Respondus Monitor configurations.
- The distance learning staff is responsible for training the faculty, students, and university community on using the e-learning tools and platforms with any new updates or for new faculty, student, and staff joining the university.
- The distance learning staff is responsible for preparing the user manuals related to e-learning tools and platform.
- In addition, the IT staff give a fully technical support to all distance learning stakeholders through Helpdesk service.

4. Student Responsibilities

a. Student Attendance

- One critical responsibility of students engaged in distance learning courses is to attend classes on schedule.

- Attendance of classes is compulsory for all courses and USTF face-to-face attendance rules shall also apply to distance learning classes.

b. Students' Netiquette

The term **netiquette** is a compound of the words **network** and **etiquette**. It refers to acceptable codes of practice for communicating with others while online. The following are the main norms of how to communicate:

- **Be professional as you communicate.** Reread your written text before posting or emailing. In much of the corporate world, writing in all caps is considered yelling and, therefore, is not acceptable in any online communication, nor is texting lingo.
- **Be considerate.** Think about how your words affect others.
- **Be respectful** of the opinions of others and respect your instructor.
- **Be calm.** Try to keep your emotions out of class.
- **Humor and sarcasm.** Because there are no visual cues in distance learning, humor and sarcasm are impossible to discern. Be very careful when interjecting humor and refrain from using any remarks that are sarcastic in nature.
- **Harassment and other offensive behavior.** The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed, as offensive, or racially motivated will not be tolerated.
- **Offensive material.** Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, otherwise potentially offensive.
- **Copyrights and intellectual property.** Plagiarism will not be tolerated. Ideas that are copied should always be cited correctly.

II. Procedures

- The Moodle LMS is already in use at USTF. Both students and faculty are aware with the package, trained on it and have already used it for years.
- USTF has allocated the financial resources needed for participation of all faculty and students in the usage of WebEx, online learning system, which is currently in use at the University.
- USTF E-Learning Office has offered training to all faculty and teaching assistance on the use of WebEx and its linkage to the Moodle LMS for delivering the courses they teach through distance learning on-campus and off-campus.
- USTF has produced manuals for faculty, teaching assistants and students on the usage of the Moodle LMS and the WebEx OLS, and their use in distance learning.
- USTF has provided the technology facilities required for training of faculty, teaching assistants and administrative staff, and for delivering distance learning courses.
- USTF has also integrated the registration system, Moodle LMS and WebEx to host online meeting between instructors and students, monitor students' attendance, and recorded online educational activities for students and faculty to return to when needed.
- USTF is now offering courses, labs and tutorial sessions through distance learning according to the approved timetables.

3.2 Distance Learning Faculty Roles and Responsibilities Policy

Policy Name	Distance Learning Faculty Roles and Responsibilities		
Policy Owner	Vice Chancellor for Academic Affairs	**Reviewed**	Annually
Approved By	Council for Academic Affairs	**Approval Date**	February 2022

I. Policy

A. Policy Statement

The purpose of this Policy is to set out guidelines, rules, and procedures for faculty members to develop of distance learning programs and courses. To comply with UAE and MoE regulations as well as USTF related policies and procedures**.**

B. Objectives

- Set out roles and responsibilities for faculty member
- Provide general guidelines for distance learning to support the process during the following steps:
  - Guidelines for ensuring effective participation of all students, and interaction between faculty and students, during online sessions.
  - Student engagement throughout distance learning teaching environment.

II. Procedures

1. Faculty Member Roles and Responsibilities

- The faculty member is responsible for preparing the course materials to be used during hybrid mode delivery.
- The faculty member must abide by USTF rules and regulations related to academic integrity and intellectual property rights. Any external digital material such as video, link, animation, website etc. should be in line with UAE regulations and comply USTF policies and procedures.
- The faculty member is also responsible for familiarizing her/himself with the technical tools, software, and techniques adopted by USTF to support distance learning.
- The faculty member must complete all sessions as per the official USTF schedule.
- The faculty member is responsible for the good conduct of the session and should make sure discipline rules are implemented.
- The faculty member is subject to KIC teaching rules and code of conduct applied in traditional delivery mode as per the Faculty Handbook.
- Assessment of students through quizzes, assignments, homework, exams as well as class participation.
- Engage students in class through discussion questions, group learning, problem-solving, and presentations.

2. Guidelines for Ensuring Effective Participation of all Students, and Interaction between Faculty and Students, during Online Sessions

a. Effective Participation of all Students

In order to ensure effective participation of all students during online sessions, the University of Science and Technology of Fujairah has taken the following measures:

1. **Grade for Class Participation**
   Class participation of students enriches discussion among students and between students and the course instructors. Some faculty members teaching online courses are already considering the class contribution of students one of the students' assessment tools and assign a grade for class contribution. To increase the effective participation of all students in class, USTF asked all faculty members to assign a grade for class participation.

2. **Presentations**
   students can share their screen and a video of themselves talking; attendees can view and hear and ask questions. One consideration is that the presenter and attendees need stable, high-speed internet connections to be most effective. The presentation format and structure can likely be identical or nearly identical to what students would have done in class. Online student presentations can enrich learning activities for presenters and their peers.

3. **Group Discussion**
   Group discussion is a method of teaching involving the instructor and students to define the problem and seek its solution. It is a constructive process involving improvement of listening, thinking and speaking abilities of the student.

4. **Case Studies**
   Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking and communication. Case studies are often seen in the professional schools of medicine, law, and business. The case study method is now used successfully in engineering, chemistry, education, and mass communication. Students can work through a case during class as a whole or in small groups.

   Problem-solving Many instructors in engineering, math, and science have students solve problems. However, are those students solving actual problems or exercises? The former stresses critical thinking and decision-making skills, whereas the latter requires only the application of previously learned procedures. True problem solving is the process of applying a method, not known in advance, to a problem that is subject to a specific set of conditions and that the problem solver has not seen before, in order to obtain a satisfactory solution. Common problem-solving strategies are compute; simplify; use an equation; make a model, diagram, table, or chart; or work backward.

5. **Recording of Online Sessions**
   Recoding online lectures enable students who cannot be physically present to watch a lecture online and hear their instructors speaking about a topic. During intense revision periods lecture records can be very beneficial for students to be able to revisit or catch up on lectures and to navigate easily to the content they need. As different students prefer to learn in different ways and at different paces, giving them the flexibility and control to view a lecture in their own time means those students who find it difficult to learn from lectures have an alternative method of delivery to suit their learning style.

b. Faculty-Student Interaction during Online Sessions

1. **The Moodle**
   The Moodle learning management system (LMS) is extensively used for years at USTF. The system is the prime tool for faculty-students interaction. The Moodle system is used for, but not limited to, (1) course announcements, (2) submission of homework, assignments, and research papers, (3) uploading of course materials and learning resources, (4) conduction all types of exams.

2. **Online Learning Systems**
   Webex and Microsoft Teams, is the main system used online lecturing, exams monitoring, office hours and meetings at all levels in USTF. The system is used in conduction and supervision of exams and for recording online sessions.

3. **Interactive Teaching Methods**
   Interactive teaching allows interaction between faculty and students. Students feedback is a great opportunity for increasing interaction during online sessions. Socializing the course and combining the teaching material with gamification makes the course more interactive and exciting. students contribute their knowledge by making resources or hosting online group study sessions that empower them. Task-based learning can provide senior students with a real, relevant outcome that can be shared with other students. Beer evaluation by enabling learners to review each other's work reinforces their understanding of what they are doing It encourage a culture of sharing, which can be valuable in spreading best-practice.

3. Guidelines to ensure student engagement throughout distance learning teaching environment

By increasing online students' engagement, the faculty member increases their level of satisfaction and their actual learning. The following steps increase online student engagement:

1. **Introduce students to the Distance Learning Experience**
   A faculty member must give students an introduction to distance learning, the Moodle learning management system (LMS), and the online course he is teaching. A faculty takes students on guided video tour through the LMS, pointing out the different features and functionality, showing them how to find materials, assignments, and assessments, and communicating with the instructor and their fellow students using this platform.

   Review of Course Learning Outcomes

   The instructor should review the learning outcomes for the course. These learning outcomes are included in the course description, and students should know what to expect and whether the course is right for them. The instructor must inform students what they will be able to do after taking of the course, not what information the curriculum contains. Instructors should explain the purpose of each course activity and connect it to the learning outcomes for the course. If students know why they are doing an activity and how it will impact them, they are more likely to work hard to complete these activities.

2. **Feedback**
   Feedback helps students feel a sense of progress. Instructors and students must fill the questionnaires loaded, by the Office of Institutional Planning and Effectiveness (OIPE), on the Moodle LMS regarding the assessments of the course, instructor, academic advisors, and the course learning outcomes (CLOs). The instructors should make use of the assessment results for improvement of course delivery and attainment of the CLOs.

3. **Create a Distance Learning Environment**
   The instructor must emphasize the value and importance of students in the course. Provide multiple opportunities for student to student, student to content, and student to instructor activities in-class and online. The Instructor should keep students active in-class and online. This is critically important and includes more than just listening to lectures and taking tests. Faculty Provides group and individual activities that require students to analyze ideas and issues, express themselves in meaningful ways, compare their experiences with others, and reflect on their achievements. Instructor must establish communicating with students, using multiple channels of communication and encourage students to use them too.

4. **Provide Active Learning Opportunities**
   One way to engage online learners is to get them out of their chairs and involved in active learning. Faculty can assign their online students to interview people working in the field, or to otherwise bring their learning out into the community where they live. Case studies, group projects, or gathering and analyzing local data are just a few of the many examples of active learning.

3.3 Distance Learning Faculty Qualification Policy

Policy Name	Distance Learning Faculty Qualification Policy		
Policy Owner	Vice Chancellor for Academic Affairs	**Reviewed**	Annually
Approved By	Council for Academic Affairs	**Approval Date**	February 2022

I. Policy

A. Policy Statement

Faculty teaching online courses through distance learning should be considered both for teaching excellence as well as their ability to effectively utilize technology in the facilitation of a course. Faculty teaching online at USTF are required to complete all the training sessions and workshops offered by the Office of E-Learning and Distance Learning Development Committee (DLDC), on: (1) mastering of the Moodle LMS, (2) using various online learning systems, (3) recording and uploading course lectures one OneDrive, (4) conducting e-learning and distance learning assessment and (5) preparing online exams and using online applications for monitoring online exams. These courses and workshops are pre-requisite of faculty online teaching. When designing and delivering courses for distance learning at USTF, the course should meet the specific guidelines outlined in this policy.

B. Policy Purpose

This policy provides the expectations for training for faculty teaching distance learning courses at University of Science and Technology (USTF). The policy also outlines instructional expectations for online courses and design considerations for distance learning.

C. Definitions

- **Distance Learning**. Interaction between instructors and students when they are separated by physical distance, and communication is accomplished by one or more technological media. Interaction between instructors and students is regular and substantive.
- **Online Distance Learning Course.** An online distance learning course delivered via the Internet using a campus-supported Learning Management System (LMS).
- **Distance Learning Development Committee (DLDC):** A committee aims at developing the skills of USTF faculty, staff and students to become non-traditional in their learning methods, having intellectual flexibility, mastering a variety of skills, able to self-learn, eager to innovate, search for information on their own and produce knowledge.
- **Instructor.** The faculty member who delivers the course and serves as the subject matter expert.
- **Learning Management System (LMS).** A platform used for the development and delivery of educational courses and programs. USTF uses Moodle LMS.
- **Faculty Development Plan (FDP).** A plan seeks to provide pertinent professional development opportunities to meet the needs of faculty teaching distance learning courses and hosts several training sessions throughout each semester.
- **Online Learning System (OLS).** A learning system provides individuals and groups with the ability to meet and learn through Information and Communication Technology (ICT) tools.
- **USTF e-Learning Office.** An office at the University of Science and Technology of Fujairah (USTF) offering online training sessions and workshops, supervising LMS technology and cloud services to help USTF affiliates to maximize their e-learning skills and productivity.

D. Policy Details

1. Faculty Preparation

Faculty members who are going to teach online courses should possess basic proficiency in computer skills and be acquainted with and feel comfortable using more advanced programs and applications. The following technical skills are essentially needed to teach online and hybrid courses:

- Basic computer skills
- File management skills
- Emailing skills
- Word processing skills
- Presentation, with digital technology skills
- Online audio-video skills
- Internet Usage skills

Learning management system skills

2. Faculty Development

Teaching with technology requires a commitment to adaptation, as change occurs across chosen platforms, student devices, and institutional tools and resources. For this reason, it is crucial that faculty teaching distance learning courses be continually advancing their own professional skills. USTF provides ongoing professional development seminars and workshops for faculty and teaching assistants. The FDP topics offered to USTF faculty include, but not limited to, the following:

- E-advising, e-archiving and e-course files.
- Workshop on advanced applications of Moodle LMS in teaching and learning.
- Training on the application of Moodle LMS for preparation of quizzes and exams.
- Workshop on new teaching and learning methodologies and assessment instruments.
- Training on course delivery through distance learning.
- Use of e-learning technology in assignments, projects and other learning purposes.
- Use of online learning systems (OLS) guidelines manuals for hosting distance learning sessions.

3. Faculty Responsibilities

• Preparation of educational materials used for distance learning.

• Delivery of course through distance learning, according to the timetable approved at the beginning of the semester.

• Assessment of students through quizzes, assignments, homework, exams as well as class participation.

• Engagement of students in class through discussion questions, group learning, problem solving and presentations.

E. Procedures

1. Faculty teaching distance learning courses are required to complete appropriate distance learning training at USTF or demonstrate competency established through previous training or experience.
2. Faculty completing successful distance learning training at USTF will be offered and official certificate signed by the chairman of the Distance Learning Development Committee (DLDC).
3. Expectations for delivery of a distance learning course at USTF:

• The course will contain a full set of assignments, assessments and learning activities, and will utilize a common textbook.

• Faculty teaching an online course will include their contact information at the beginning of course description distributed to students. Contact information must include the faculty phone numbers and his email address. Additional contacts are recommended, when available.

- The online course syllabus clearly explains the expectations and responsibilities for both students and faculty.
- Faculty respond to all student questions within a specific time period. This commitment must be noted in the syllabus, and any changes should be announced to students on the Moodle LMS.
- Due dates for all assignments and assessments tools should be clearly stated in the course syllabus and announced to students.
- Faculty announce graded assessments of student learning, following the general USTF guidelines.
- Faculty can assign additional supplementary content to the course to aid student understanding of course materials, including personal notes and mini lectures.
- Faculty must follow the course schedule mentioned in the timetable and hold online synchronous sessions to provide students online lectures on time.
- A course taught via a distance learning must foster a high quality, engaging course environment which seeks to develop and promote an interactive teaching learning environment.
- The syllabi of online courses are regularly updated to include the most up to date information as more teaching and learning resources become available.
- Online courses must be regularly updated to include the most up to date information.
- Graded work should be returned in a suitable timeframe for providing appropriate feedback to the student. The commitment of a faculty member to return the graded work will also be noted in the online course syllabus.
- Faculty and students should use the Moodle LMS as the primary means of managing communications with the students studying the online course he is teaching.
- Faculty should preserve records of all communication with students throughout the duration of the course.
- Faculty should make regular backups of his online course materials and course records, with special emphasis placed on backing up records related to student grades.

Related USTF Policies

Distance learning policy
Online Examination policy
Grading and assessment policy
• Student records policy
• Student information release policy
• Use of technology resources policy
• Intellectual property policy
• Information technology policy
• Information and software technical support policy
• Student academic integrity policy
• Student rights and responsibilities policy
• Student disciplinary policy
• Student appeal policy
• Student grievance policy

3.4 Online Examination Policy

Policy Name	Online Examinations Policy		
Policy Owner	Vice Chancellor for Academic Affairs	**Reviewed**	Annually
Approved By	Council for Academic Affairs	**Approval Date**	February 2022

I. Policy

A. Policy Statement

University of Science and Technology of Fujairah (USTF) is conducting online supervised exams, according to the guidelines of the Ministry of Education (MOE) in the United Arab Emirates (UAE), and via webcam. Online exams at USTF are a part of the overall assessment process of courses offered through distance learning. Ensuring academic honesty in an online environment is vital to the integrity of online courses and programs. The academic integrity and quality assurance of distance learning at USTF are maintained via electronic tools, such as the use of camera monitoring in exams. A student's failure to comply with online exams' requirements during the exam is considered a violation and shall be dealt with according to the applicable disciplinary policies and procedures. USTF expects that all students will demonstrate academic honesty in all academic endeavors, including but not limited to online exams, as identified in the USTF Academic Integrity Policy.

B. Policy Purpose

The main purpose of this policy is to ensure that assessment and exams designed for delivery of courses on-campus and online are of comparable quality to achieve course learning outcomes. The purpose of the online exams conducted via the Learning Management System (LMS) is to support the integrity, equivalency, and authenticity of course assessment. Online exams, tests and quizzes are conducted remotely by faculty members teaching the courses and administered by the Central Examination Committee.

C. Definitions

- **Online Exams.** Exams made available to students online on a pre-defined day and time. Online exams shall be submitted through the university learning management system. Students studying and taking exams online are expected to have the necessary computer systems (hardware and software) and internet access. Together with faculty members, the Central Examination Committee is responsible for administration and supervision of online exams.
- **Practice Exam.** This is a try-It-out or a mock practice online exam designed by the course instructor to train the students how to access their real exam and to overcome any technical issues they might have prior to the exam period.
- **Central Examination Committee.** The University committee responsible for organization, administration, supervision and quality assurance of all examinations, including online exams.
- **Instructor.** The faculty member who delivers the online course, serves as the subject matter expert and supervises the online exam.
- **Learning Management System (LMS).** A platform used for the development and delivery of educational courses and programs. USTF uses Moodle LMS.
- **Online Learning System (OLS).** A learning system provides individuals and groups with the ability to meet and learn through Information and Communication Technology (ICT) tools.
- **USTF e-Learning Office.** An office at USTF offering online technical support, supervising LMS technology and cloud services to help the University affiliate to organize and supervise online exams.

- **Violations of Exam Rules.** Violations are not cheating. For example, breaking the no-talking exam environment rule is a violation and the violating student receives caution. Repeated violations may subject the student to a disciplinary action.
- **Cheating.** These acts will make the student face a formal investigation. Academic misconduct will be reported and may result in a zero credit for the exam and disciplinary penalties stated at the university student disciplinary policy.
- **Misconduct.** Any behavior that contravenes the University exam regulations, policies or procedures, or is against the applicable exam rules.

D. Policy Details

1. Terms and Conditions

- Students and faculty members are expected to comply with all policies regarding the conduct of online examinations.
- A student will undertake the examination without recourse to any aid (including but not limited to written notes, music scores, recordings, internet sites and books) beyond those provided by the examination itself during the examination.
- A student will undertake the examination without recourse to any other person during the examination.
- The examination must be supervised by the faculty members teaching the course in addition to another colleague assigned by the Central Examination Committee to ensure quality and to share the load of exam supervision, especially in exams having a large number of students per section.
- The faculty members administering the exam must provide their name and a contact phone numbers to the Central Examination Committee.
- The exam supervisors must be present for the full duration of the examination.
- The exam supervisors must take all reasonable steps to ensure that the student undertaking the examination is the same person who has been studying the course.
- The supervisors must take all reasonable steps to ensure that the student taking the exam complies with the test environment rules mentioned in (2) below.
- The exam supervisors must be prepared to allow full access to any member of the Central Examination Committee to confirm they supervised the examination, and whether any breach of this Online Examination Policy was observed.
- The online examination will be timed and will end when the student clicks on ‘send’ to submit the examination answers or when the time allowed expires.
- If a student is unable to attend an examination for reasons of illness or external factors, such as a power blackout, the student can re-sit the examination by filling an “Incomplete Exam Form” and submitted to Admissions and Registration Office within 72 hours.
- If a student breaches this Online Examination Policy, he/she will be subject to a review by the Student Disciplinary Committee to take the appropriate decision.

2. Duties of the Central Examination Committee

- Ensuring that all necessary measures have been taken in preparation for the online examinations of the University.
- Make sure that timetables of the final exams do not have any clashes and resolve any clashes with the college deans before the commencement of final exams.
- Preparing the final online exams’ schedules for all the colleges, indicating the numbers, dates and sessions of online exams.
- Creating the necessary arrangements for the special needs students and delegating one of the employees in the colleges to help them have the online exams in quiet conditions.
- Distributing the invigilators and their assistants on the online examination sessions and notifying faculty and staff responsible for these sessions.

- Announcing the online examination sessions regularly and daily before the commencement of the exams.
- Be available during final exams' period, keep their cell phones on and monitor the examination process in close coordination with each exam's invigilators.
- Holding daily online meetings to follow up the process of online exams and taking the necessary arrangements to guarantee smooth-running of the examination process.
- Receiving the attendance sheets from the invigilators and submitting them daily to the Admissions and Registration Office.
- Submitting daily reports on the course of the online exams to the Higher Administration of the University.
- Studying online exam infractions and referring them to the Vice Chancellor for Academic Affairs (VCAA).
- Preparing a final report on the progress of final online exams immediately at the end of the exam period.

3. Test Environment Rules

Preparation of the online exam environment is the prime responsibility of the student. For establishment of a satisfactory online exam environment, USTF students must do the followings:

- Close all other programs or windows on the testing computer before logging into the online examination.
- Communicate with no one else while setting for an online exam.
- Allow no other persons to interfere with the exam session while he is taking an online exam and make sure that the desk and walls around him/her has no writing.
- Sit at a clean desk or table cleared of all materials other than the computer used for taking the online exam.
- Assess the online exam on time once made available.
- If a student is not using his/her smart phone for taking the online exam, he/she must turn off his/her mobile phone, smart watch or any other unauthorized devices and put away. A student is not permitted to wear headphones.
- Maintain the online exam session as quiet as possible and do not have a radio or the television playing in the background.
- A student must keep the desk clear of books, paper, pens, calculators, textbooks and notebooks during his/her exam, and is not allowed to open any website or any of the Microsoft Office programs, unless rules for the exam specifically permit any or some of these materials.

4. Student Responsibilities

- A student must carefully read the published online final exam regulations and abide by them to avoid any violations.
- A student should check the online final exams schedule on the University system.
- A student must dress in an appropriate way as if he/she is in public.
- A student is not permitted to wear a hat or sunglasses during an online exam.
- A student must verify his/her identity using a photo identification card that has his/her name and photo on the same side. The name must match his/her full name used in the University official records.
- A student must close all programs and windows on his device before entering the online exam session.

- A student will need to stay in view of the webcam for the duration of the online exam and if a student webcam is no longer detected it will be regarded as a trial of cheating.
- A student is considered absent if he does not take the exam with his colleagues in the same exam session, monitored through the online surveillance system.
- A student must provide a private space with no interruptions, and he/she will have to remove any materials which are not permitted for his exam.
- A student must not leave the exam session during the online exam period for any reason. A student should not leave the online exam session before one-half of the exam time has passed.
- A student must not use headphones, ear buds or any other type of listening equipment.
- A student must not communicate with any other person by any means during the online exam.
- A student can use his/her smart phone to take online exams. But, if a student is using a desk-top or a laptop computer in the online exam, he/she is not allowed to use his/her smart phone for any reason.
- A student having a disability and needs specific arrangements to take an online exam, he/she must obtain the necessary approvals from the University, through the Deanship of Student Affairs, before the start of his/her exam.

5. Faculty Responsibilities

- Complying with USTF policies and procedures regarding the conduct of online examinations.
- Using the Moodle system to prepare exams and ensure that the exams are already online enough time before their start.
- Maintaining the confidentiality of final online exam questions.
- Avoiding the release of the online final exam results to students until they are officially announced by the Office of Admissions and Registration.
- For using the Microsoft Teams platform to monitor online exams, the following should be done:
  - Providing the names and a contact phone numbers to the Final Exams Coordination Committee.
  - Supervising the final online exams for the courses they are teaching along with another colleague assigned by the Final Exams Committee to share supervision duties and to ensure quality and attending the online exam sessions for the full duration of the examination.
  - Announcing to students at the beginning of the examination session, when it is necessary to communicate with the exam invigilators, this should be done in writing (using chat). The invigilators must periodically verify that there is no talking in the exam session for all students.
  - Making sure that all the student undertaking the exam online are the same persons who have been studying the course, by seeing them through their turned-on cameras constantly, and informing students at the beginning of the exam that in case of repeated camera shut down, their exams shall be canceled.
  - In case the student's camera is repeatedly turned-off, despite invigilators instruction to keep it on several times, and considering this an unacceptable bypass at the invigilators' discretion, the student's exam is canceled, and a report is submitted to the Exams Committee, clarifying their opinion whether the camera shutdown is the result of a technical failure or for some other unknown reason.
  - Video-recording the progress of the online final exam sessions on the computers of the attending faculty member, not on the cloud to avoid automatic deletion of the recording. This is done through the Microsoft Teams system, by choosing (Share) menu, then choosing (Share my Meeting Window), and start recording.
  - Inviting a member of the Exams Committee, by the invigilators, to solve any problems that may hinder the examination process.
  - Holding all examinations at the specified times and holding the exams of courses having more than one section at the same time to prevent cheating.

- Submitting reports on exam sessions through the Webex system, in accordance with the instructions issued by the Exams Committee in this regard.

- For using the Lockdown Browser application to monitor online exams, the following should be done:
  - Training on the use of the application to monitor the final online exams.
  - Ensuring that students are trained to use the application, and that application is installed on their computers, by conducting a practice exam before the final exam, as a condition for its use in the online final exam.
  - Reviewing application records for the examination session for all students, and submitting the review reports, according to the instructions issued by Exams Committee in this regard.
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6. Connectivity Requirements

- The computer a student is using to take the exam must not have more than one display or monitor. For example, if he/she usually uses a laptop with a monitor connected, a student must disconnect his/her monitor and use only the laptop screen.
- A student must close all other programs or windows on his/her testing computer before he/she begins the exam.
- A student must not use programs such as MS Office programs, Skype or any other website page other than the exam window of his/her online exam.
- A student must ensure that his/her internet connectivity speed is stable and verify his/her connection speed using an internet speed test before starting the exam.
- A student must ensure continuous and uninterrupted connectivity of the internet while he/she is taking an online exam.
- When connectivity speeds detectably drops and a student loses access to the exam, he/she can re-sit the examination by filling an "Incomplete Exam Form" and submit it to Admissions and Registration Office within 72 hours.
- If a student's webcam is no longer detected after beginning his/her online exam due to a drop-in connectivity, he/she should do their utmost best to re-connect in the shortest time possible, or his/her online exam will be terminated.

7. Modes of Cheating and Methods of their Reduction

Mode of Cheating	Methods of Reduction
Students obtain old exams	Change your exams regularly
Students obtain answers to the exam before taking the exam	Do not post answers to the exam until the exam deadline is over
Students copy the exam while they are taking it (copy and paste into a word document or make a screen shot) and then distribute to others in class	Do not keep the exams available or open for extended periods of time Present a few exam questions at a time as opposite to having all questions posted
Students have a web browser open in another page and look up answers to questions while taking an exam	Do not allow students that much time Do not allow backtracking
Students have their notes open in another window and do a search in their notes to look up answers as they are taking the exam	Time the exam more strictly. Only keep the exam open long enough for students who know the material to answer the questions based on what they know and not by looking up answers

Students who are friends and can take the exam together either in the same room or on the phone together or one takes it while another looks up the answers and the other takes it	Randomize the questions and answers Have a pool of exam questions so that students will not have the exact same exam Strict time limits so that students do not have enough time to look up answers
Students consistently have computer issues	Students should not use wireless internet connections to take their exams Make the exam available for a definite time and do not give a chance to re-open

8. Acts of Cheating

Cheating in online exams is strictly prohibited. Any student who cheats or tries to cheat will be referred to the University disciplinary committee to take the appropriate action, in accordance with the policies in effect. The followings considered acts of cheating:

- A student intended not to turn on his webcam while taking the online exam.
- A student intended to turn off his webcam while attending the exam online.
- A student does not bound by the instructions of the course instructor or the invigilator during the online exam session.
- A student leaves the online exam session before completing the specified period.
- A student submits the exam without attending the exam session.
- A student use of unauthorized electronic tools or software during the online exam session.
- A student committing any other behavior during the online exam with the intention of cheating.

9. Disciplinary Penalties

- A student who is proven to have cheated or tried to cheat during an online exam shall be deemed to have failed the course.
- A student who is caught cheating in an online exam shall be deemed to have failed all the courses of the end semester exams.
- In case a University student is caught impersonating another student to take the online exam instead of him/her, both students shall be subject to expulsion for no less than two successive semesters.
- If a person from outside the University is caught impersonating a student during online exams, the University shall be entitled to bring legal action against him/her, and the student shall be subject to irrevocable expulsion.
- Online exam penalties shall be considered definite after approval by the Chancellor of the University.

II. Procedures

Procedures for conducting online exams are a shared responsibility among the University, faculty members and students. Proper and systematic procedures allow conducting online exams easily and smoothly in a friendly environment.

- Self-test the functionality of the online system well in advance of all online exams so that any troubleshooting that is required can be accomplished. A student can check with his/her instructor for available practice exams to test the system.

- Establish and maintain a proper testing environment prior to and during the exam. The online testing environment should mimic the traditional in-class testing environment.
- Take the exam in accordance with the guidelines of the course instructor and the terms and condition of this Policy.
- Every student is expected to thoroughly review and follow the "Guidelines for USTF Students on Final Online Exams", announced before exams. In case of failure to do so, violations and/or suspicious activities shall be dealt with according to the University disciplinary policies and procedures.
- Offer the online exam only at one set time so that students in the class cannot form a team and take the exam sequentially.
- Open the exam for a strict time period. If you have multiple choice exam, it has been shown that approximately 90 seconds per question is more than enough time for students who know the material to be able to answer the question. The instructor would not want to give students enough time to be able to google search or do a search in their notes to get the answer. Students will not have enough time to be searching for answers if the timing is only long enough for them to answer the question.
- Randomize the sequence of exam questions as well as randomize the answer choices just in case students are taking the exam together on nearby computers.
- Present a few exam questions at a time as opposite to having all questions posted. By not having all the questions on the screen, it will make taking a screen shot of the exam more difficult.
- Present a few exam questions at a time to reduce the ability of students to finish the exam early and then go back to questions and do a web search or note search to find the answers.
- Make use of question banks in design of online exams will make each student get a percentage of each exam that is different from other students.
- Students should only be allowed to access the online exam once and faculty members should not allow students to get the answers to exam questions at the end of their exam and should not post answers until after the exam is finished.
- Course instructors should change at least one-third of the multiple-choice questions on each exam every time the course is taught.
- Design the questions so that they are not all recall questions, which are very easy to look up on a browser or do a find in their notes while taking the exam. Make a good portion of the exam as application questions which measures the level of students' understanding to answer the questions, and most typical cheating methods will not help.

III. Related USTF Policies

- Examination policy
- Grading and Assessment Policy
- Student records policy
- Student information release policy
- Use of technology resources policy
- Intellectual Property Policy
- Information technology policy
- Information and software technical support policy
- Student academic integrity policy
- Student rights and Responsibilities policy
- Student Disciplinary Policy
- Grading and Assessment Policy

- Student Appeal Policy
- Student Grievance Policy

3.5 E-Learning Clinical Training and Assessments

Policy Name	E-learning Clinical Training and Assessments		
Policy Owner	Vice Chancellor for Academic Affairs	Reviewed	Annually
Approved By	Council of Academic Affairs	Approval Date	February 2022

Introduction

In its broadest sense, e-learning is the use of the Internet for education. Although, the content and method of delivery is important, e-learning (often referred to as online learning) is not simply a broadcast of documents in electronic format to students via the Internet. E-learning encompasses a pedagogical approach that typically aspires to be flexible, engaging and learner-centered: one that encourages interaction (staff-staff, staff-student, student-student), and collaboration and communication. Any course that employs e-learning might be run exclusively online or might be a mixture of online and face-to-face activities (hybrid learning). An e-learner is any individual who mediates some learning activities online. What is often classified as 'e-learning,' however, does not typically reflect a learner's choices, but rather is a term used to represent content and activities that have been pre-emptively selected for them by a teacher or an educational institution. Dental schools had to adopt diverse strategies because of the exceptional circumstances, to provide a safe environment for their students, faculty, and patients. This can be achieved by utilizing the blended teaching methods, with the involvement of traditional clinical sessions, if needed. Remote clinical discussions and case presentations are becoming the new normal. The training of the students using simulation technologies provides every student with equal opportunities to learn the core knowledge and skills at ease.

It is important to highlight that e-learning broadcasts synchronous and asynchronous educational information in an electronic format. The e-learning resources delivered in a blended approach will open new horizons of dentistry with adequate practice of the necessary skills. In addition, this will provide better opportunities to the students for the assessment of their core knowledge and skills in routine and in pandemic situations.

Objective Structured Clinical Examination (OSCE)

Objective Structure Clinical Examination (OSCE) was devised primarily for undergraduate assessment. This examination was structured in that the questions had a well-defined marking system with predetermined answers and pass/fail criteria. Also, it was structured with a series of consecutive timed stations that comprised of scenarios to test specific clinical skills including diagnosis, interpretation and treatment planning. The gradual evolution and development of this methodology have led to its widespread use as an assessment tool in undergraduate and postgraduate medical and dental assessment. It has also been used for the assessment of certain clinical skills, communication skills on simulated patients and even clinical decision-making skills. One of the main strengths of the OSCE examination is its inherent objectivity whereby the aim is to remove patient and examiner variation so that the only variable being examined is the ability of the candidate. Other advantages of the OSCE

system include the flexibility and versatility made possible by the multiple station design. This means that it is possible to examine a range of skills and disciplines and even to incorporate more than one skill or discipline simultaneously in the design of a particular station

This policy describes how to plan, construct, and deliver an Objective Structured Clinical Examination (OSCE) using e-learning Moodle platform with the lockdown browser and respond us monitor. All the exams will be conducted under "sequential mode"(the student cannot go back the same question after finishing the first attempt of each question) in the mode. An OSCE is an examining process made up of a series of stations of equal length set in a circuit. An OSCE usually has 10-15 virtual stations each of eight to fifteen minutes.

As more dental curricula become revised to show integration in design, assessment practices should change to reflect that nature. In practical/clinical assessments, traditional methods are replaced by performance-based assessments such as Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE). They provide means to test a wide variety of knowledge and skills in a structured and standardized format. The use of clinical stations, with models and simulated patients, has enabled clinical skills to be assessed in a standardized manner.

Based on the pandemic situation, a physical OSCE was practically impossible, which led to the development of virtual OSCEs.

Clinical Competence

It is the acquisition of a body of relevant knowledge and of a range of relevant and related skills which includes personal, interpersonal, clinical, and technical components. In the case of clinical education, which is still primarily based on an apprenticeship model, teachers define what the student is expected to do and then test their ability to do it. However, because of the complex reality of what doctors do on a day-to-day basis, 'clinical competence' gives a rather limited view of their work, professional experience and expertise.

OSCE questions are focused exclusively on the clinical tasks a dentist performs while providing direct, chairside treatment to patients. Based on the test specifications, students' clinical skills are evaluated in restorative dentistry, prosthodontics, periodontics, oral surgery, endodontics, orthodontics, prescription writing, medical emergencies, oral pathology, pain control and temporomandibular dysfunction. Diagnosis and treatment plannings are assessed in the particular subject as listed earlier in the paragraph. The examination includes questions involving each of the following patient types: pediatric, geriatric, special needs and medically complex. OSCE questions can include one or more correct answers, one or more critical errors and response options that are unscored (neither contributing nor deducting from the points awarded for the question). Answering questions correctly without missing points due to a critical error requires depth and breadth of clinical judgment with an emphasis on clinical application and synthesis of clinical knowledge (as opposed to simple recall).

Assessment of clinical competence, skills, and knowledge

According to the general classification of learning's three major domains, namely knowledge (cognitive), skills (psychomotor), and competence, College of Dentistry, University of Science and Technology of Fujairah, use three different types of tests:

1. Achievements tests that mainly focus on assessments of knowledge.
2. Tests of competency, which mainly concentrate on the assessment of communication, ethics, and behavior.
3. Tests of performance that mainly concentrate on the assessment of skills.

There is, however, an unavoidable overlap between the three domains of learning and therefore care should be taken that during testing, emphasis should not be allowed to shift significantly from the intended domain to the overlapping domains.

Clinical examination skills

These are the skills used by practitioners when they examine patients with various clinical conditions. The students are expected to be able to use clinical examination skills to examine patients and be able to identify, elicit and interpret the major signs of common clinical conditions and are expected to perform all important diagnostic procedures, as well examine results, and identify and interpret those that are abnormal.

Instructions for candidates

Clear instructions should be written for examinees about virtual clinical scenarios using patients' data, wherever applicable. Candidate instructions may state the CLO attached with each question, to be tested. They must be clear and precise, whereby any person reading the instructions will have a full understanding of the CLOs. At integrated virtual stations, more than one competence can be tested, in which case, clear instructions for both tasks must be provided. Finally, it is always useful for the candidate to know the division of marks. An online OSCE document will be posted as an announcement to the students on the e-learning platform.

It is recommended to include the following in the document:

1. The scenario and instructions for every online station.
2. Marks awarded for each component of the online station.
3. A specific answer to be given in short in the online platform, within the stipulated time.
4. It needs always to be stated what the candidate should be appraised in general at each online station.

Online OSCE Rubrics:

The instructions shall be provided comprehensively and in likert scales to evaluate student's performance such as 10 is for excellent performance and 0 is for poor performance.

9-10: Excellent

7-8: Very good

6-7: Good

4-6: Satisfactory

2-4: Unsatisfactory

0-2: Poor

Simulation

Simulation in clinical education has been viewed to improve the clinical competence of health practitioners by providing experiences, enhancing knowledge, and changing behaviors to improve the quality of care provided and, ultimately, patient safety outcomes. This goal is achieved by providing opportunities for students to refine skills away from real patients and in controlled environments. Exposure to typical as well as rare patient presentations and clinical situations can be engineered in simulation so that all students are guaranteed to encounter these situations. Further, the safety of the student may be enhanced through creation of a supportive learning environment that can improve student confidence and student satisfaction.

A patient simulator is designed to replicate either a part of oral cavity for clinical assessment, allow for the performance of one or more clinical procedures which can support aspects of patient assessment, a range of clinical procedures and holistic integration of patient care for scenario-based learning.

Simulation topics:

1. Clinical skill simulation (example: using manikins in Prosthodontics, Endodontics, Pedodontics , Periodontics, and Operative Dentistry).
   The simulation of each group approximately takes 60 minutes to complete the task such as:
   - Live demonstration (15 minutes).
   - Simulation orientation (5 minutes).
   - Simulation (40 minutes)
2. Recording patient history (example: actors or written OSCEs for Periodontics, Oral Surgery, Oral Medicine, Orthodontics).

   This task will take approximately 40 minutes for each group of students to complete.

Assessment of clinical competence

The development of clinical competence in health science students remains a complex and challenging task for health care educators worldwide. This is in part due to the multifaceted nature of clinical interactions. Achieving clinical competence requires the application of theoretical understandings, clinical reasoning and psychomotor skill for the performance of clinical interventions and procedures. Simulation offers one method of developing clinical proficiency and assessment of clinical competence. There are advantages associated with the use of simulation, including the ability to set standardized assessments allowing for the consistent replication of a clinical case. Using simulation allows the educator to focus on assessing pre-determined clinical decision-making and procedural competencies.

Benefits of simulation assessment

1. The student can make "incorrect" clinical decisions and interventions (that in real life would be modified by the assessor in the interest of patient safety and well-being) and observe the consequences. Assessment through simulation enables students to develop a better understanding of the case without the ethical and clinical dilemmas created in an authentic environment.
2. Using a standardized simulation for all students enhances the validity and reliability of the assessment. In the authentic clinical setting it is not always feasible to have an entire class of students assess and manage the same patient.
3. Simulation allows the educator to target the areas of practice they wish to assess and then set simulation activities to force student responses and behaviors.

Remote discussion of clinical cases in Dentistry

The incorporation of online elements in education could become the transformative pedagogy to help dental schools overcome many of the present challenges, such as a shortage of academic teachers, the increase in the number of students, and inadequate teaching resources. It was found that online education could improve time management, communication skills, critical thinking, and knowledge application beyond physical classroom boundaries. The implementation of digital technologies in dental curricula has started globally and reached varying levels of penetration depending on local resources and demands.

Methods of remote case discussions:

Faculty discussion

The instructor presents a case to the students and discusses it in detail including management.

Student presentations (flipped classroom)

The students present the theoretical aspects related to the case like etiology, pathophysiology clinical findings and treatment plan.

Case demonstrations (live/recorded)

The faculty can plan a live demonstration of the case, if possible.

The faculty can present a pre-recorded video of the management of a similar case.

Laboratory demonstrations

Simple demonstrations of the clinical procedures can be shown through the simulators.

Remote assessment of the student in Dentistry

Methods:

Assessment techniques include MCQs, short answer questions, OSCEs, problem-based learning using e-learning (Moodle platform), lockdown browser and respond us browser. Also, a viva voce exam may be undertaken through a digital portal system. The assessments are to be carried out following the guidelines provided by the University.

3.6 Data and Cyber Security Policy

Policy Name	Data and Cyber Security Policy		
Policy Owner	Supervisor, Office of IT	Reviewed	Annually
Approved By	Vice Chancellor for Administrative and Financial Affairs	Approval Date	February 2022

Definitions

- **USTF:** University of Science and Technology of Fujairah
- **IT:** Information Technology.
- **IT Resources:** IT resources include but not limited to the following:
  - Systems such as Archiving System, and Library System.
  - Software
  - Hardware and Services.
  - USTF Computer Labs
  - College Computers, Desktop or Laptop.
  - Terminals.
  - Modems.
  - Printers.
  - Networks (wired and wireless).
  - Telecommunication devices (landline and mobile phones, PABX, faxes).
  - Storage media and related equipment, and data files owned or managed by the University.
  - Email (Students and Faculty).
- **Network and Security:** Network hardware and the services operating on the hardware or utilizing the hardware to perform tasks. USTF utilizes both wired and wireless networks.
- **Cyber Security:** is defined as the technologies, processes, and practices designed to protect services, networks, electronic systems, devices, programs, and data from attack, damage or unauthorized access.
- **Passwords/User Account:** The mode of secured personal access to pre-determined IT resources.
- **User:** Any person who makes use of any IT system, hardware or service owned or leased by USTF.
- **Technical Support:** Providing maintenance service for all faculty members and students in USTF with the IT resources.
- **Helpdesk:** Helpdesk is an information and assistance resource that troubleshoots problems faced by College members, administrative faculty and students related to IT resources, Network and Security, and Password/User Account. For purposes of this policy, unless otherwise stated, the following definitions and abbreviations shall apply:

Purpose of the Policy

The purpose of this policy is to set a rule of using the USTF account (student and staff) and how to protect an account by a password.

a. User Accounts:

- Accounts are intended to be personal. The individual to whom the account has been created is responsible for ensuring that his/her username and password remain confidential. No one can use another person's username and password.
- User Account (Faculty members):
- USTF full-time members should have Passwords/User Account. It will be created automatically after adding the employee to the HR system.
- The employee should receive a letter and email with his/her Password/User Account details and how to use it. The created password will be used at the first login only, and then the user should reset it.
- Part-timers may request Password/User Account for each service independently. It will be created temporarily for a period of one semester, and then it will be disabled automatically. The user may call Helpdesk to reactivate it. The Helpdesk should contact the HR first to confirm that the user is still working for USTF.
- The faculty members may contact the Helpdesk to reset the password in case of losing it.
- The cancelation process for the fulltime employees will be done automatically when the employee completed the clearance form and his/her status is changed to inactive on the System.
- To increase the level of security at USTF Account (Network and email) and the System, and minimize the level of attacks of viruses, worms, Trojans and hackers, please note that we have implemented the following security measures:

b. User Account (Student):

- All freshmen students should receive an identification letter with their Password/User Account details and how to use it after the drop/add period of each semester.
- All registered students should have Passwords/User Account.
- The Password/User Account will remain active during the whole study period only.
- Students who, for a reason or another, lose their passwords must pay an AED 15/- fine in return for having it back.

c. Password:

Password policy applied on Faculty's User accounts:

- Maximum Password Age is 60 days (meaning that user must change the domain password every 60 days)
- Minimum Password Length is 8 characters
- The Password Policy is divided into levels according to the user privilege. The below mentioned policy is applied to faculty members, advisors and secretaries.
- Maximum Password Age 60 days
- Minimum Password Length 8 characters
- The password cannot be same as the User ID.
- Software protection token is used as a second password that changed every 10 minutes and should be used in addition to the original password.

d. Applied Password Policy on Desktop:

- Enable Password Screen saver option after 2 minutes of idle session.
- This option would force the user if he/she did not use the computer for two minutes to re-enter the password. In case another user comes to use the computer, he/she should restart the computer and login with his/her network account.

e. Account lockout policy:

- Account lockout policy disables a user's account if an incorrect password is entered for several times over a specified period. These policy settings help us to prevent attackers from guessing users' passwords, and they decrease the likelihood of successful attacks on our network.
- Account Lockout Duration: 60 minutes
- Account Lockout Threshold: 50 invalid logon attempts
- Reset account lockout counter after 30 Minutes

f. Network and Security

Security:

- Threats to the security of information and the integrity of networks at USTF and elsewhere include viruses, hackers, and unauthorized persons. Consequently, it is the responsibility of the user not to disclose his/her password to any person.
- It is prohibited to connect any personal computer, server, printer, firewall, network router, network switch, or other electronic device to the USTF data network without the express approval of the IT and Networks Director.
- When any use of information technology at the University presents an imminent threat to other users or to the University's technology infrastructure, network and systems administrators may take whatever steps are necessary to isolate the threat, without notice if need be.
- The Office of IT does everything in its power to prevent viruses from entering the USTF network. Measures taken include virus scanners on the desktop computers, file servers, and email servers. However, users still need to be vigilant about protecting themselves from viruses, such as downloading suspicious files and opening suspicious attachments.
- Any attack or bid to attack the USTF systems or networks will result in prosecution of the attacker according to the federal laws of the UAE.
- Access to IDF rooms and server rooms is limited to IT faculty only.

Network:

The IT Network policy and procedures have been developed to provide students, college, and faculty access to a reliable, robust, and integrated wireless network and to enhance security of the campus wireless network to the maximum extent possible.

- All USTF users are subject to the following wireless guidelines as well as existing guidelines for the wired network. The wireless network is an extension of the existing network and therefore falls under the control and supervision of the Technology Service Department. Due to the complex nature of wireless technologies it is imperative that users of the wireless network follow the guidelines and policies outlined in the following.

- All University network users must register with the IT Dept. to obtain a user account and a password. The purpose of user accounts and passwords is for authentication of users and tracking users and devices, not to limit access. Guests must be registered by an employee or College/Department/Unit. Guest user account shall be issued for a limited period.
- Wireless networks are NOT a replacement for wired networks. The purpose of the wireless network is to extend the wired network by providing Web browsing and e-mail access in areas of transient use such as common areas. Wireless networks have a much smaller bandwidth than wired networks; therefore, applications that require a large bandwidth may overload the wireless network. Wireless networks work best when the number of users is limited - the more users, the smaller the share of the bandwidth available to each.
- Only wireless hubs installed and managed by IT will be allowed for use on the USTF wireless network. Students and college are not permitted to install their own wireless networking equipment. Departments wishing to implement a wireless network must notify the Technology Service Department. The Technology Service Department will survey the site and determine the feasibility of a wireless connection. Only hubs pre-evaluated and installed by the Technology Service Department will be used.
- The Technology Service Department needs help from all members of the campus community in minimizing the potential interference from such "wireless" devices as Bluetooth wireless devices, cordless phones and audio speakers. The Office of IT requests that the use of all other 2.4 GHz devices be discontinued in USTF owned buildings. The Technology Service Department reserves the right to restrict the use of all 2.4 GHz radio devices in all buildings and all outdoor spaces on the USTF campus.
- Wireless should only be used for mobile computing. Any time wired access is available; it should be used for increased performance.
- Any effort to circumvent the security systems designed to prevent unauthorized access to any USTF wireless network may result in the suspension of all access to USTF network and an appearance before the appropriate disciplinary board.

g. Prohibited Acts and Proper Resource Utilization

The Office of IT is neither an investigative nor a disciplinary entity in its primary responsibilities. However, in cases where University resources and privileges are abused or otherwise threatened, the department may be asked to take appropriate steps. Immediate revocation of access and subsequent prosecution by the authorities, for example, might be directed. Such revocation may be appealed to the IT committee.

Another example would be to both discipline and hold accountable an individual who damages IT resources. Improper access or modification of USTF information in a computer system may also bring a stiff penalty.

h. Prohibited acts include but are not limited to the following:

- Intentional denial of computing service to other users.
- Exploitation of insecure accounts or resources.
- Attempting to guess, crack or otherwise determine another user's password.
- Interception of network transmissions with hardware or software "sniffers".

- Forging of electronic mail or electronic news or otherwise misrepresent themselves or other individuals in any electronic communication.
- System administrators are not to use their access to examine the private information of other users except while resolving problems and where access to such information is necessary. In these cases, IT faculty is required to seek permission and oversight.
- IT faculty may not transfer resources (hardware, software and documentation) from designated locations without the explicit permission of their supervisor.
- USTF employees or students may not load any software onto their workstations or servers, which has not been purchased or is not free. Software identified as "shareware" should be examined carefully to ensure there is compliance with any licensing requirements. Under no circumstances will software binaries from unknown or illegal sources be placed on workstations or servers.
- Under no circumstances will USTF employees or students share account passwords, key combinations, alarm codes, keys, access cards or any other access control mechanism for any University resource or facility with any individual in a manner inconsistent with the policies established by their supervisor. In the absence of such policies, employees must have the explicit permission of their supervisor to share any access mechanism to any department resource.
- USTF faculty or college who bring vendors or personal guests into USTF IT facilities must make sure that these guests are always escorted with care given to protecting USTF equipment, facilities and information.
- IT management reserves the right to audit University owned workstations and servers without warning for the purpose of verifying software-licensing compliance.
- USTF employees or students may not load or install any software that may abuse the bandwidth of USTF Network/Internet.
- All computer and network access are denied unless expressly granted. Access is generally granted by the Technology Service Department in the form of computer and network accounts to registered students, college, faculty, and others as appropriate for such purposes as research, education (including self-study), or University administration. University accounts are protected by passwords.
- Accounts are assigned to individuals and are not to be shared unless specifically authorized. You, the user, are solely responsible for all functions performed from accounts assigned to you. Anything done through your account may be recorded. It is a violation of University Policy to allow others to use your account. It is a violation to use another person's account, with or without that person's permission.
- The password, used with the account, is the equivalent of an electronic signature for the user. The use of user-id and password authenticates the identity and gives an on-line affirmation the force of a legal document. The user should guard the password and account as he/she would his/her check book and written signature. It is a violation of this Policy to divulge your password to anyone. It is a violation to attempt to learn the password to another person's account, whether the attempt is successful or not.
- The User may not attempt to disguise his/her identity, the identity of your account or the machine that you are using. The user may not attempt to impersonate another person or organization.
- The User may not attempt to monitor other users' data communications; he/she

may not infringe the privacy of others' computer files; the user may not read, copy, change, or delete another user's computer files or software without the prior express permission of the owner.

- The User may not engage in actions that interfere with the use by others of any computers and networks. Such conduct includes, but is not limited to, the placing of unlawful information on the system; the transmitting of data or programs likely to result in the loss of the recipient's work or system downtime; the sending of "chain letters" or "broadcast" messages to lists or individuals; any other use that causes congestion of the networks or interferes with the work of others.
- The User may not engage in actions that threaten or intentionally offend others, such as the use of abusive or obscene language in either public or private messages, or the conveying of threats to individuals or institutions by way of USTF computers and/or networks.
- The User may not attempt to bypass computer or network security mechanisms without the prior express permission of the owner of that computer or network system. Possession of tools that bypass security or probe security, or of files that may be used as input or output for such tools, shall be considered as the equivalent to such an attempt.
- The User may not alter copy or translate software licensed to another party. The user may not make available copyrighted materials without the express permission of the copyright holder. Respect for intellectual labor is vital to the academic discourse. Violations of authorial integrity, plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations may be grounds for university sanctions as well as legal prosecution.
- Anyone who does not abide by the rules above will be referred to the University's Legal Advisor.

i. Cyber Security Framework

The key platforms of the framework are cyber security risk management and cyber security incident management.

Cyber Security Risk Management

Cyber security controls seek to reduce cyber security risk by either reducing the likelihood or impact of an incident, or both. USTF will continue to identify and treat cyber security risk via the following measures:

- Maintaining a register of key information assets.
- Establishing a framework for performing cyber security risk assessments aligned with USTF's Risk Management Policy.
- Incorporating cyber security risk identification and assessment into processes impacting the use and processing of USTF information.
- Maintaining a register of cyber security risks with related controls.
- Reviewing risks at regular intervals as a result of significant security incidents, threats or changes to business requirements.
- Implementing and strengthening controls to reduce risk.
- Evaluating the effectiveness of controls.

Cyber Security Incident Management

Once a cyber security incident has been reported, Office of Information Technology (OIT) will determine what steps are necessary to manage it, following the cyber security incident management process. This process provides procedural steps in responding to ensure a consistent and effective approach to the management of cyber security incidents, including communication of these events and weaknesses.

Preventative Measures

- Preventative measures are in place to provide security controls around the University's IT systems. These include the following:
    - Firewall: The University uses firewall hardware and software to log and protect internet and network usage, including connectivity of all Authorized Users and IT Resources, to prevent known threats and vulnerabilities from being exploited. The strength and configuration of the firewall used is based around industry standards to ensure the quality of protection on all University IT Resources.
    - Blocking of websites: The University blocks certain website URLs, as their content is considered unsafe, unacceptable, or would put people, IT Resources, or the University at risk. This includes, but is not limited to, malicious, gambling, pornographic, or terrorist content.
    - Blocking of Applications: The University occasionally places a throttle or limit on the internet traffic to certain high bandwidth streaming applications to prevent an unnecessary drain on University IT resources.
    - Antivirus software: The University uses antivirus software to ensure the integrity, availability and confidentiality of its IT Resources and detect any malware or similar malicious code. Where possible, its source is traced. The strength of the antivirus software and the regularity that it is set to scan is based around industry standards.
    - Automated Spam and Phishing Detection: The University uses systems that detect spam, phishing messages, and other malicious email entering and leaving its email servers, to protect against unsolicited commercial email (Spam), Phishing attempts and viral outbreaks. The configuration of this software is adjusted to cater for new types of Spam, Phishing attempts and other forms of malicious email as OIT is made aware of them. As such, reporting of suspicious activity is still a vital part of this process. For more information on security and awareness in relation to email.
    - Password strength: The University requires a certain level of complexity in all Authorized Users' passwords, to ensure that IT system access is within industry standards.
    - Identification and management of technical vulnerabilities: The University conducts audits on its technical vulnerabilities to identify and manage them. Vulnerabilities will be assessed for their risk to University operations and managed accordingly. Management of technical vulnerabilities may involve interaction with vendors to find alternate solutions.

- Cryptography: The University procures digital certificates using a bona fide and valid Certificate Authority (CA) and ensures that cryptographic certificates are issued and managed as required.

- All remote desktop software presents a significant threat to the security of the University's IT Resources. As such, OIT must first authorize and approve any software solution that provides remote access, to ensure the confidentiality, integrity, and availability of University IT Resources.
- Using or accessing University IT Resources off-site presents inherent risks to the privacy of confidential and sensitive information kept in those resources. In the interests of protecting security and privacy, all remote access provisions are expected to be used for University business only, and certain restrictions will always need to be in force:
  - All Authorized Users of University IT Resources, whether on-campus or off-campus, are expected to exercise an appropriate level of care and caution to prevent unauthorized access to all IT Resources.
  - All Authorized Users of University IT Resources, whether on-campus or off-campus, are expected to exercise an appropriate level of care and caution to maintain the security of confidential and sensitive information, to protect the privacy of themselves, other Authorized Users, and the University.
  - If remote access to University systems is provided, such access is subject to the Acceptable Use of Digital Services Policy, and all other relevant University policies. All use of the University's IT Resources is logged and may be subject to routine reviews.

j. Summary

- To summarize, access to University computing and communications equipment and facilities may be revoked for reasons including, but not limited to:
  - Attacking the security of the system.
  - Modifying or divulging private information such as file or mail contents of other users without their consent.
  - Misusing or abusing Internet/Network by using Internet tools or software that may affect the performance of the Internet/Network.
  - Modifying or destroying University data
  - Using the networks/Internet in a manner contrary to the established guidelines.
  - Users who are using a different domain other than USTF domain.
  - Cyber security incident management.
  - Cyber security preventative measurements.

- Finally, users may not read sensitive information simply because it is accessible to them because of accidental exposure and/or through the malice of others who have broken into a system or are misusing their access privileges. When sensitive information is recognized as such, it should not be examined further, but reported to the keeper of the materials, if known, or reported to management.

3.7 Provision of High School E-Learning Courses Policy

Policy Name	Provision of High School E-Learning Courses Policy		
Policy Owner	Dean of Student Affairs	**Reviewed**	Annually
Approved By	Vice Chancellor for Academic Affairs	**Approval Date**	February 2022

Policy Statement

This policy was prepared by USTF in response to the Ministry of Education Decision No. (237), issued on April 7, 2020 AD, Article Two Paragraph (20), regarding the application of distance learning in higher education institutions until the end of the academic year 2019-2020, which states: “The institution (the university) is committed to offering some of its courses (no less than two courses) via distance learning for Emirati school students to prepare them to join institutions of higher education."

Policy Objectives

1. Preparing Emirati and foreign high school graduates in the country, and the Eastern Region in particular, to enroll in university studies without hindrance, starting from the fall semester 2020-2021.
2. Attracting students to study at the University of Science and Technology of Fujairah, getting to know its facilities and capabilities, in addition to the offered academic programs, and seeking out their views on what they hope to study in the disciplines that the university may offer in the future.
3. These courses are offered intensively during the second summer semester (July and August) similar to the offering of courses during the first summer semester, so that they represent a good preparation for students who wish to join the humanitarian and law disciplines to pass the standard exams (EmSAT), which the student must study to remove the conditional admission status on which he/she joined the university.

Policy details

The goal of the Ministry's request to universities to introduce E-learning courses to high school students is to prepare them for university education, as it is unfair for them to directly enroll, starting the fall semester 2020-2021, in online education at the universities without training on this type of study. In addition, offering these courses is considered a tool to attract students to join the universities that offer them.

USTF shall not equate these preparatory courses with the courses in the General Education Program. In addition, these courses are pass of fail courses and are not given for credit hours.

Based on the recommendation of the Council for Academic Affairs in its meeting on Thursday April 30, 2020 AD, regarding the fulfillment of the Ministry of Education requirement of universities to offer at least two online courses for high schools' students, the Curriculum and Study Plans Committee has prepare the final proposal for those courses that will be offered

by the university With determining the benefit of the offering for the student and the university. According to the deliberations of the committee, these courses could be preparatory courses that help high school students complete the uncompleted courses necessary for their admission to the university, such as preparatory courses in mathematics and physics, or courses that enable students to enroll conditionally in the university if they are unable to fulfill the requirements of standardized tests in Arabic and English languages.

The Curriculum and Study Plans Committee at the University of Science and Technology of Fujairah discussed the following course proposals:

1. The Arabic language
2. English language
3. Mathematics
4. Physics

Which was prepared by the faculty members of the College of Humanities and Sciences, over two sessions held on Monday, April 20, 2020, and Monday, May 4, 2020.

The Curriculum and Study Plans Committee recommended introducing some modifications to the course proposals submitted, the most important of which is that these courses are compatible with the system of electronic national standard tests, launched by the Ministry of Education in the United Arab Emirates under the name of the "Emirates Standard Test", in the Arabic language specialties, English, mathematics, and physics.

3.8 Practical Courses via Distance Learning Policy

Policy Name	Practical Courses via Distance Learning Policy		
Policy Owner	Dean of Student Affairs	**Reviewed**	Annually
Approved By	Vice Chancellor for Academic Affairs	**Approval Date**	February 2022

Policy Statement

Implementing practical based courses under Distance Learning environment (DLE) is a challenging task as the teaching of practical based courses involves intensive practical work. USTF aims to remove the difficulties and challenges in implementing the practical based courses under DLE to ensure the continuity of students' practicing, online, if possible, to fulfill the CLOs of the practical course.

Objectives

The policy guidelines the completion of courses of a practical nature, such as internships, graduation projects, field studies and viva voce exams offered via Distance Learning modes.

Definition

Practical-based Courses: In general, practical-based courses are such courses or subjects where the practical/ action /skill related tasks like project works, experimentations etc. are found. Practical Based courses are understood as the courses which are evaluated through three ways evaluation system i.e. term end theory examination, term end practical examination, and submission of assignments. Examples of practical-based courses: internships, graduation projects, field studies and viva voce exams.

Policy Details

Faculty Responsibility

Due to the nature of practical-based courses which is a 'hand-on' class, which allows the student to apply the theories him/her learning in the course in practical situations and need face-to-face teaching mode. The faculty responsibility is to determine the following:

- Determine the course learning outcomes (CLOs) which is basically defined as practical CLOs.
- Determine the tools which will be used to deliver the practical via distance learning.
- The assessments the faculty will use to measure the student performance during conducting the practical session via distance learning.
- Respect to the internship and field studies, academic supervisor should coordinate with the organization hosting the internship all the procedures and tools used to deliver the internship or field studies such as:
    - Simulators.
    - Virtual environments.
    - Evaluation criteria.
    - Assessments.

  - Assessment techniques include MCQs, short answer questions, OSCEs, problem-based learning using e-learning (Moodle platform), lockdown browser and respond us browser.
  - Viva voce exam may be undertaken through a digital portal system
  - Schedule.
- The faculty, laboratory assistants delivering the practical session via distance learning environment should train/guide the students on using the practical online kits.
- Simulations, practical, recorded experimentation, experiment results, where experiments and practical sessions are supposed to be conducted by students should be records and/or obtained results presentations.
- Practical sessions will be recorded for the students who couldn't attain the normal practical sessions or for revision purpose.
- The faculty should make sure for the engagement of students with the practical sessions.

4.0| Manuals

4.1 Online Assessment Preparation using Moodle

Guidelines Manuals

Moodle Manual - USTF

دليل استخدام نظام التعليم الإلكتروني " مودل "

الفهرس

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4. تحميل ملف أو مجلد و شرح الرموز	10 - 5	4. Upload a File or Folder and Icons
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9.2 إنشاء سؤال اختيار من متعدد	27 – 26	29. Create Multiple Choice question
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1. مقدمة عن التعليم الإلكتروني (مُودِل): 1. Introduction to MOODLE:

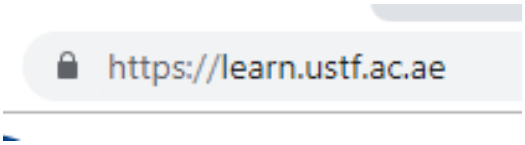
نظام التعليم الإلكتروني "مودل" هو نظام إدارة مقررات مفتوح المصدر ، ويعرف أيضاً بنظام إدارة التعلم أو بيئة تعلم افتراضية، لقد اكتسب شعبية كبيرة بين التربويين و الأكاديميين حول العالم كأداة لإنشاء مواقع ويب ديناميكية لطلابهم ، يركز مودل دائماً على إعطاء المربين أفضل الأدوات لإدارة وتشجيع التعلم العديد من المؤسسات تستخدمه كمنصة لإعطاء مناهجها بالكامل على شبكة الإنترنت.

العديد من مستخدمي المودل يستخدمونه في وحدات النشاطات (كالمنتديات وقواعد البيانات والويكي) لبناء مجتمعات تعاونية غنية للتعلم حول الموضوع الذي يهتمون به، في حين يفضّل آخرون استخدام مودل كوسيلة لتقديم المحتوى للطلاب وتقييم التعلم باستخدام الوظائف أو المسابقات.

- تعيين تقديم
- وضع الأمتحان
- تحميل الملفات
- الدرجات
- وضع الواجبات
- التقويم على الانترنت

2. بدأ استخدام التعليم الإلكتروني: 2.How to start using MOODLE

1. الدخول لموقع التعليم الالكتروني : learn.ustf.ac.ae



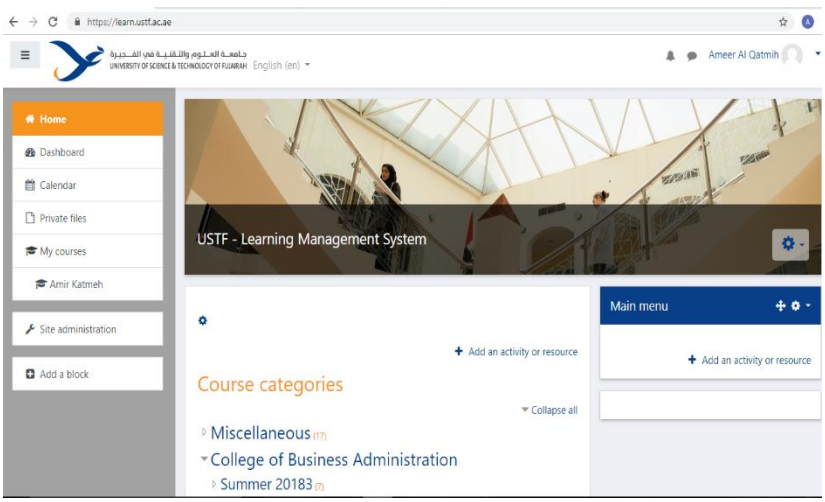
3. تسجيل الدخول: 3. Login

1- يتم الضغط على OpenID Connectومن ثم الدخول الي الصفحة الرئيسية للتعليم الألكتروني

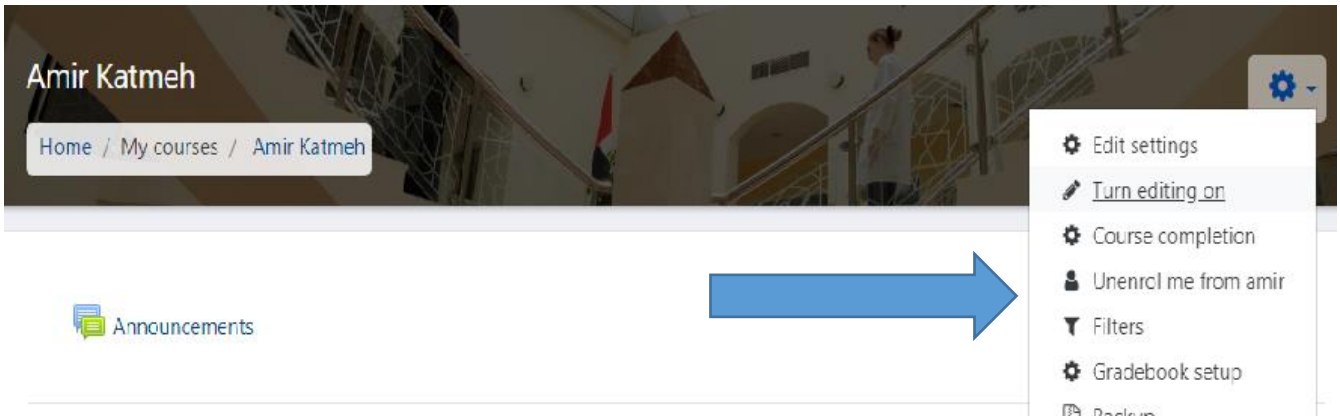
4. تحميل ملف أو مجلد وشرح الرموز: 4. Upload a File or Folder and Icons

أولاً : تحميل ملف Upload a File

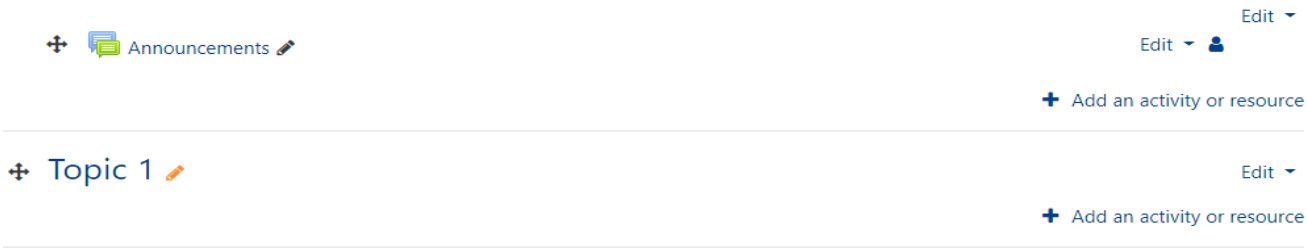
1- يتم اختيار المساق من " My courses".



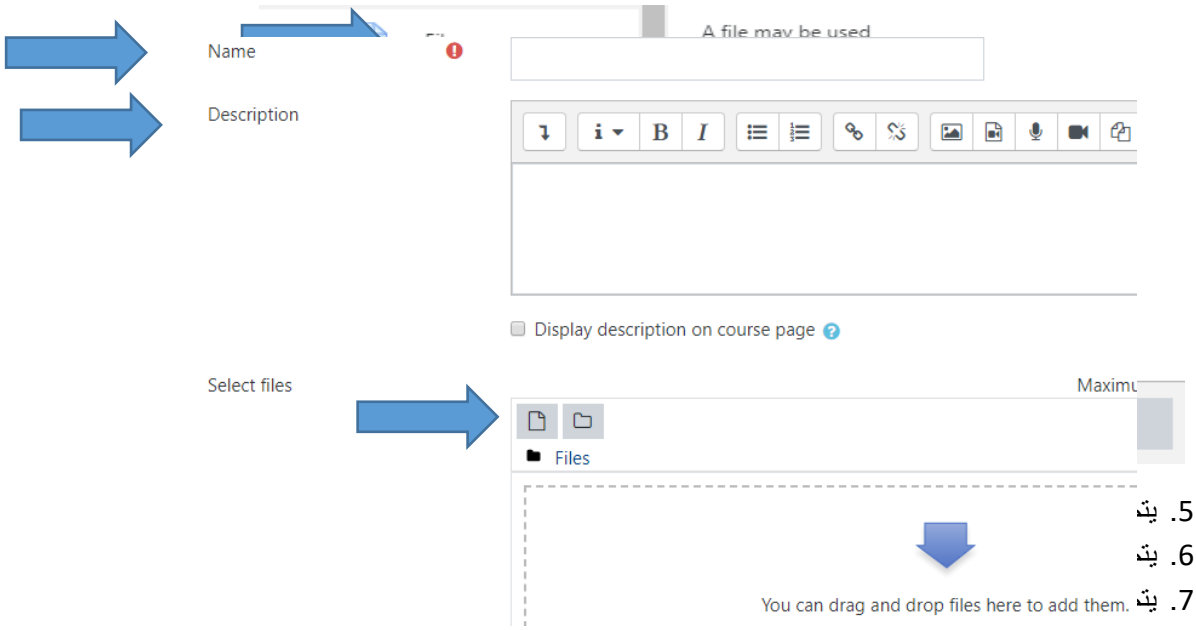
1. يتم تشغيل التحرير بالنقر على "Turn editing on".



2. لإضافة الملف يتم النقر على "Add an activity or resource".

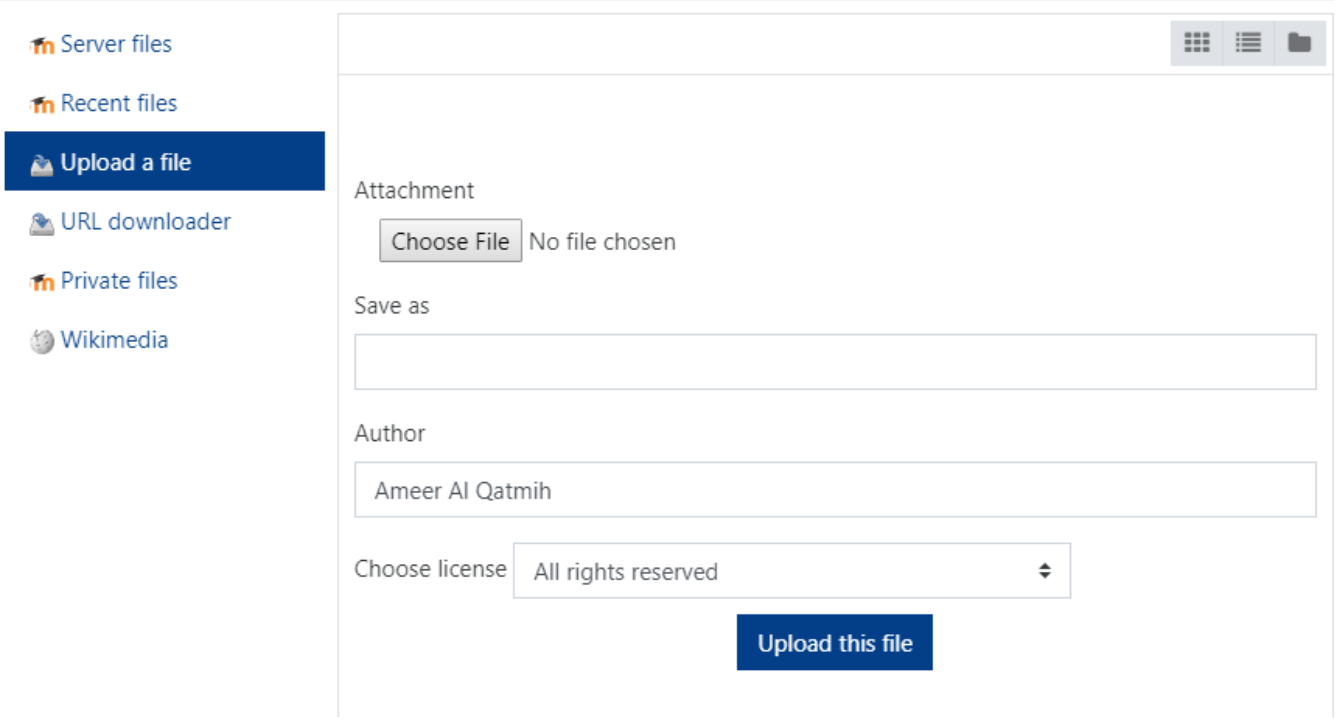


3. يتم اضافة ملف بالنقر على "file".
4. ثم النقر على "Add".



5. يتـ
6. يتـ
7. يتـ

8. يتم استعراض الملف بالنقر على "Choose File".
9. اختر الملف من الجهاز.
10. يتم النقر على "upload a file".
11. لرفع الملف يتم النقر على "Upload this file".



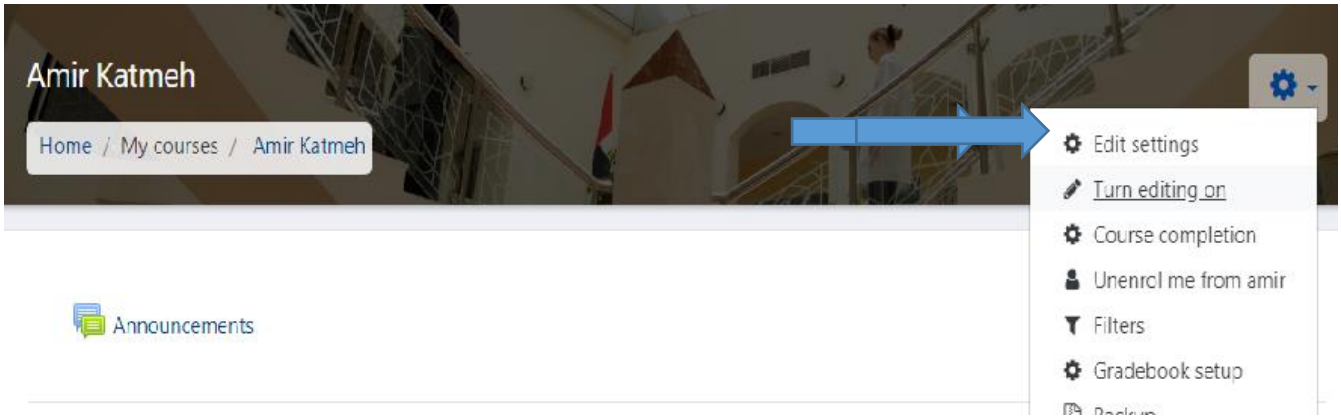
12. للحفظ و الرجوع الى المساق يتم النقر على "Save and return to course".

ı marked .

ثانياً : تحميل مجلد Upload a Folder

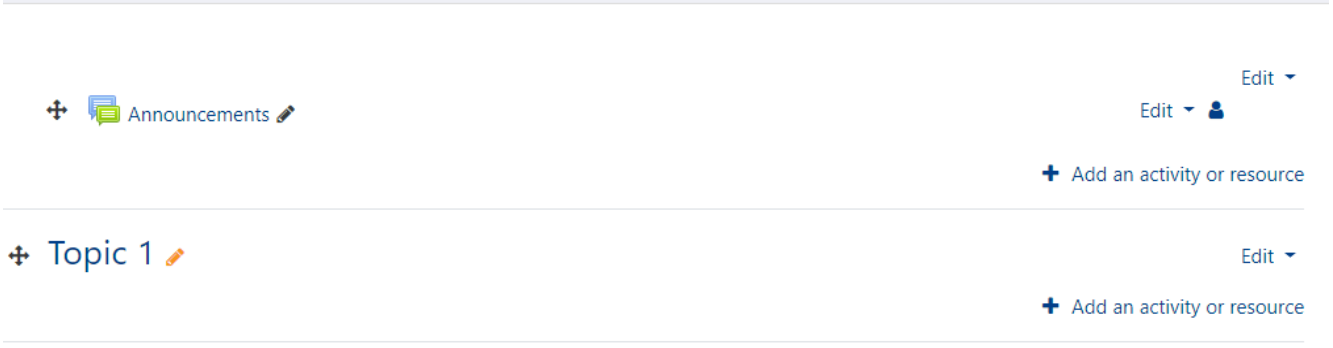
1. قم بتشغيل التحرير بالنقر على "Turn editing on".

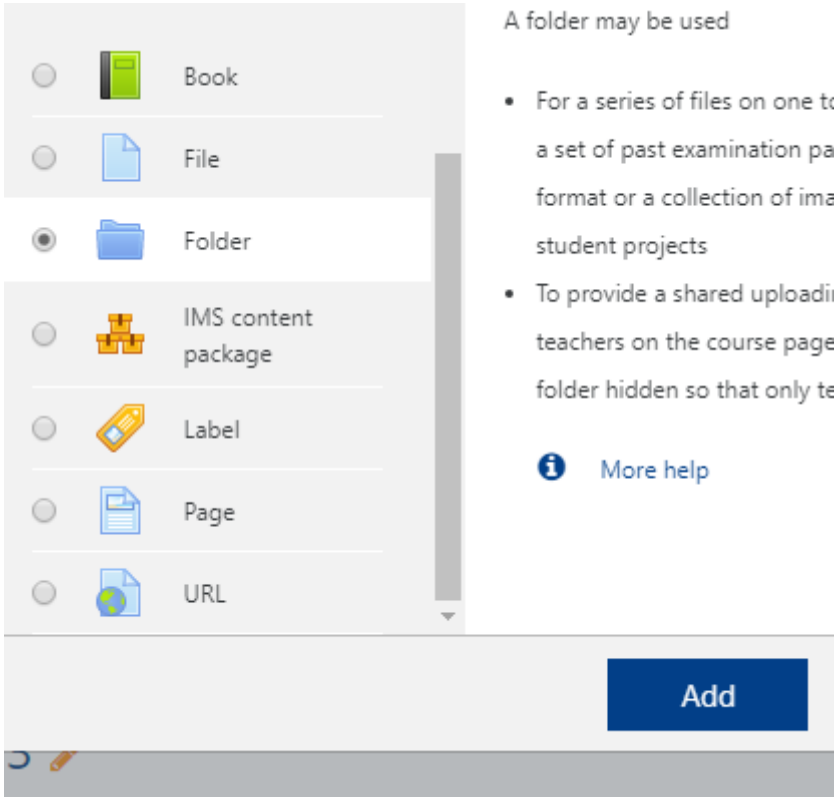
2. لإضافة نشاط أو مورد يتم النقر على "Add an activity or resource".



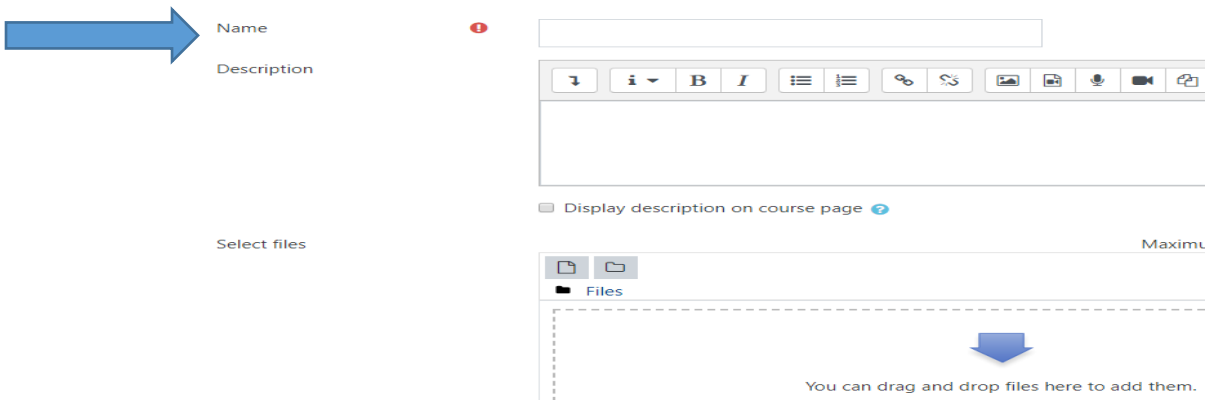
لإضافة المجلد يتم النقر على "Folder".

3. ثم النقر على "Add".





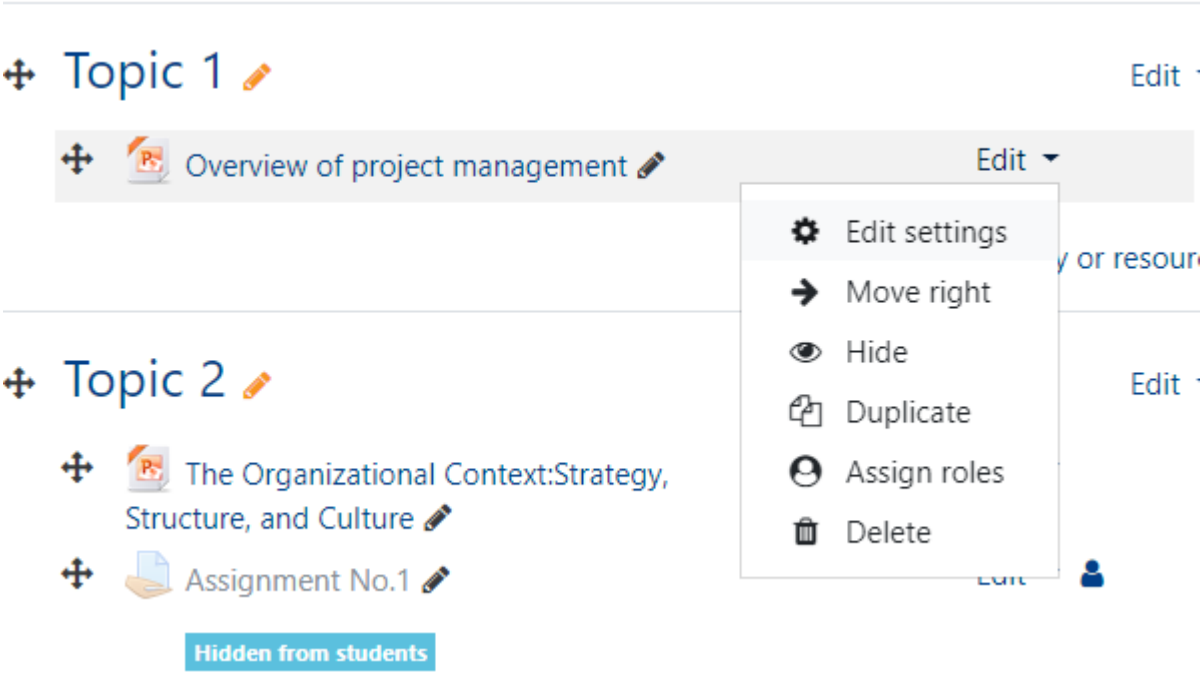
4. يتم اختيار أسم للمجلد وكتابته في خانة "Name".
5. يتم كتابة وصف المجلد في خانة الوصف "Description".
6. يتم إنشاء مجلد بالنقر على "Create folder" وثم نقوم بتسمية المجلد.
7. للحفظ و العودة للمساق يتم النقر على "Save and return to course".



ثالثاً: شرح الرموز Icons

1. يتم تشغيل التحرير بالنقر على "Turn editing on".
2. الرموز و تنقسم الى:

#1 Edit tittle : تعديل العنوان
#2 Move right : التحريك الى اليمين
#3 Hide : إخفاء
#3 Move: التحريك
#4 Duplicate: نسخ الملف
#5 Assign role : إضافة
#6 Delete : مسح الملف



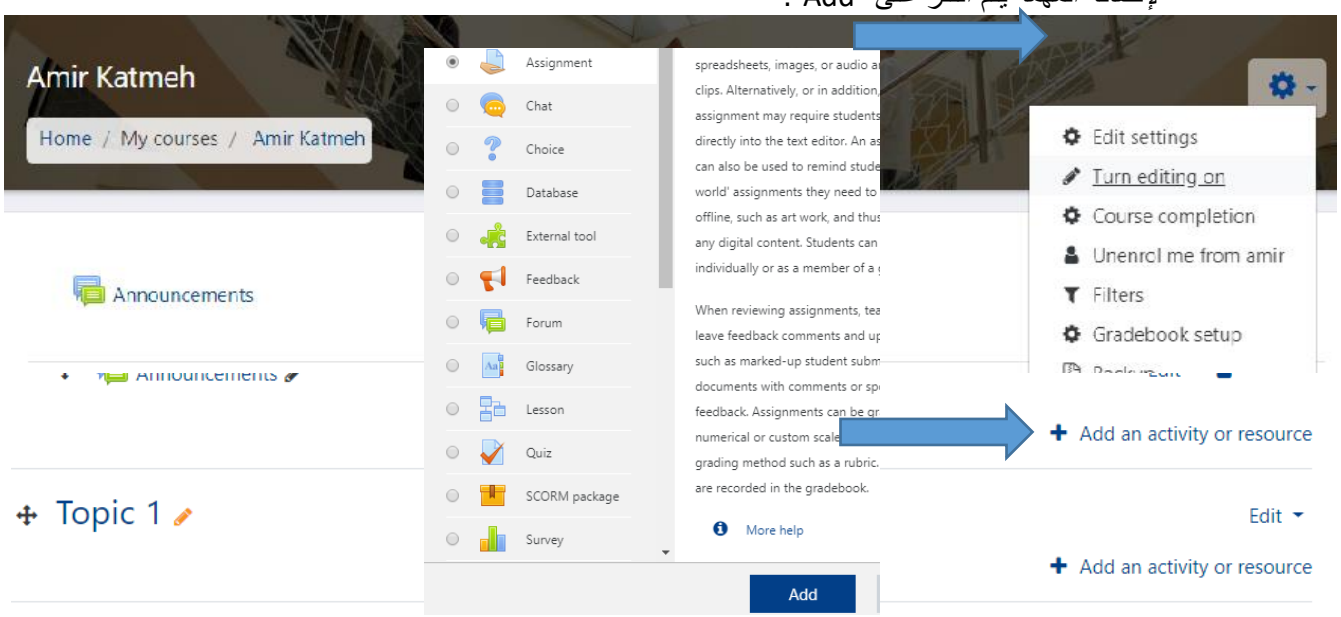
5. انشاء مهمة: 5. Create an assignment:

1. يتم تحويل التحرير الى تشغيل بالنقر على "Turn editing on".

2. لإضافة مهمة يتم النقر على "Add an activity or recourse".

من النافذة التالية يتم اختيار "Assignment".

لإضافة المهمة يتم النقر على "Add".

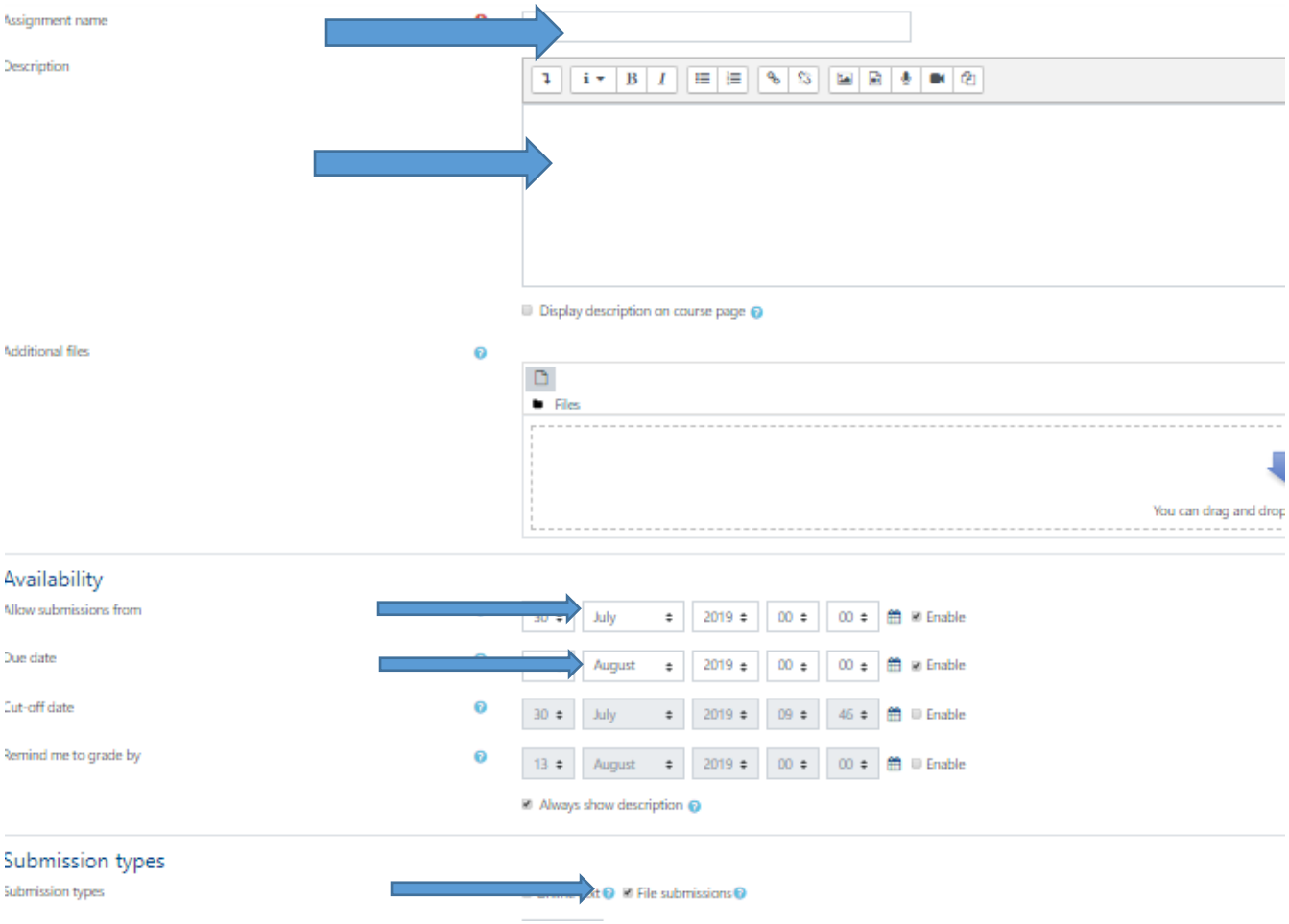


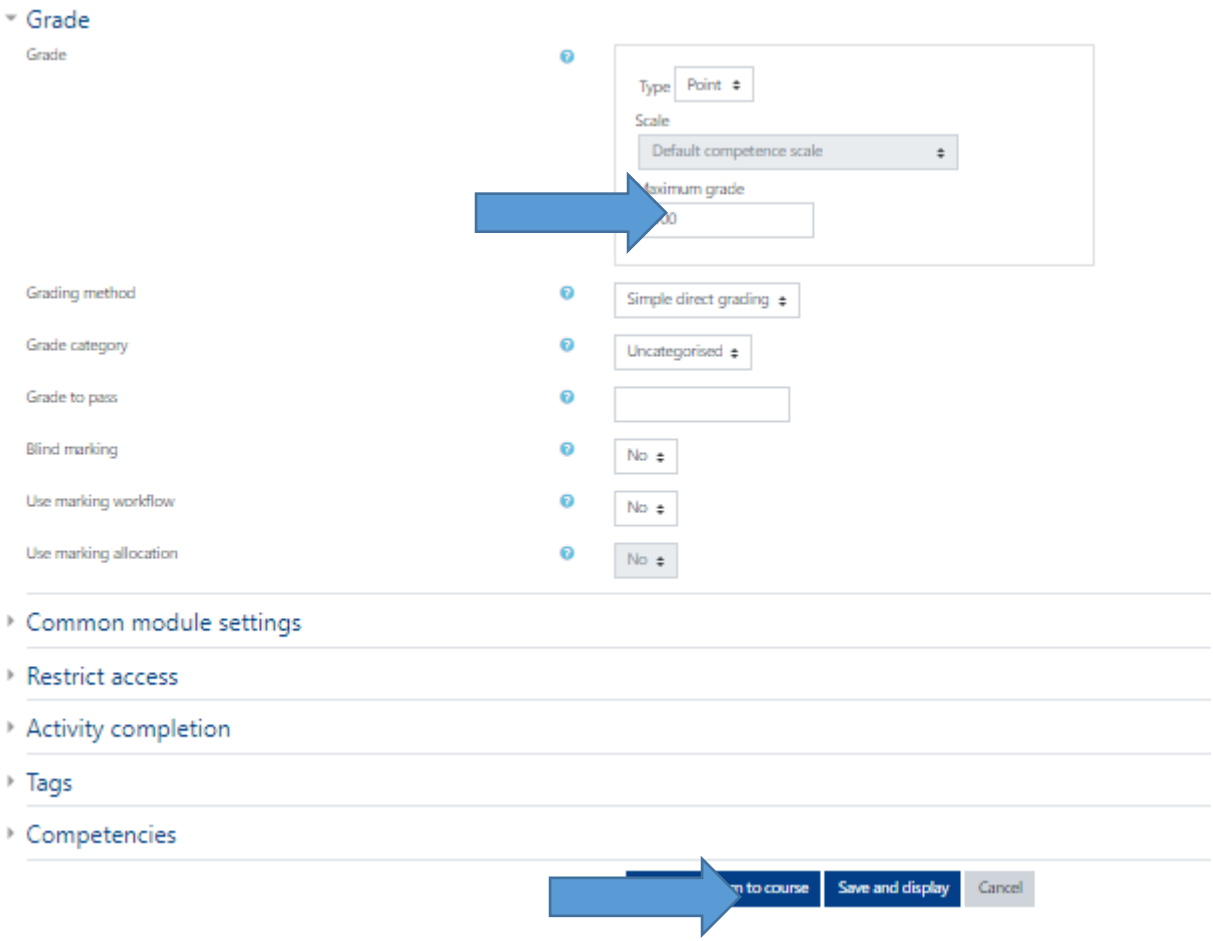
يتم اضافة اسم للمهمة في خانة "Assignment name".

1. قم بكتابة وصف نص المهمة في خانة "Description".
2. قم باختيار تاريخ ووقت إغلاق و فتح المهمة.
3. (إعدادات التسليم) و تنقسم الى نوعين:

- Online text: فيها يقوم الطالب بتسليم المهمة عن طريق الكتابة المباشرة للنص
- File submissions: فيها يقوم الطالب بتسليم المهمة عن طريق تحميل ملف

4. يتم منها اختيار عدد الملفات التي سيقوم الطالب برفعها اذا قمت باختيار " file submissions"

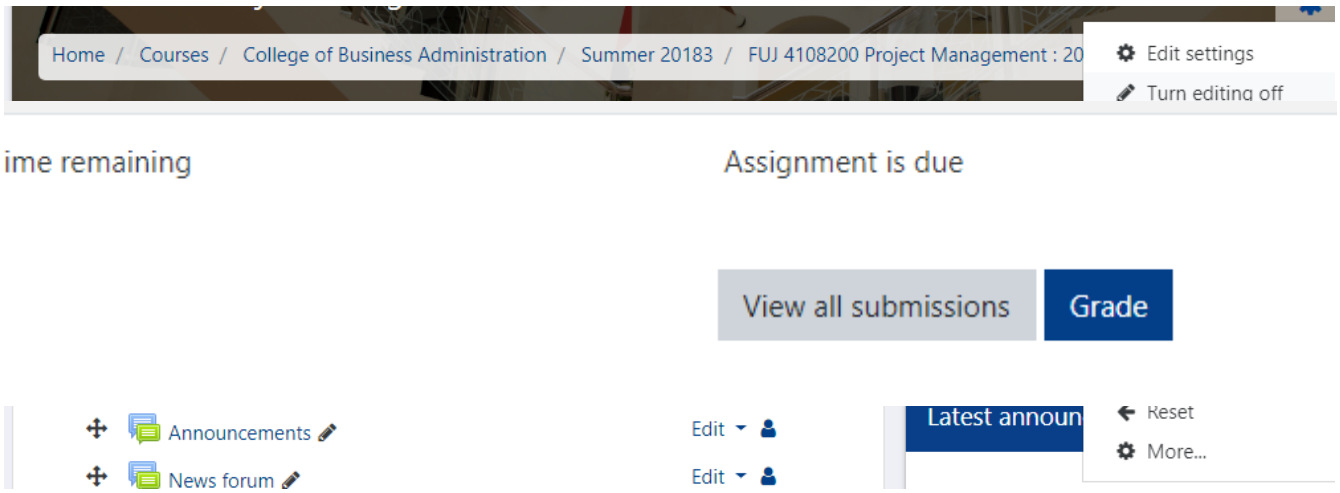




5. يتم اختيار الدرجة .
6. للحفظ والعودة للمساق يتم النقر على "Save and return to course".

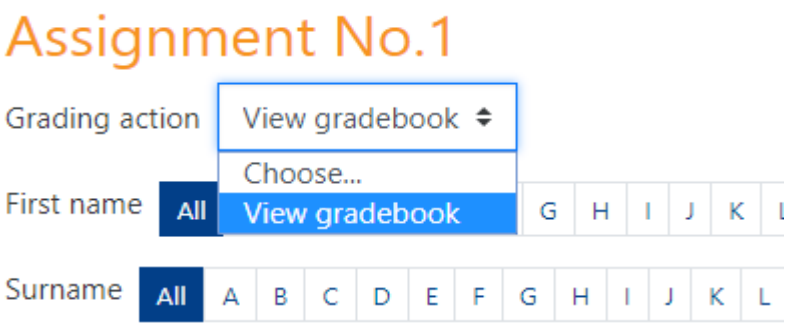
6. Create Grading Book: 6. انشاء دفتر العلامات:

1. يتم تشغيل التحرير بالنقر على "Turn editing on".
2. يتم النقر على المهمة المراد رصد علامتها.



3. لرؤية إجابات الطلاب يتم النقر على "view all submissions".

4. يتم عرض دفتر الدرجات .



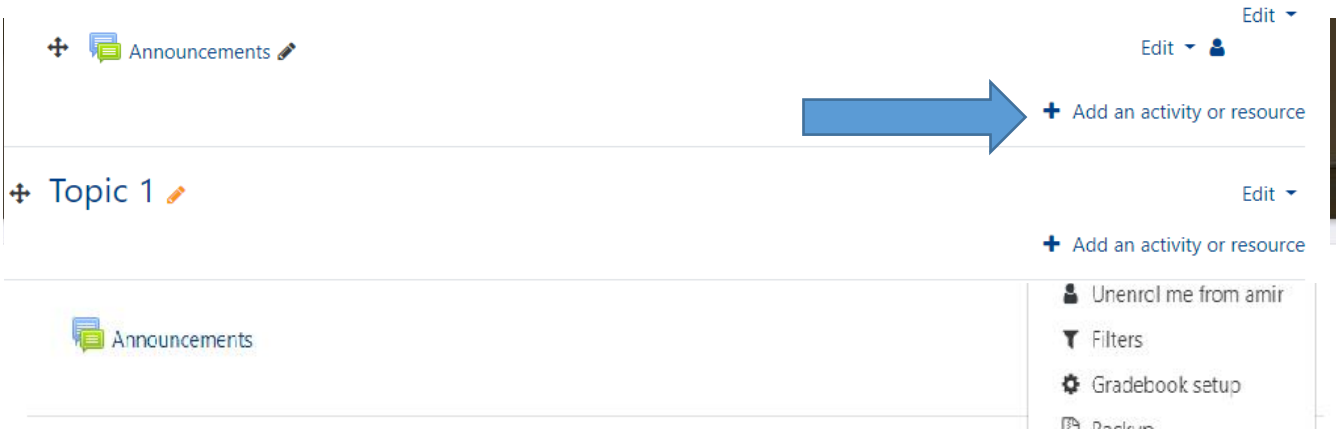
5. يتم كتابة الدرجة على المربع .

6. من ثم حفظ التغير

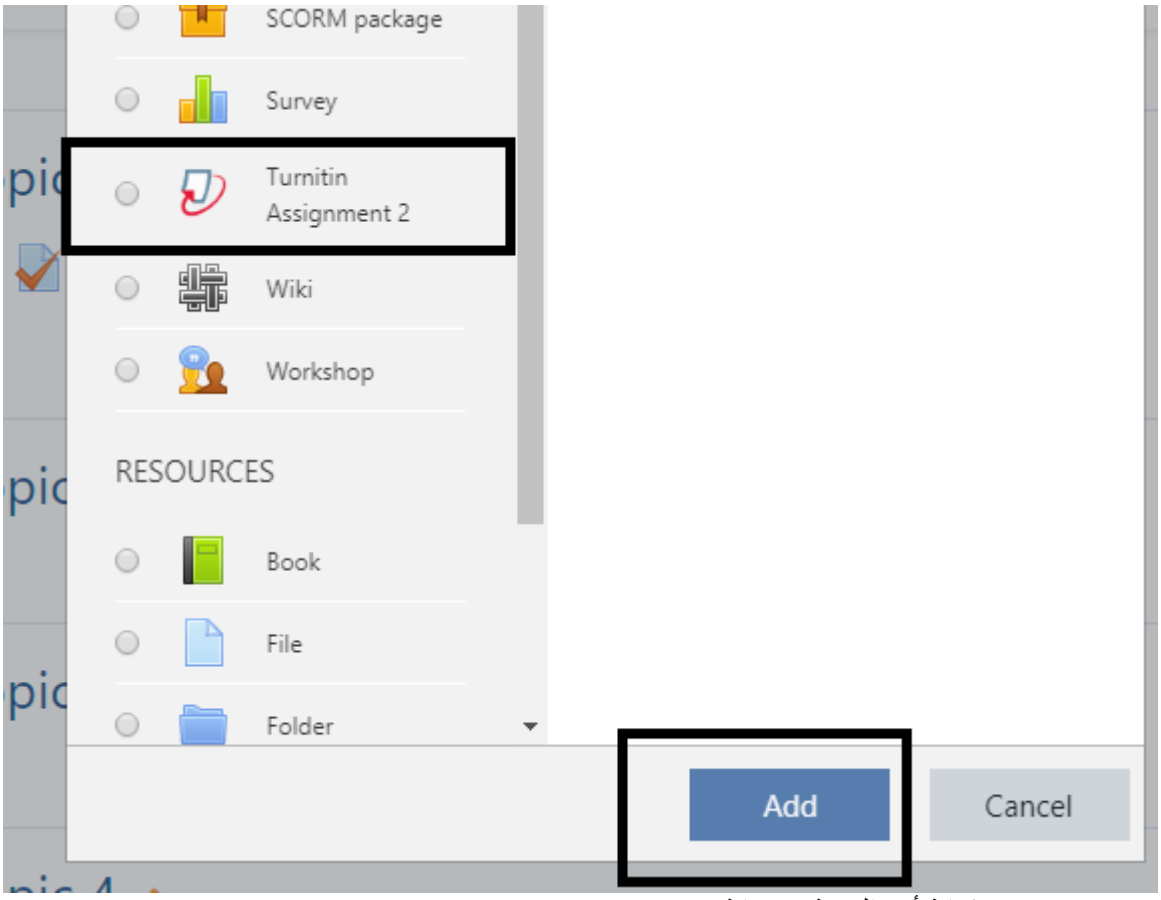
7. Create Turnitin assignment: 7. انشاء مهمة(Turnitin):

1. يتم بتشغيل التحرير بالنقر على "Turn editing on".

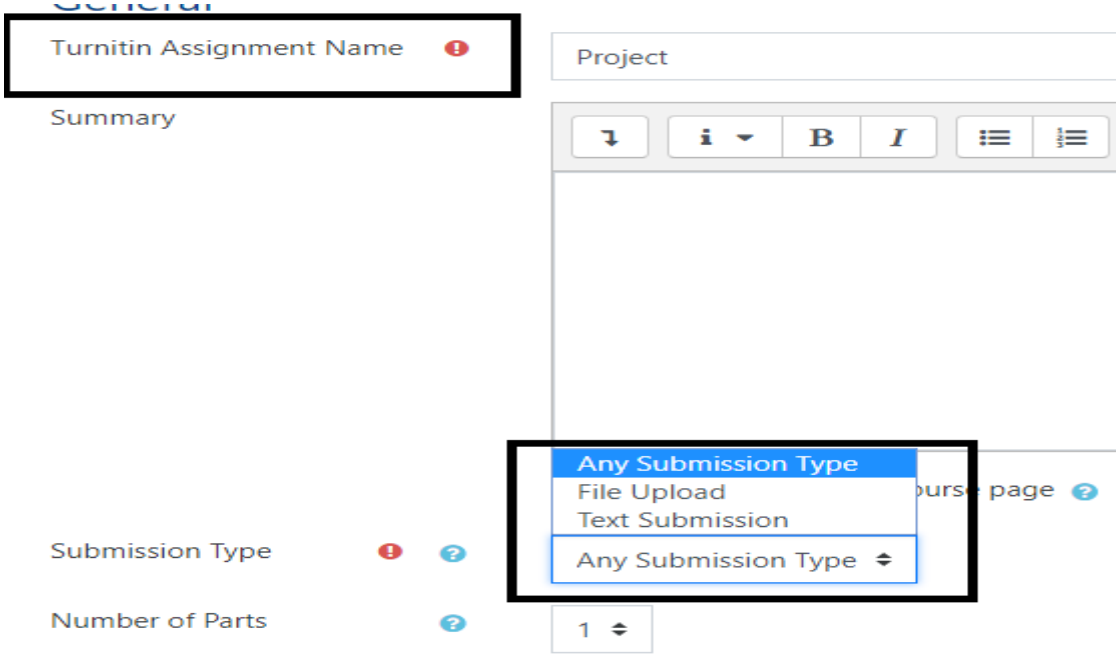
2. لإضافة المهمة يتم النقر على "Add an activity or resource ".



3. من النافذة التالية يتم اختيار "Turnitin Assignment".
4. ثم يتم النقر على "Add".

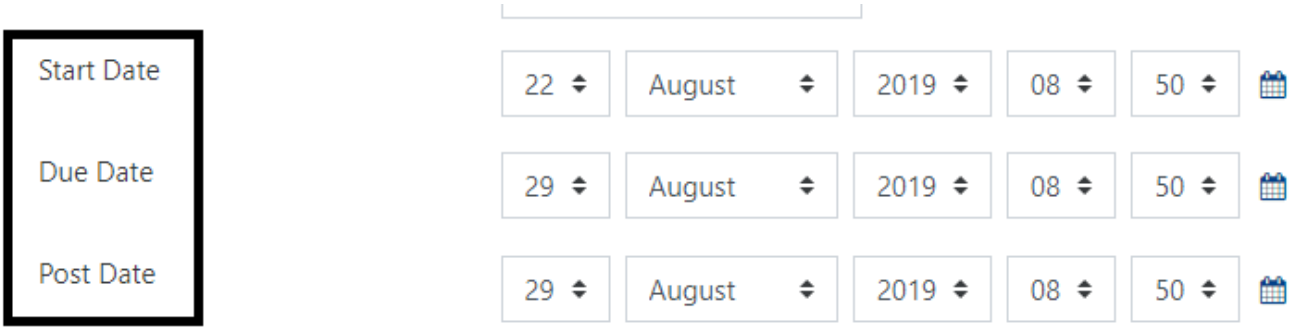


5. يتم كتابة أسم المهمة في خانة "Turnitin Assignment Name".
6. يتم كتابة موضوع المهمة في خانة "Summary".
7. من خانة "Submission Type" يتم اختيار "File Upload" وبهذا الاختيار يقوم الطالب بتسليم المهمة في ملف, أو اختيار
"Text Submission" وبهذا الاختيار يقوم الطالب بتسليم المهمة كنص.
8. يتم اختيار عدد اجزاء التسليم من خانة "Number of Parts".

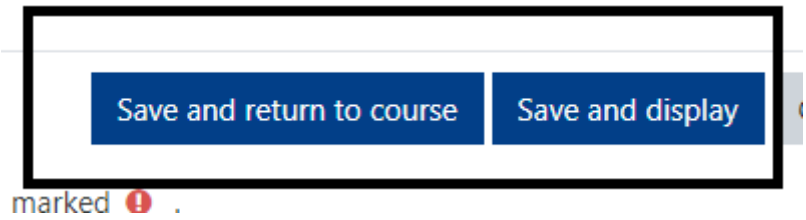


9. لعرض الدرجة على الطالب " Display originality Reports to Students "

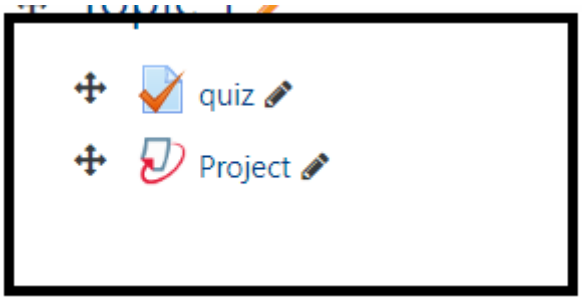
10. يتم أختيار الوقت "Start Date".
11. يتم أغلاق الوقت "Due Date".
12. يتم عرض الدرجة للطالب " Post Date "



13. للحفظ والعودة للمساق يتم النقر على "Save and return to course".



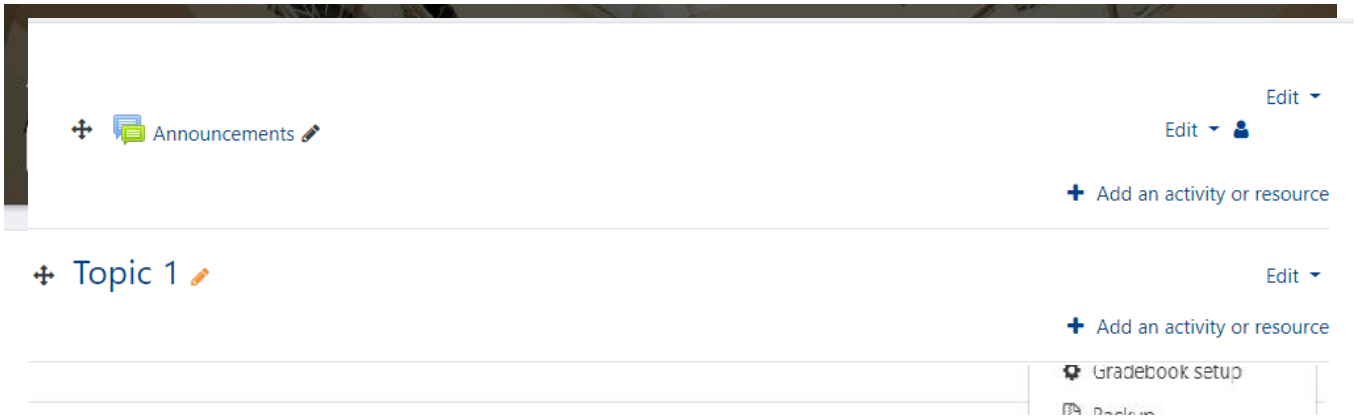
14. يتم النقر على المهمة.



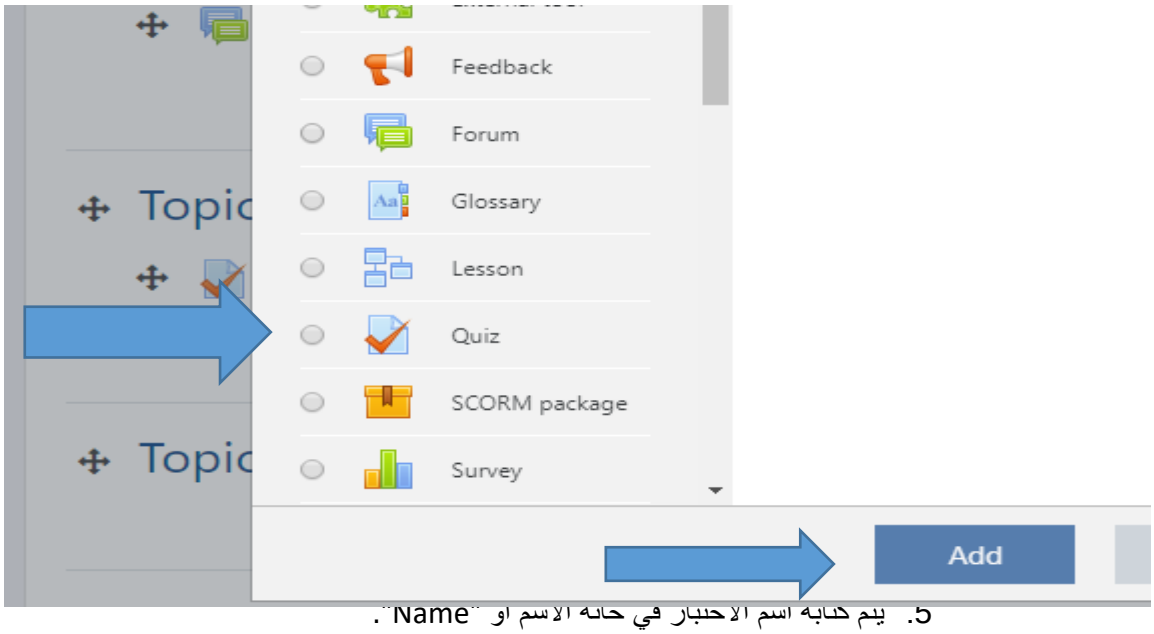
15. بعد فتح المهمة يستطيع الطالب ان يقوم بالتسليم وستظهر كلمة " Pending" و تعني ان البرنامج ما زال يبحث عن نسبة التشابه الموجودة في قاعدة بيانات البرنامج وبعد مرور القليل من الوقت يتم ظهور النسبة تشابه المهمة التي تم تقديمها مع قاعدة بيانات البرنامج.

3. Create a Quiz: 8. انشاء اختبار:

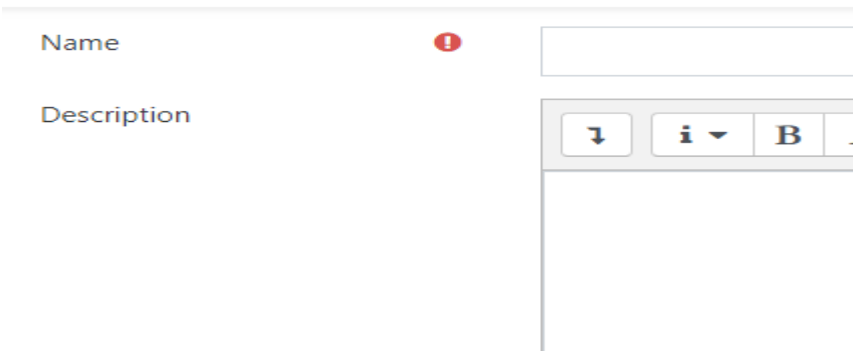
1. يتم النقر على "Turn editing on" لكي تستطيع الإضافة أو التعديل على محتوى المساق.
2. نقوم بالنقر على "Add an activity or resource"



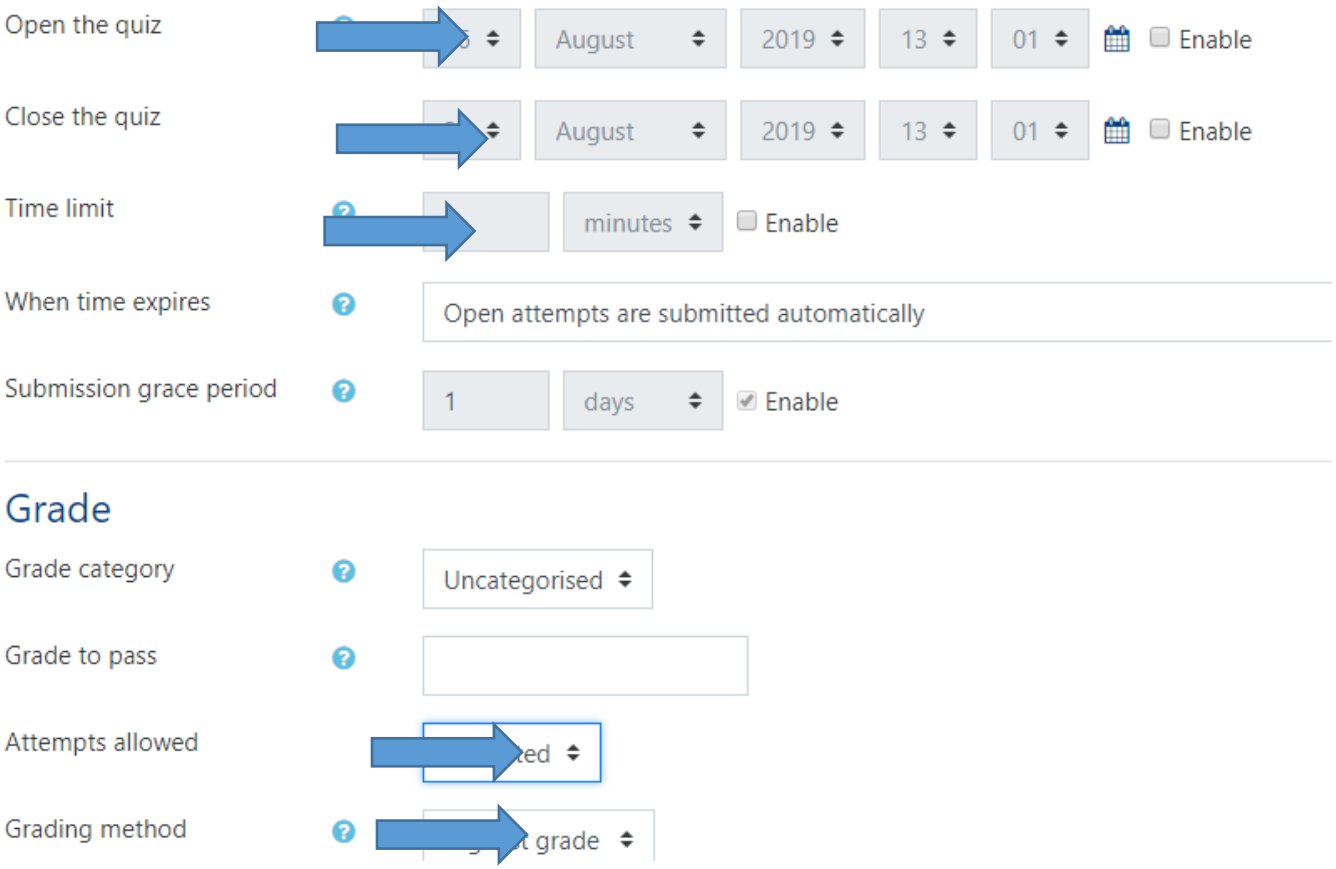
3. من النافذة التالية يتم اختيار اختبار أو "Quiz".
4. ثم يتم النقر على إضافة أو "Add".



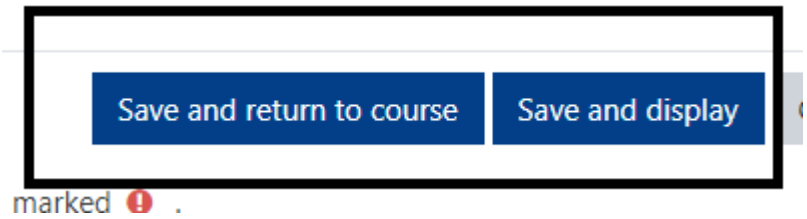
5. يتم كتابة اسم الاختبار في خانة الاسم او "Name".



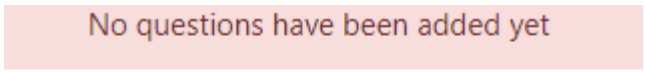
6. يتم تحديد أوقات فتح/ إغلاق الأختبار , مع مراعاة التأكد من علامة (**v**) عند كلمة "Enable".
7. لتحديد فترة إجراء الأختبار .
8. لتحديد عدد المحاولات المسموح بها , يتم النقر على "Attempts allowed".
9. لتحديد طريقة حساب أعلى محاولة أو متوسط المحاولات أو المحاولة الأولى أو المحاولة الأخيرة يتم الأختيار من
"Grading method".



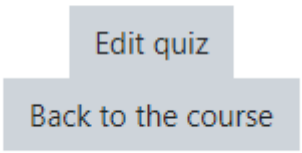
10. وللحفظ النقر على "Save and return to course".



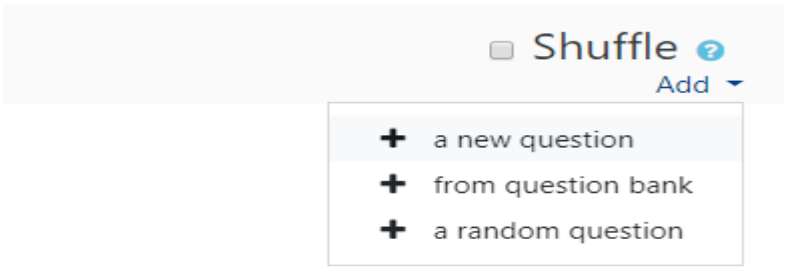
11. يتم النقر على الأختبار الأول.
12. لبدأ إضافة أو تعديل اسئلة الاختبار , يتم النقر على تعديل الاختبار أو "Edit quiz".



أو

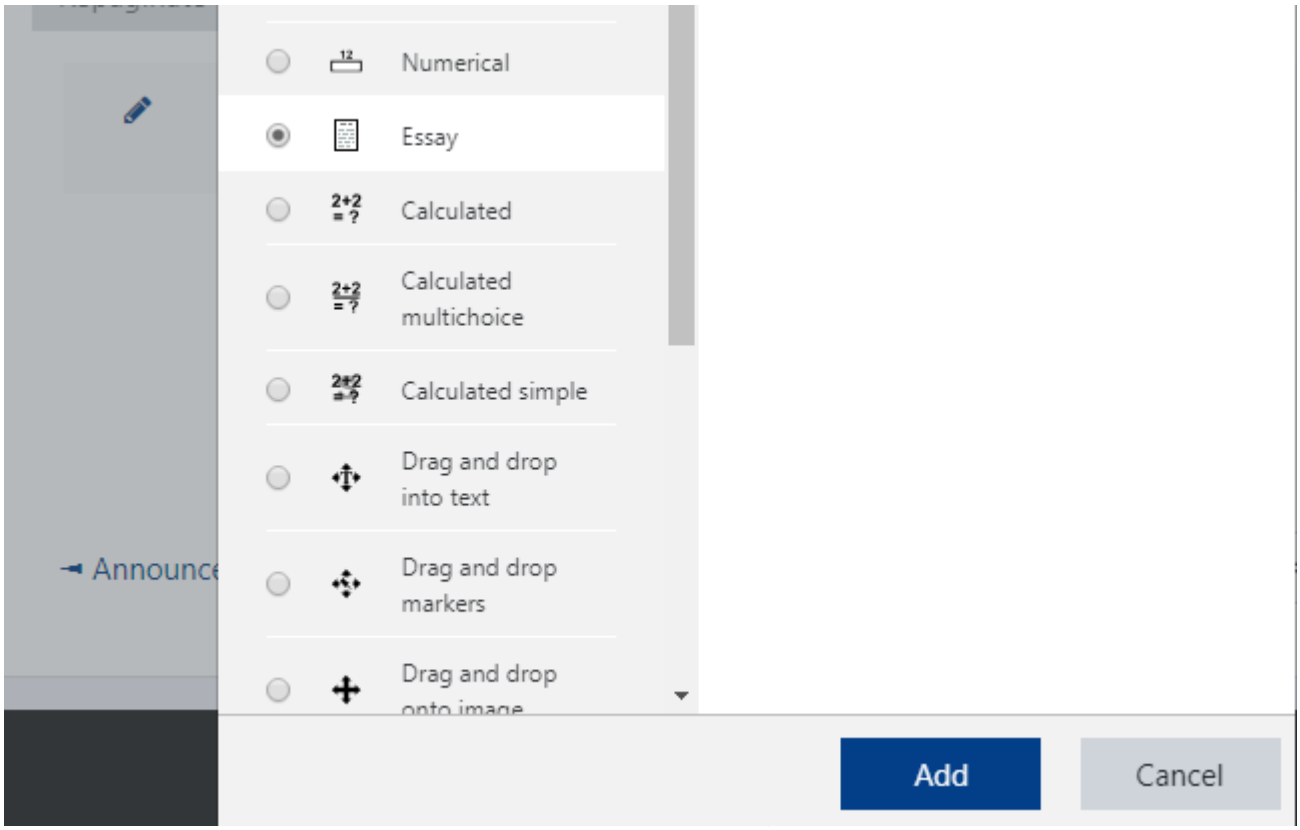


13. لإضافة اسئلة جديدة يتم النقر على إضافة سؤال أو " a new question".



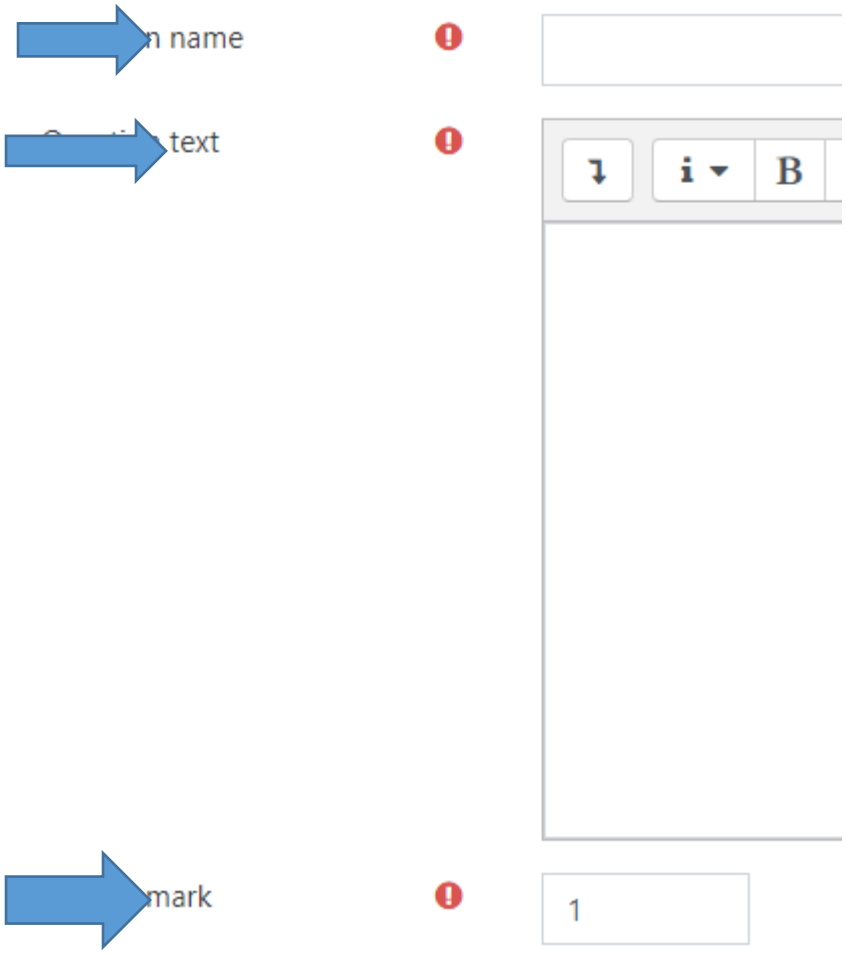
9. Create an Essay: 9. انشاء سؤالمقالي:

1. من النافذة التالية يتم اختيار سؤال مقالي أو " Essay" .
2. ثم نقوم بالنقر على التالي أو "Add".



3. نقوم بكتابة رقم السؤال أو "Question name".

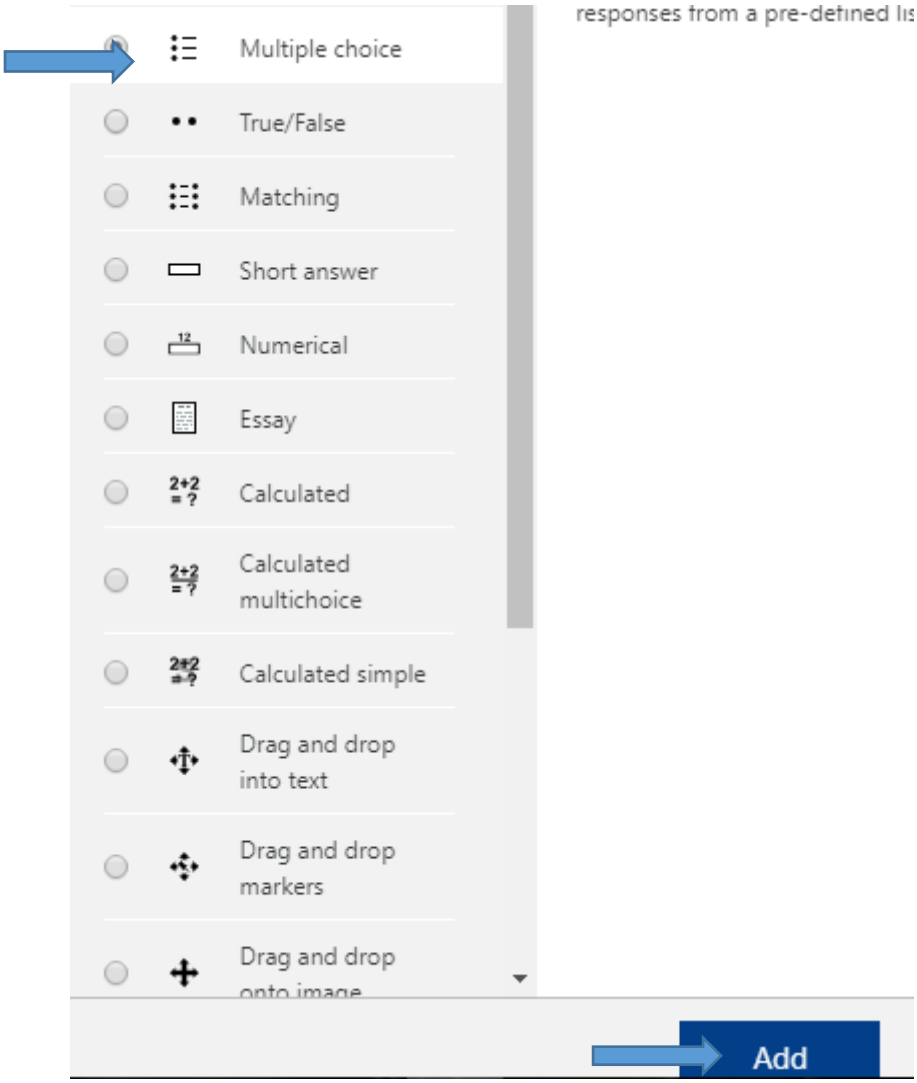
4. نقوم بكتابة نص السؤال أو "Question text".
5. يتم تحديد درجة السؤال أو "Default mark".



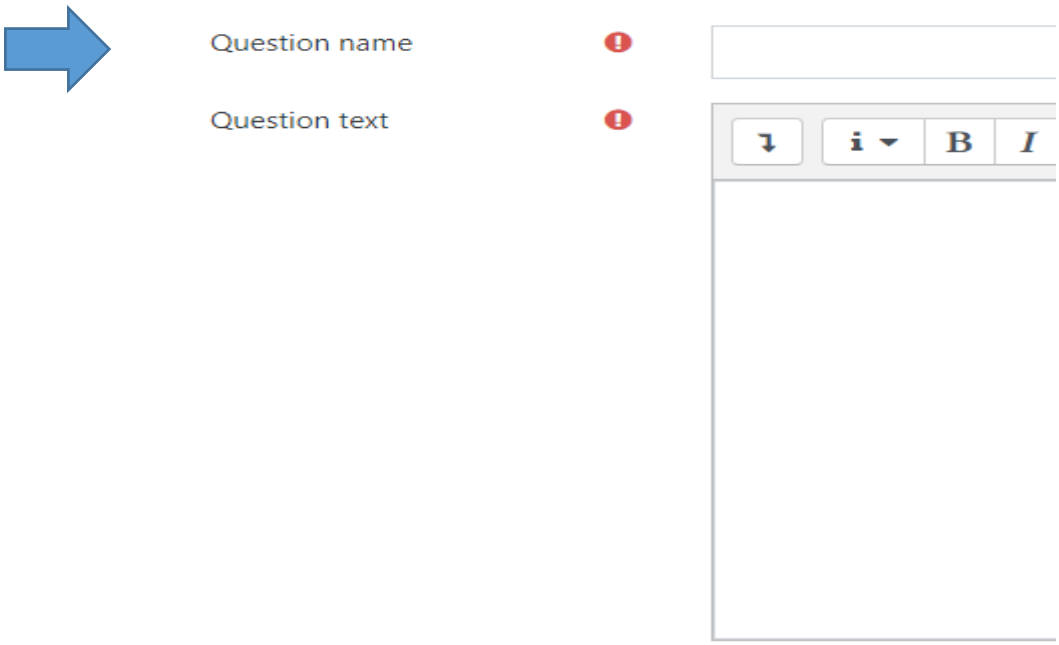
6. يتم النقر على حفظ التغيرات أو "Save changes".

9.2. Create an assignment: 9.2. انشاء سؤال اختيار من متعدد:

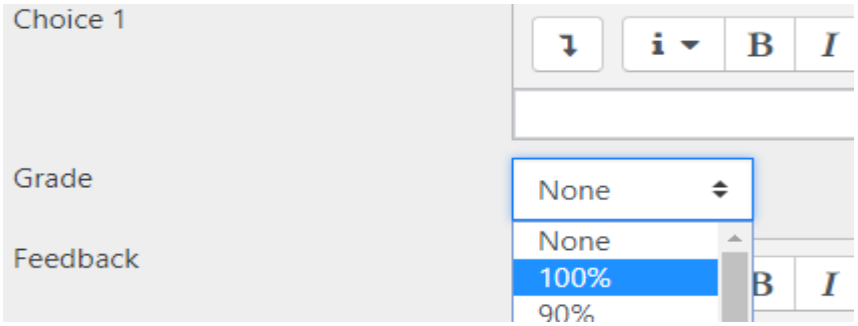
1. من النافذة التالية يتم اختيار سؤال اختيار من متعدد أو " Multiple choice " .
2. النقر على التالي أو "Add".



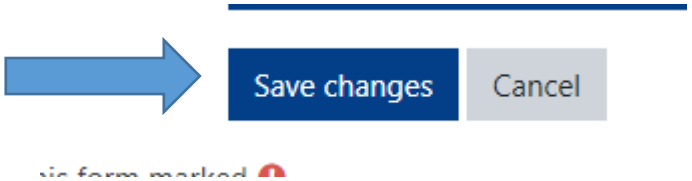
3. نقوم بكتابة رقم السؤال أو "Question name".
4. نقوم بكتابة نص السؤال أو "Question text".
5. يتم تحديد درجة السؤال أو "Default mark".



6. الاختيار الأول أو "Choice 1"يتم كتابة الاجابة في "Answer" , واذا كانت الاجابة صحيحة يتم اختيار نسبة 100% , اما في حالة الاجابة الخاطئة فتبقى "None" ويتم إكمال باقي الخيارات بنفس الطريقة.

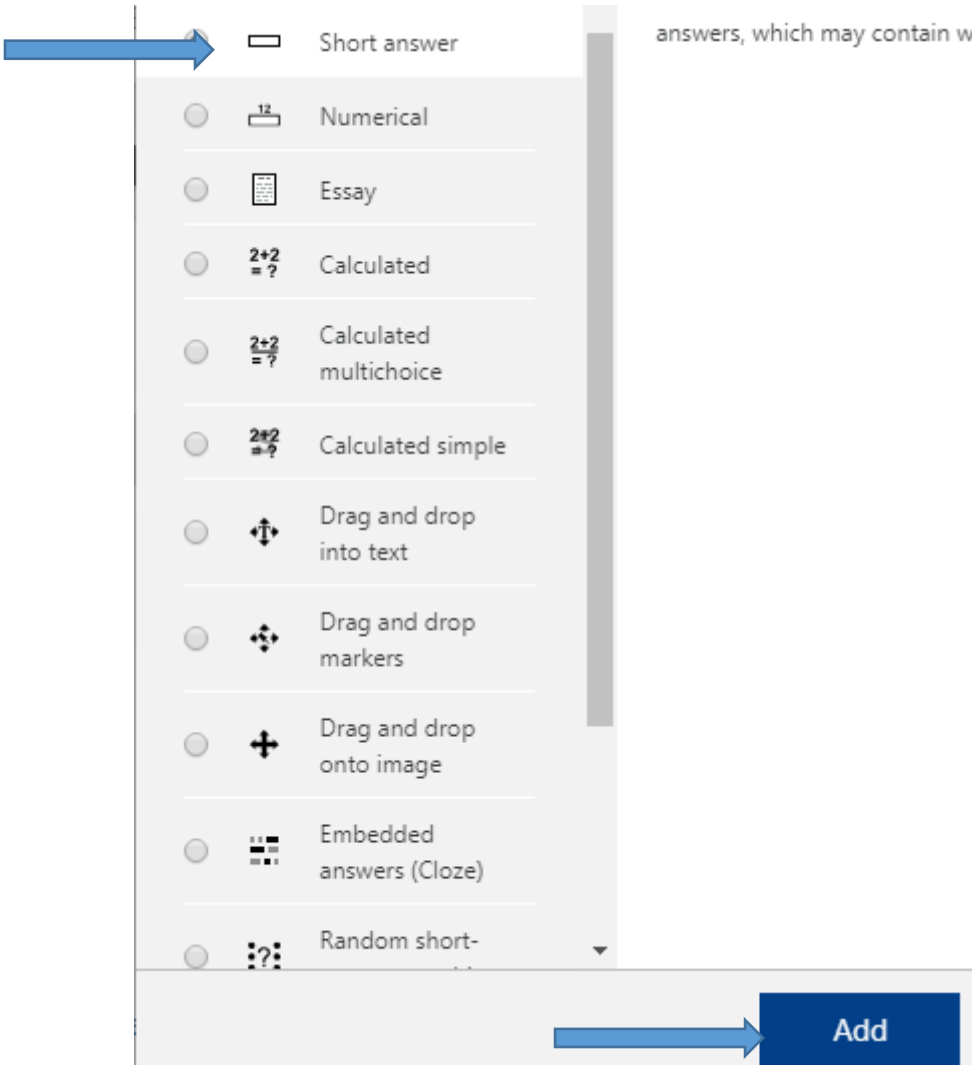


7. يتم النقر على حفظ التغيرات أو "Save changes".

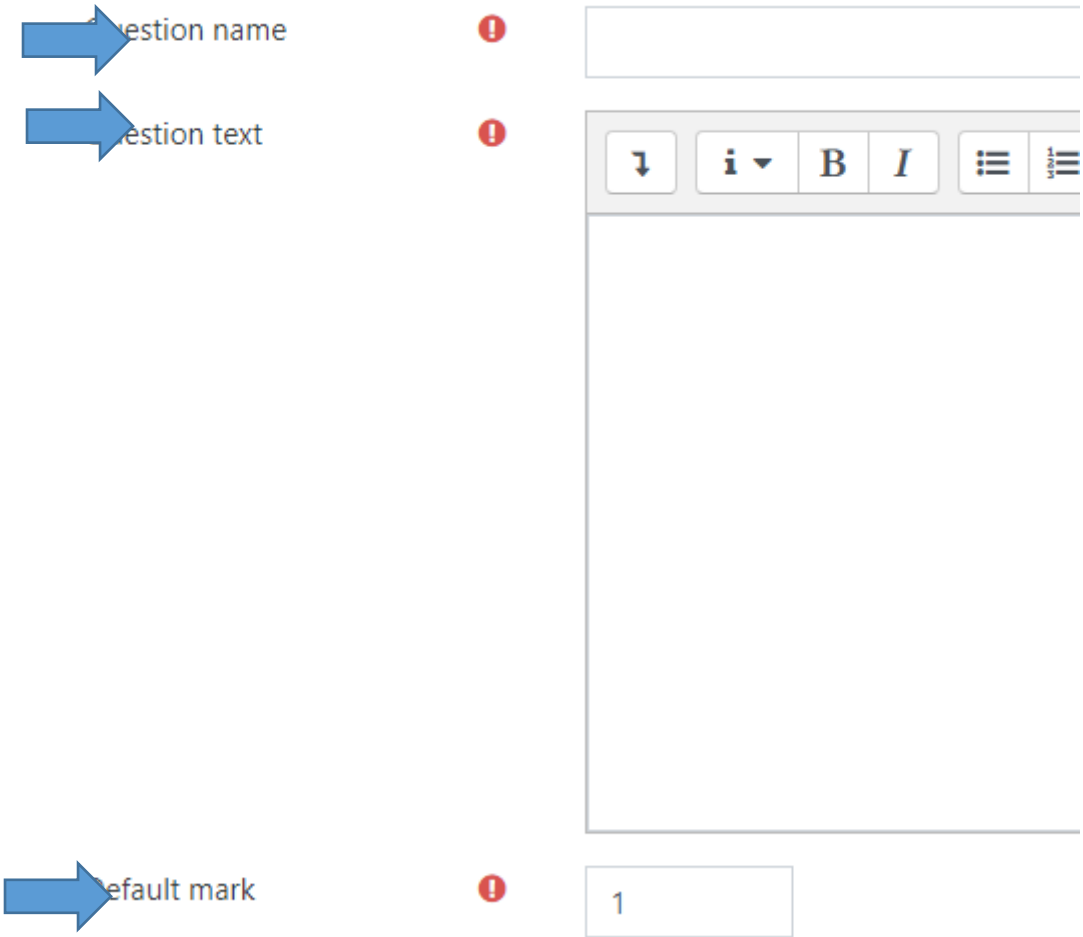


9.3. إنشاء سؤال أكمل الفراغ: 9.3. Create Short answer question:

1. من النافذة التالية يتم اختيار سؤال أكمل الفراغ أو " Short answer ".
2. ثم النقر على التالي أو "Add".



3. نقوم بكتابة رقم السؤال أو "Question name".
4. نقوم بكتابة نص السؤال أو "Question text".
5. يتم تحديد درجة السؤال أو "Default mark".

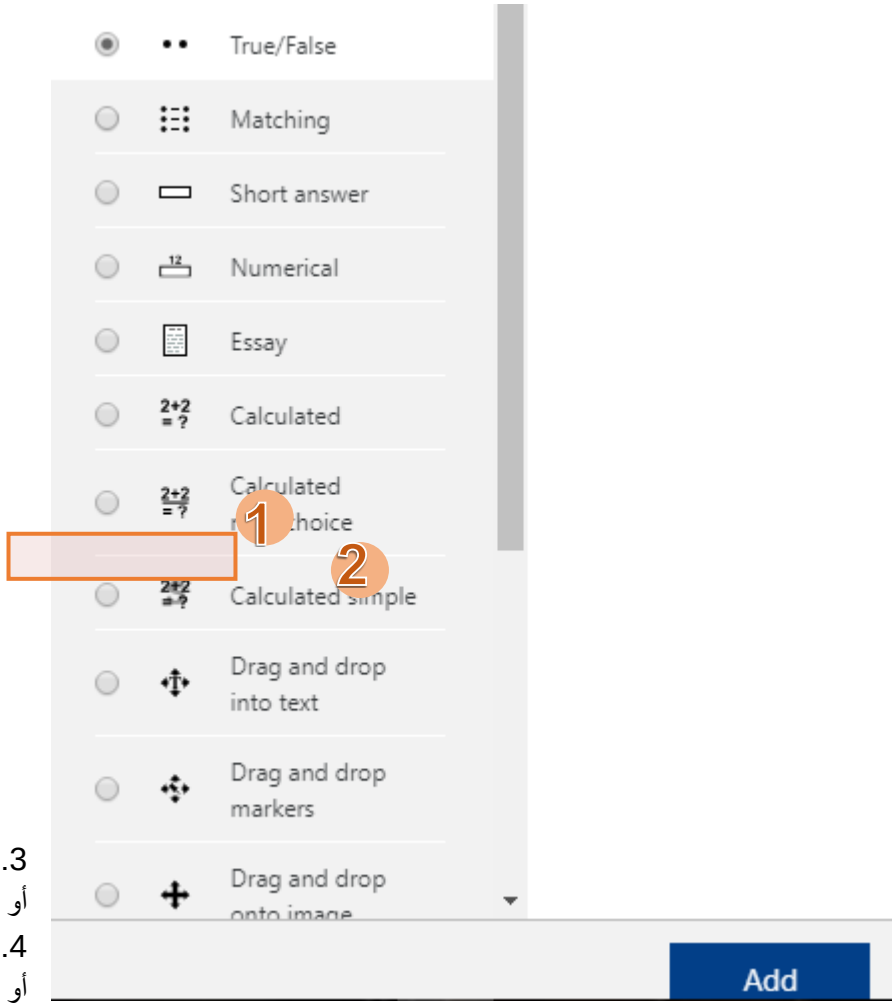


6. نقوم بكتابة الإجابة في خانة "Answer" وثم نختار نسبة 100% من "Grade".
ملاحظة: بشكل عام يتم كتابة إجابة واحدة وأختيار نسبة 100% , اما اذا كان السؤال يحتمل إجابتين فيتم أختيار نسبة 50% لكل من الإجابتين.

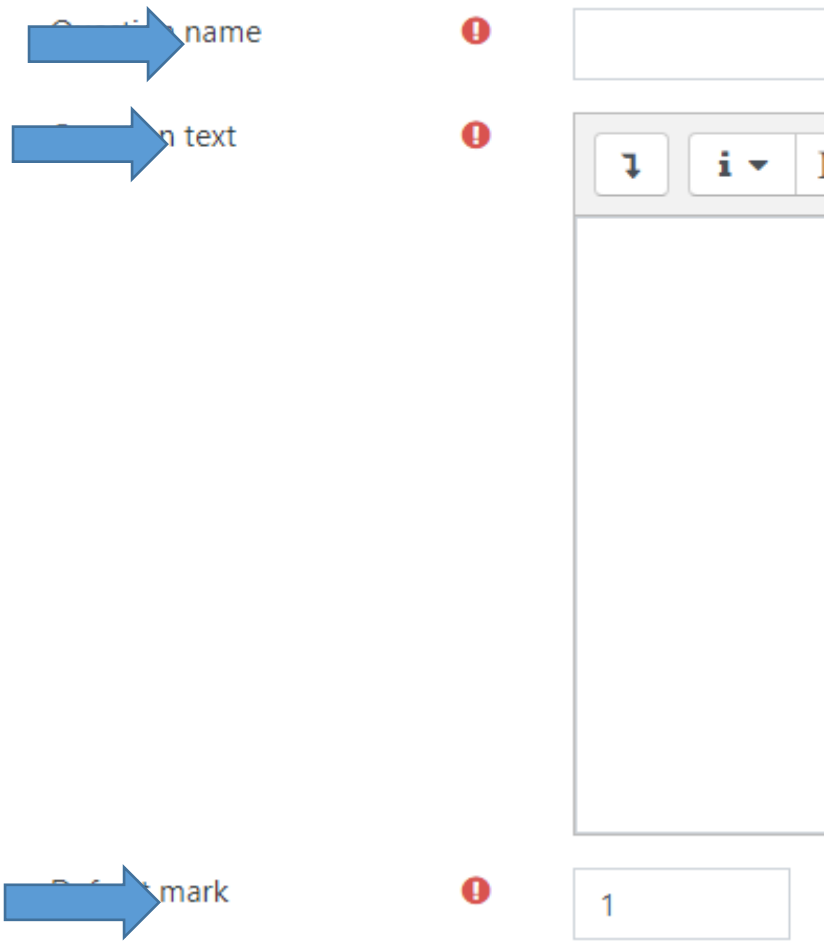
7. يتم النقر على حفظ التغيرات أو "Save changes".

9.4. Create True / False 9.4. إنشاء سؤال صح أو خطأ: question:

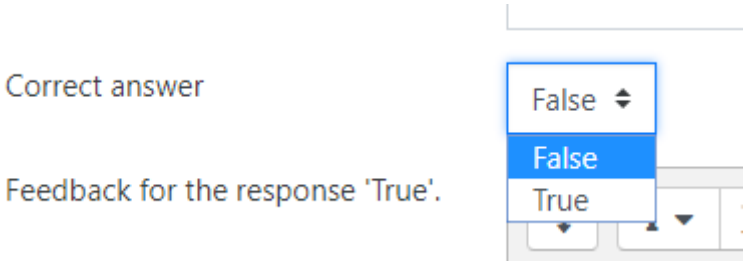
1. من النافذة التالية يتم اختيار سؤال أكمل الفراغ أو " True / False ".
2. ثم النقر على التالي أو "Add".



3. نقوم بكتابة رقم السؤال أو "Question name".
4. نقوم بكتابة نص السؤال أو "Question text".
5. يتم تحديد درجة السؤال أو "Default mark".



6. اذا كانت إجابة السؤال صح يتم اختيار "True" واذا كانت خاطئة يتم اختيار "False".



7. يتم النقر على حفظ التغيرات أو "Save changes".

جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

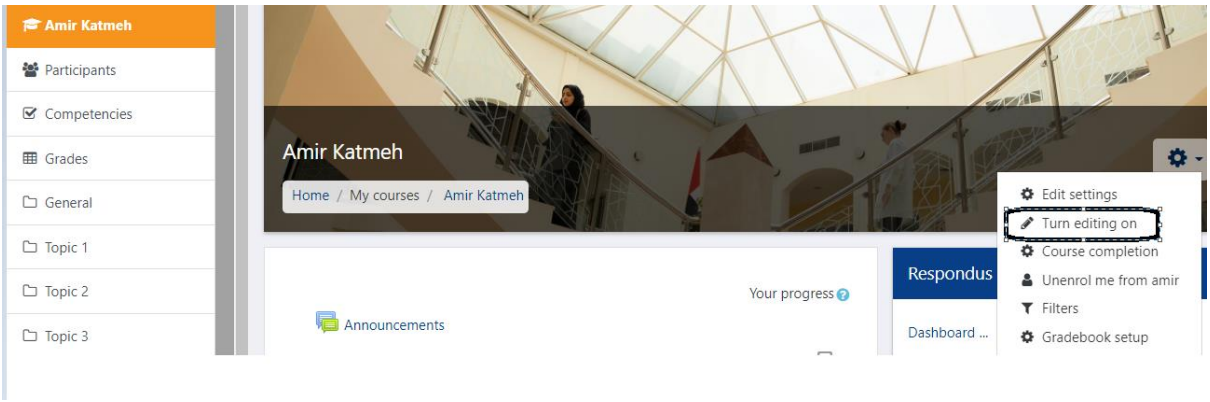
4.2 Online Assessment Preparation using Ms Teams

Ms Team Guideline Teacher

Step 1 - 1 الخطوة

الذهاب ال موقع التعليم الالكتروني (المودل)، وفتح المساق الخاص بك، ثم اختيار أمر "تشغيل التحرير"

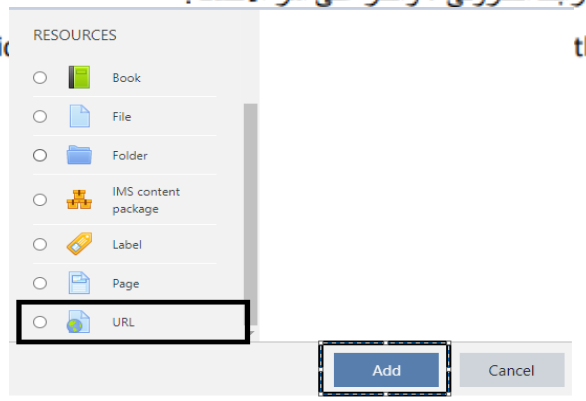
Go to the online learning site (Moodle), then open your course, and then click on the option "Turn editing on"



Step 2 - 2 الخطوة

الضغط على أمر "اضف نشاط أو مصدر"، ثم اختيار أمر "رابط الكتروني"، والنقر على أمر الاضافة.

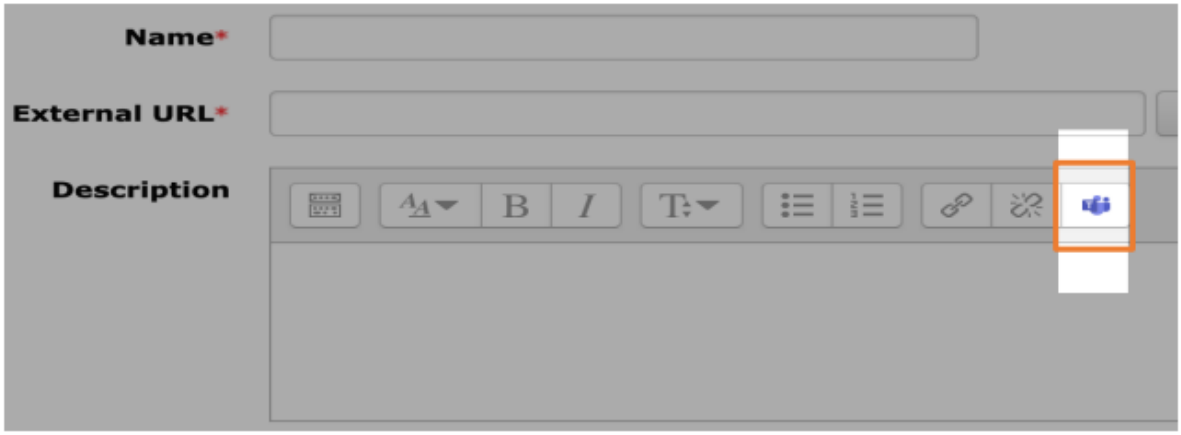
Click then choose the "URL" option, then "Add".

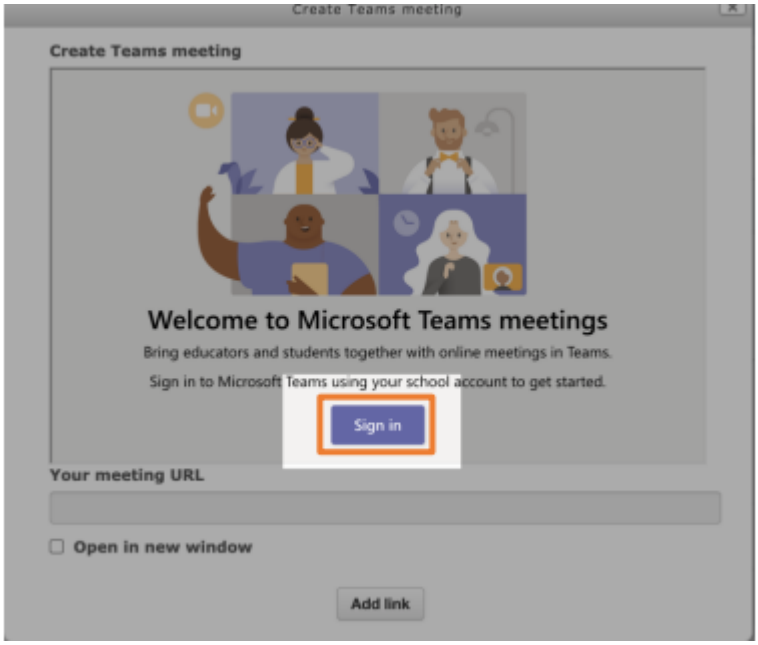


Step 3 - الخطوة 3

في مربع الوصف، قم بالضغط على ايقونة "Microsoft Teams"، وقم بتسجيل الدخول باستخدام حساب الجامعة الخاص بك بالضغط على أمر "تسجيل الدخول".

In the description textbox, click on the “Microsoft Teams” icon, in the pop-up window click on “sign in”, and sign in using your university account.

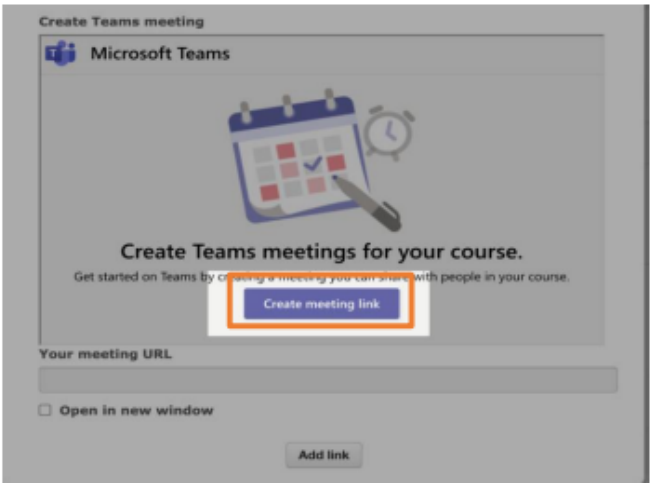


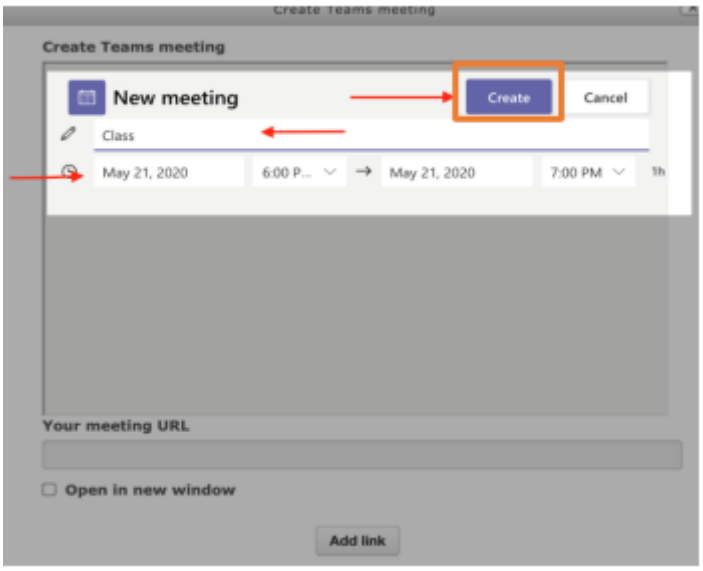


Step 4 - 4 الخطوة

قم بالضغط على أمر "Create Meeting Link"، لانشاء رابط للطلبة، ثم قم بضبط الاعدادات على حسب وقت وتاريخ المحاضرة واعطاء اسم للمحاضرة، ثم الضغط على أمر "Create".

Click on the "Create Meeting Link" button, to create a link for your students to join the class through. Set a name to your link, and set the date and time of your class, then click on "Create".

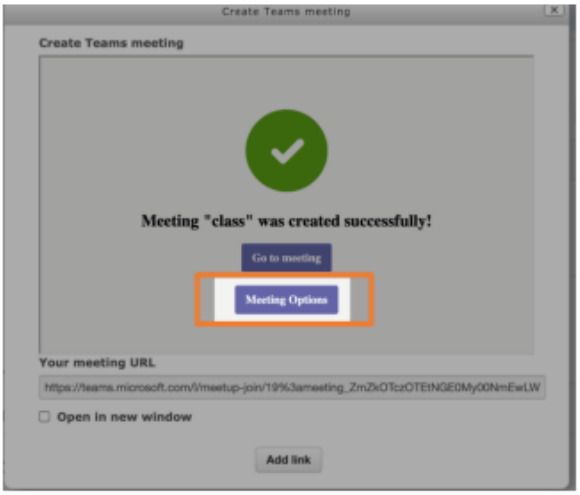




Step 5 - الخطوة 5

قم بالضغط على أمر "Meeting Options"، لضبط اعدادات المحاضرة.

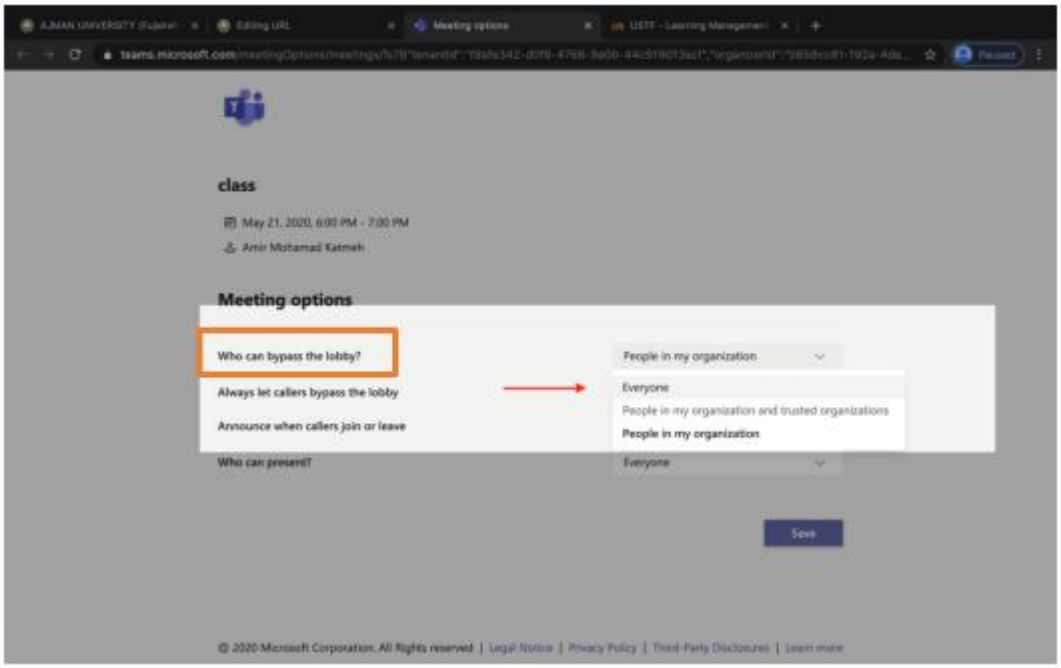
Click on the "Meeting Options" button, to adjust the settings of the session.



Step 6 - الخطوة 6

للتأكد من دخول جميع الطلبة الى المحاضرة بشكل تلقائي بمجرد الضغط على رابط المحاضرة المنشأ بدون الاضطرار الى الانتظار الى موافقة الاستاذ، قم بتغيير الاختيار "People in my organization" الى "Everyone" من أمام الأمر "Who can bypass the lobby". وللتأكد من عدم امكانية الطلبة من استخدام أمر العرض أو مشاركة العرض بدلا من استاذ المساق، قم بتغيير الأمر "Everyone" الى "Only Me" من أمام الأمر "Who can present"، ثم الضغط على أمر حفظ.

To ensure that all students can join the meeting link automatically without your individual consent to every student, you need to choose the option "Everyone" instead of the option "People in my organization" in front of the tab "Who can bypass the lobby". Also to ensure that only you as an instructor can present or share your screen, you need to choose the option "Only me" instead of the option "Everyone" in front of the tab "Who can present". Then "Save".


class
May 21, 2020, 6:00 PM - 7:00 PM
Amir Mohamad Katmeh
Meeting options
Who can bypass the lobby?
People in my organization
Always let callers bypass the lobby
Everyone
People in my organization and trusted organizations
Announce when callers join or leave
People in my organization
Who can present?
Everyone
Save
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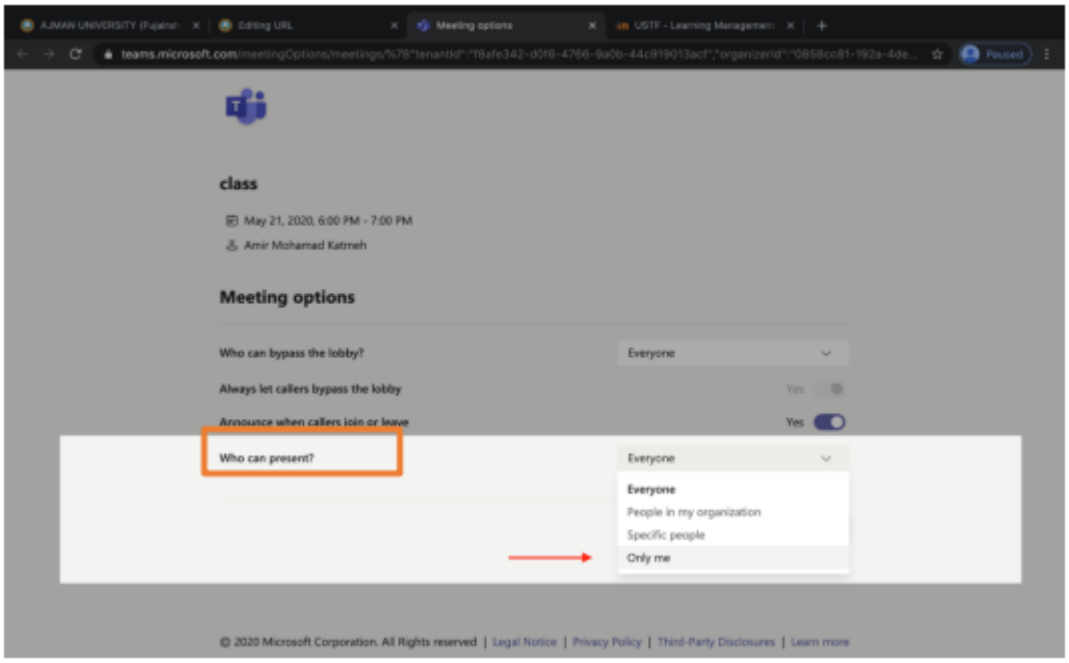
class
May 21, 2020, 6:00 PM - 7:00 PM
Amir Mohamad Katmeh
Meeting options
Who can bypass the lobby?
Everyone
Always let callers bypass the lobby
Yes
Announce when callers join or leave
Yes
Who can present?
Everyone
Everyone
People in my organization
Specific people
Only me
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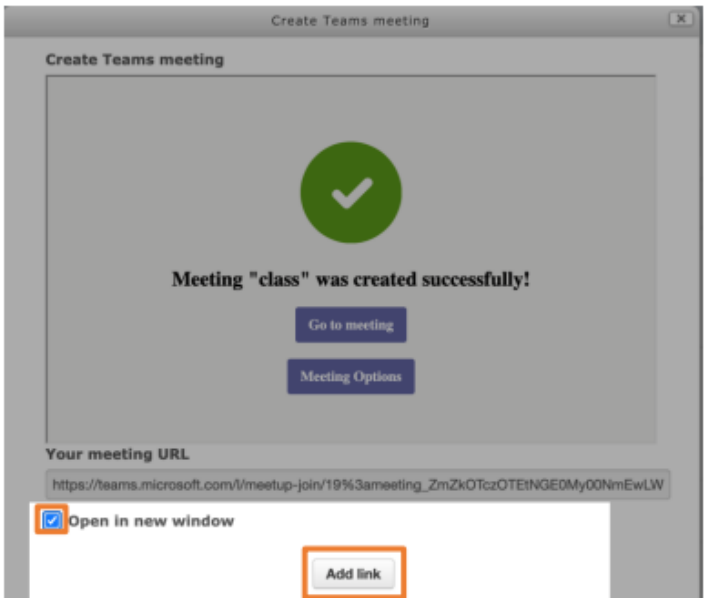
Step 7 - 7 الخطوة

ضع علامة ✓ في المربع أمام الأمر "Open in New Window"، ثم قم بالضغط على كلمة "Add link".

Put a tick (✓) in front of the phrase "Open in a new window", then click on "Add link".

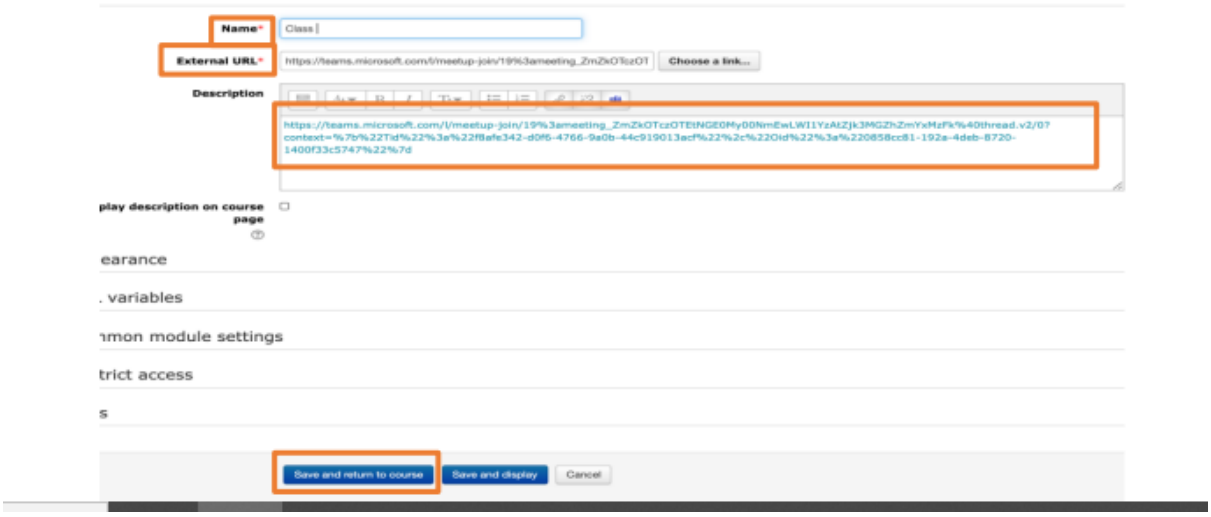


Step 8 - 8 الخطوة

قم بنسخ الرابط المنشأ في مربع الوصف ثم قم بلصقه الي مربع"رابط الكتروني خارجي". قم بكتابة اسم المحاضرة في مربع "الاسم" ثم قم بالضغط على الزر "Save and return to course".

Copy the link created in the "Description" box, and paste it into the "External URL" text box.

Now add a name to your session in the "Class" text box, then click on "Save and return to course".



Step 9 - الخطوة 9

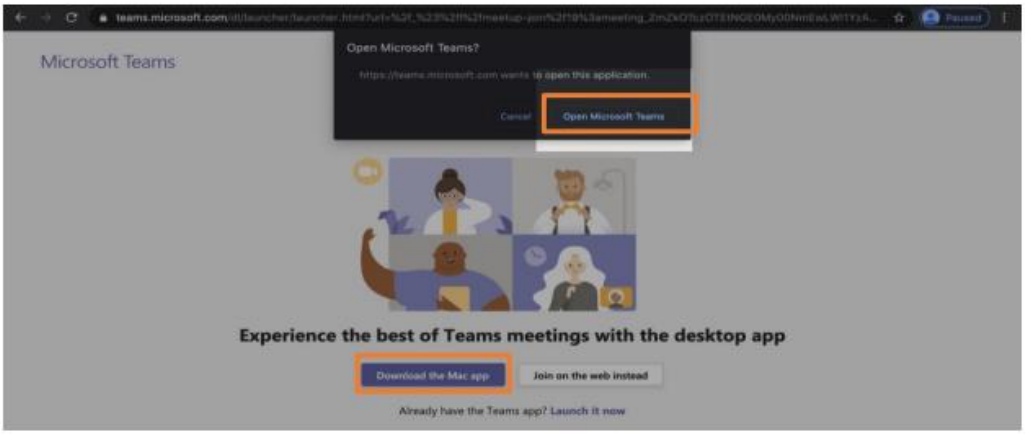
لفتح رابط المحاضرة، نضغط على الرابط المنشأ مسبقا من صفحة المساق (في هذا الملف قمنا بتسمية باسم Class)

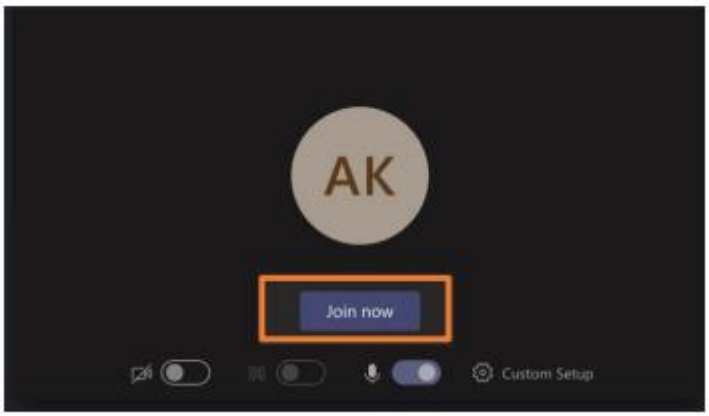
To open the link and start your session or class, click on the link you just created from your course page (In this guideline as an examples we called it "Class")

Step 10 - الخطوة 10

بمجرد الضغط على الرابط، سيقوم برنامج المودل بنقلك الي برنامج"Microsoft Teams". لفتح البرنامج قم بالضغط على الأمر "Open Microsoft Team" (واذا لم يكن لديك البرنامج يرجي الضغط على أمر"Download")، ثم نقوم بالضغط على "Join now" لدخول الي المحاضرة.

Once you click on the previous link, the Moodle will automatically open the "Microsoft Teams" program. To start the program, click on the "Open Microsoft Team" button (if you did not previously install the program, please click on the "Download" button.) Then we click on "Join Now" to start our class or session.

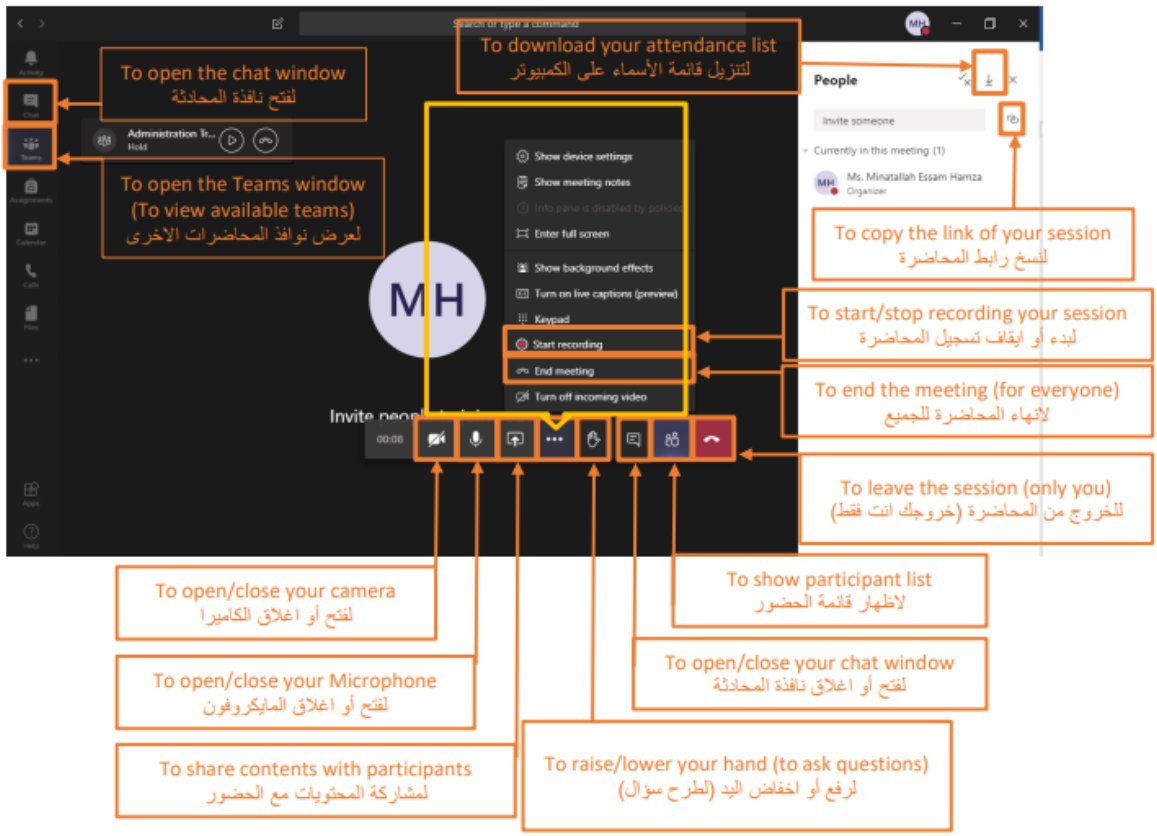




Step 11 - الخطوة 11

عند الدخول على برنامج المايكروسوفت تيم، ستظهر هذه القائمة أمامك، بالأوامر المشروحة على الصورة.

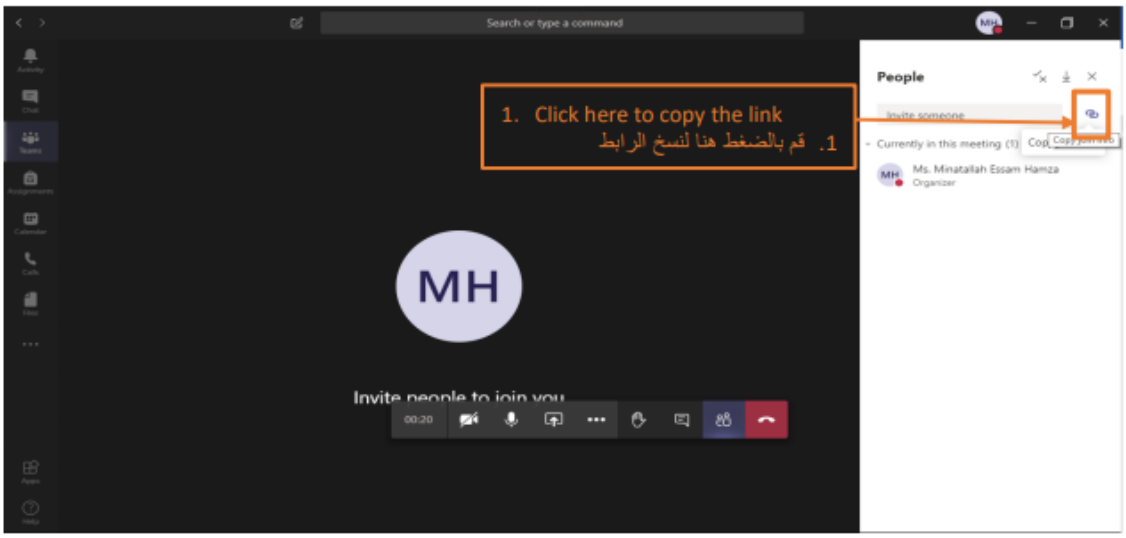
Once you join the meeting on Microsoft Teams, this window will appear with the following options as shown on the below picture.

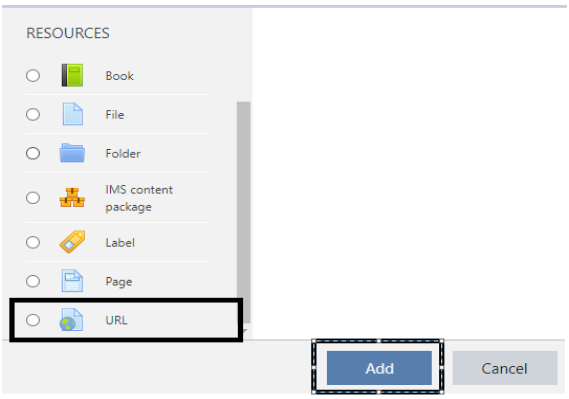


Step 12 - 12 الخطوة

لنسخ رابط المحاضرة واستخدامه مع الطلبة على أي من النظامين، يرجى اتباع الخطوات التالية.

To copy the link of the session and distribute it to the student on either system to join your session, please follow the following steps:

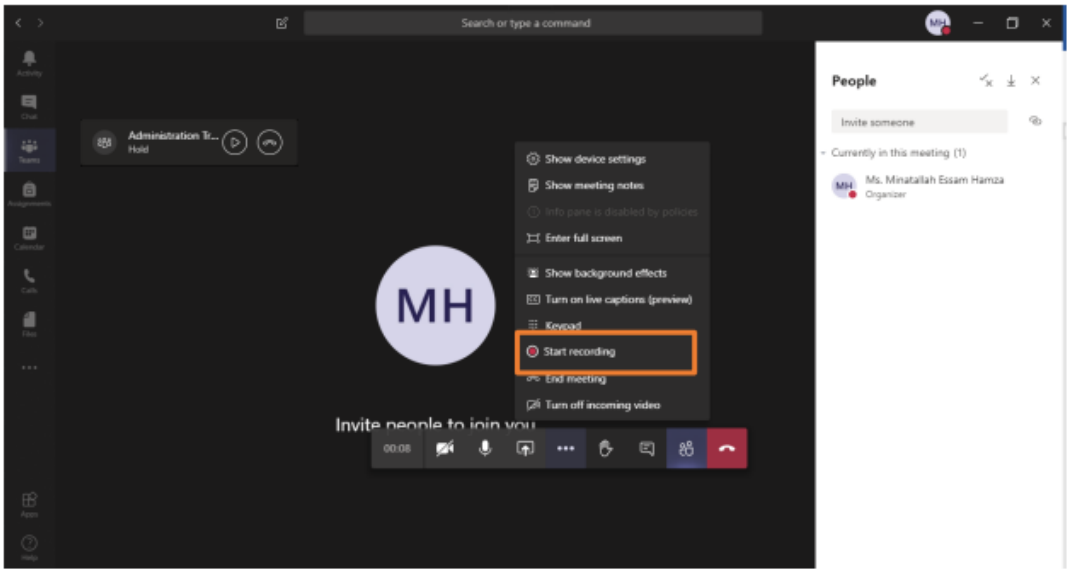


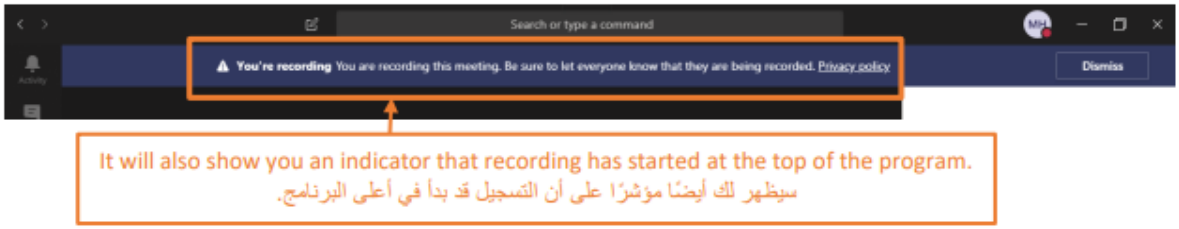


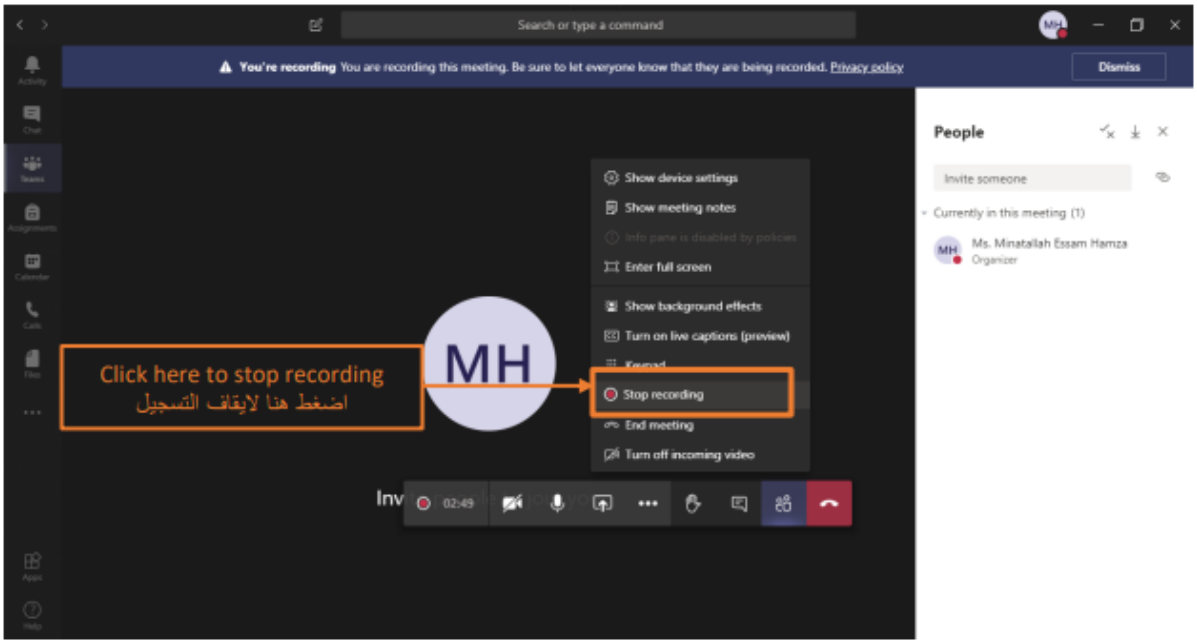
Step 13 - الخطوة 13

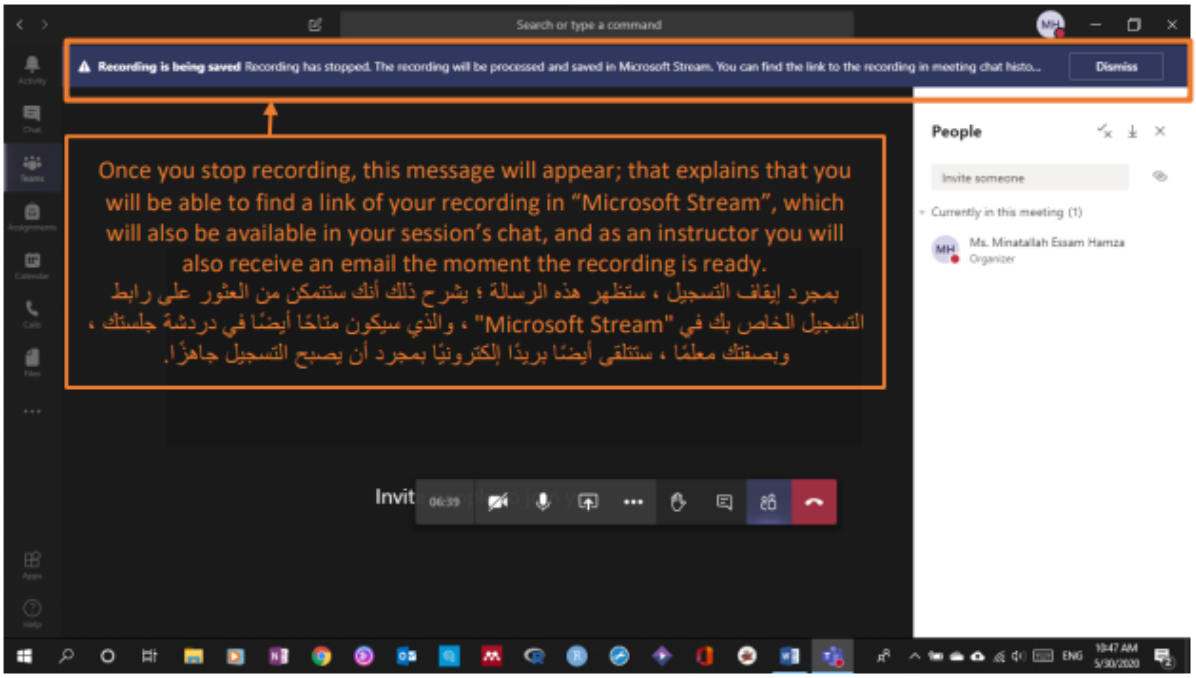
لتسجيل المحاضرة ثم استخدام الرابط أو تنزيل المحاضرة على الكمبيوتر الخاص بك، قم ببدء تسجيل المحاضرة كما تم التوضيح سابقا، ثم عند وقف التسجيل يرجى اتباع الخطوات التالية.

To record your session and use the recorded link (i.e. to share it) or download the recorded video on your computer, please start recording your session from the "recording icon" shown previously, and once the recording is stopped please follow the following steps.

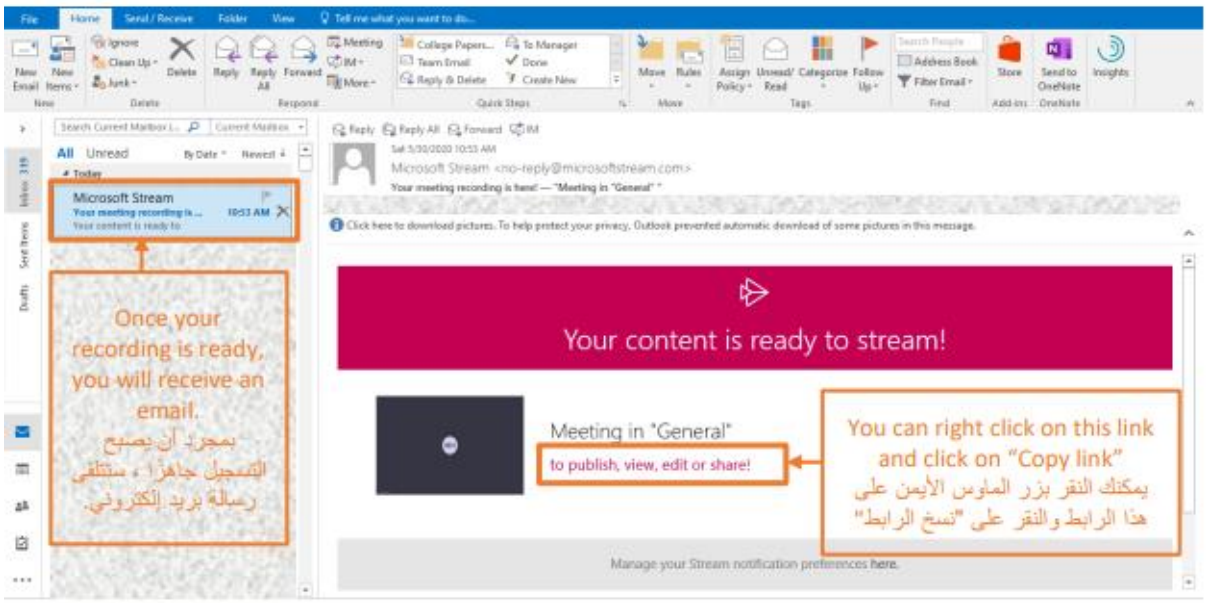


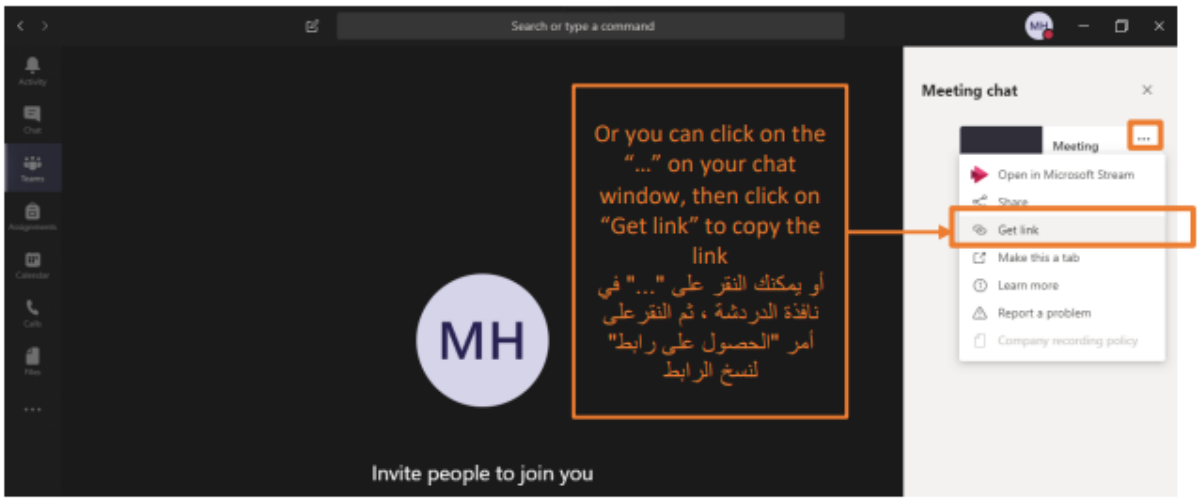

Search or type a command
You're recording You are recording this meeting. Be sure to let everyone know that they are being recorded. Privacy policy
Dismiss
It will also show you an indicator that recording has started at the top of the program.
سيظهر لك أيضًا مؤشرًا على أن التسجيل قد بدأ في أعلى البرنامج.

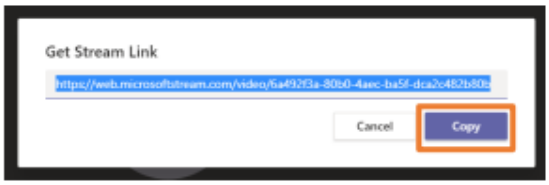

Search or type a command
You're recording You are recording this meeting. Be sure to let everyone know that they are being recorded. Privacy policy
Dismiss
People
Invite someone
Currently in this meeting (1)
Ms. Minatallah Essam Hamza
Organizer
Show device settings
Show meeting notes
Enter full screen
Show background effects
Turn on live captions (preview)
Stop recording
End meeting
Turn off incoming video
Click here to stop recording
اضغط هنا لايقاف التسجيل
MH


Search or type a command
Recording is being saved Recording has stopped. The recording will be processed and saved in Microsoft Stream. You can find the link to the recording in meeting chat histo...
Dismiss
People
Invite someone
Currently in this meeting (1)
Ms. Minatallah Essam Hamza
Organizer
Once you stop recording, this message will appear; that explains that you will be able to find a link of your recording in “Microsoft Stream”, which will also be available in your session’s chat, and as an instructor you will also receive an email the moment the recording is ready.
بمجرد إيقاف التسجيل ، ستظهر هذه الرسالة ؛ يشرح ذلك أنك ستتمكن من العثور على رابط التسجيل الخاص بك في "Microsoft Stream" ، والذي سيكون متاحًا أيضًا في دردشة جلستك ، وبصفتك معلمًا ، ستتلقى أيضًا بريدًا إلكترونيًا بمجرد أن يصبح التسجيل جاهزًا.

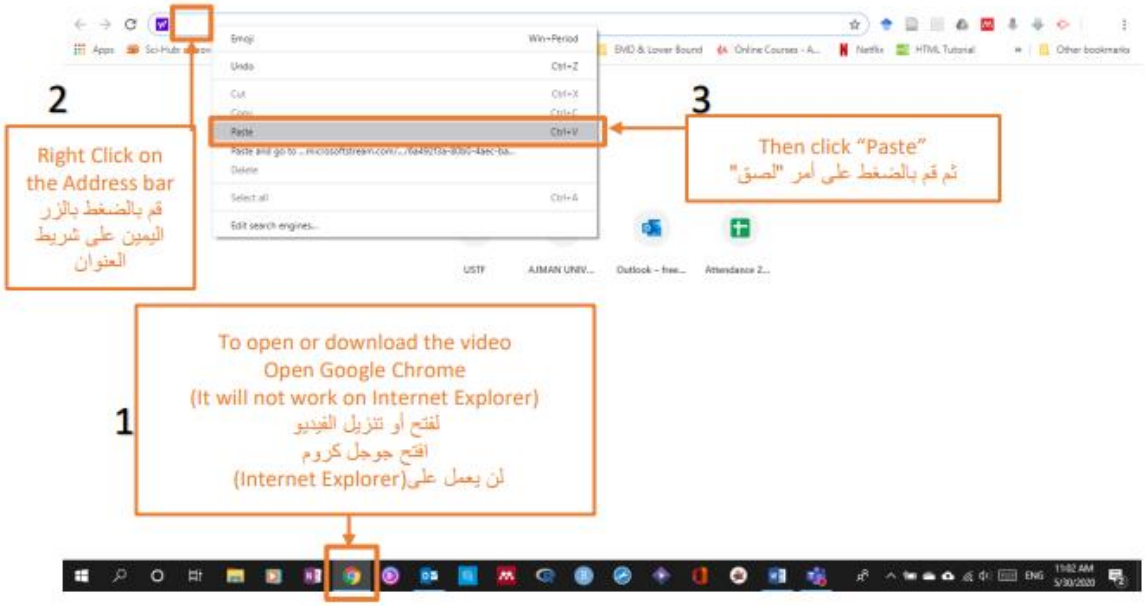
Search or type a command
Click on the "Chat" icon, to open your chat window from either places.
انقر على أيقونة "الدردشة" لفتح نافذة الدردشة، من أي من المكانين.
MH
Invite people to join you
Meeting chat
Meeting
A message indicating tha
recording is being sav
تشير إلى أنه يتم حفظ التسجيل
الخاص بك.
Reply

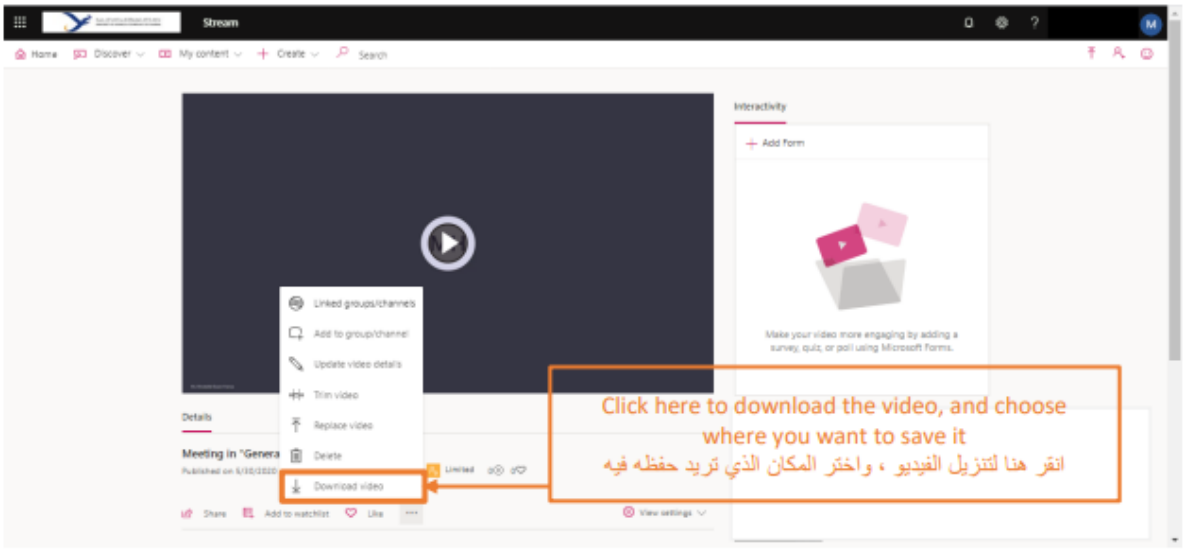

Microsoft Stream
Once your recording is ready, you will receive an email.
بمجرد أن يصبح التسجيل جاهزا ، ستتلقى رسالة بريد إلكتروني.
Your content is ready to stream!
Meeting in "General"
to publish, view, edit or share!
You can right click on this link and click on "Copy link"
يمكنك النقر بزر الماوس الأيمن على هذا الرابط والنقر على "نسخ الرابط"





This is the link you can copy on Moodle as a "URL" for students to watch the video or send it to their emails.
هذا هو الرابط الذي يمكنك نسخه على Moodle باعتباره عنوان"URL " للطلاب، لمشاهدة الفيديو، أو إرساله إلى رسائل البريد الإلكتروني الخاصة بهم.




Stream
Home
Discover
My content
Create
Search
Interactivity
Add form
Make your video more engaging by adding a survey, quiz, or poll using Microsoft Forms.
Linked groups/channels
Add to group/channel
Update video details
Trim video
Replace video
Delete
Download video
Details
Meeting in "Genera
Share
Add to watchlist
Like
View settings
Click here to download the video, and choose where you want to save it
انقر هنا لتنزيل الفيديو ، واختر المكان الذي تريد حفظه فيه

WebEx Guideline Teacher (Arabic)

دليل الأستاذ التعلم عن بعد باستخدام برنامج"WebEx Meeting"

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1. إنشاء رابط WebEx Meeting على التعليم الإلكتروني

1. إنشاء رابط WebEx Meeting على موقع الجامعة

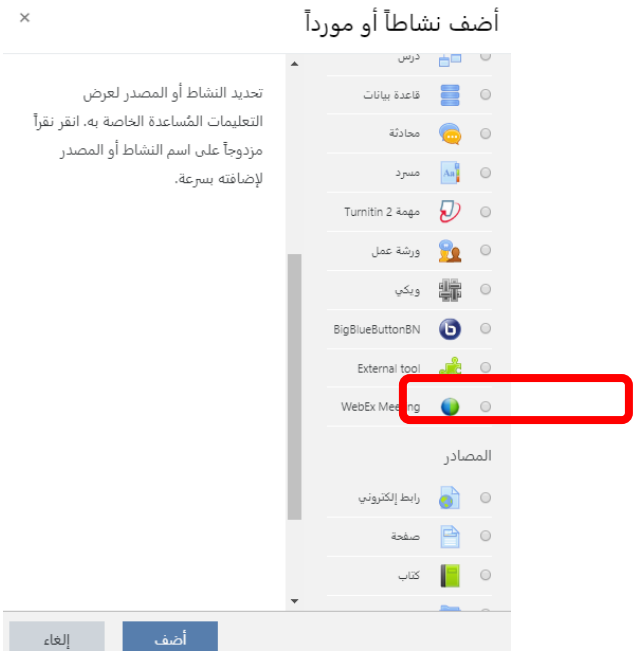
1.1. قم بفتح نظام التعليم الإلكتروني الخاص بك على موقع الجامعة ، وقم بتسجيل الدخول (يفضل استخدام المستعرض Google Chrome).

1.2. قم بالضغط على رابط المادة الخاصة بك، ثم الضغط على أمر"تشغيل التحرير".

1.3. يمكنك إنشاء رابط البرنامج تحت أي من الأقسام الموجودة، أو إنشاء قسم خاص بالتعلم عن بعد، ثم قم بالنقر على أمر

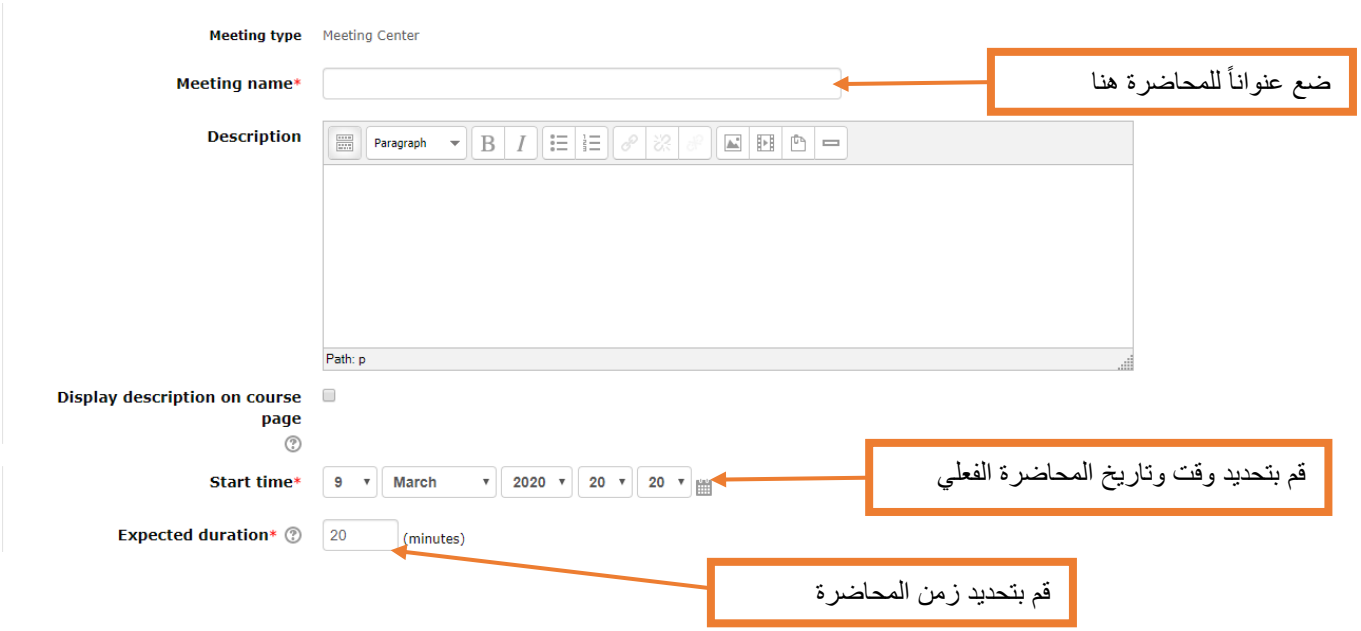
"أضف نشاط أو مصدر"

1.4. من القائمة الظاهرة أمامك قم بالضغط على أمر "WebEx Meeting" كما هو موضح بالأسفل:



1.5. قم بإضافة عنوان للمحاضرة باستخدام تاريخ ووقت المحاضرة الفعلية، أو باستخدام موضوع المحاضرة حتى يتمكن الطالب من التعرف على رابط المحاضرة بسهولة.

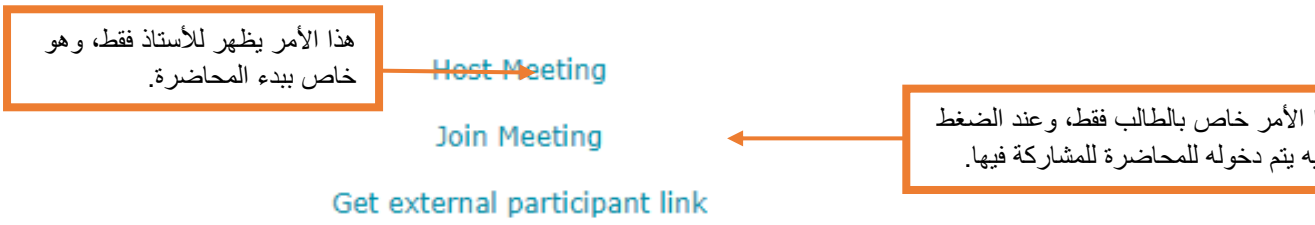
1.6. تأكد من إنشاء رابط منفصل لكل محاضرة من محاضراتك، مع تحديد التاريخ والوقت الفعلي للمحاضرة.



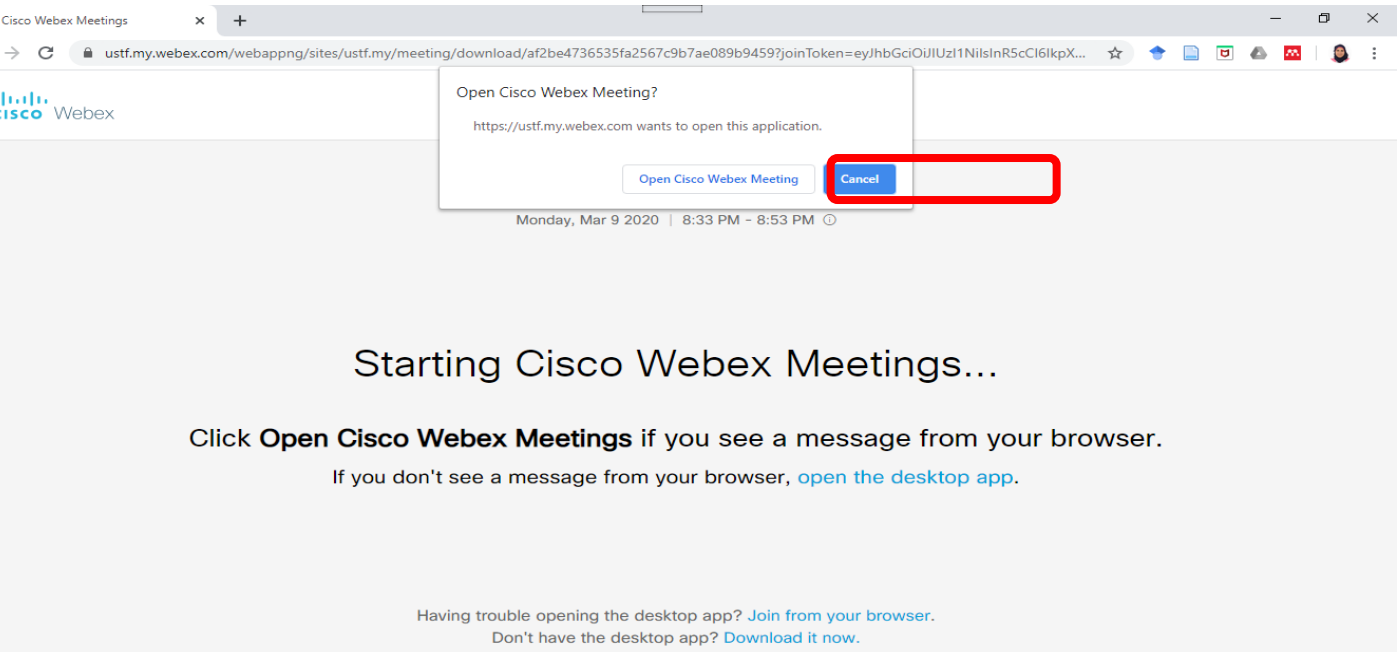
1.7. بعد تحديد البيانات الخاصة بالمحاضرة، قم بالضغط على أمر"حفظ والعودة الى المقرر".

1.8. لقد قمت الآن بإنشاء رابط للبرنامج على موقع جامعة عجمان.

1.9. عند الضغط على الرابط المنشأ ستظهر لك الاختيارات التالية في صفحة جديدة:



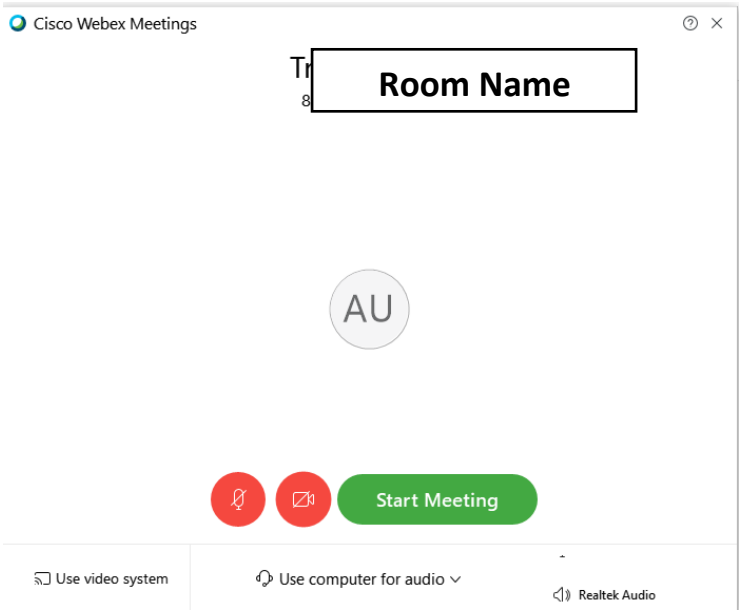
1.10. عند الضغط على أمر "Host Meeting" ستظهر لك صفحة جديدة كما هو مبين بالأسفل، قم بالضغط على أمر "Open Cisco WebEx Meeting"



1.11. نتيجة للضغط على الأمر السابق سيتم فتح البرنامج لبدء المحاضرة، وهذا سيؤدي إلى:

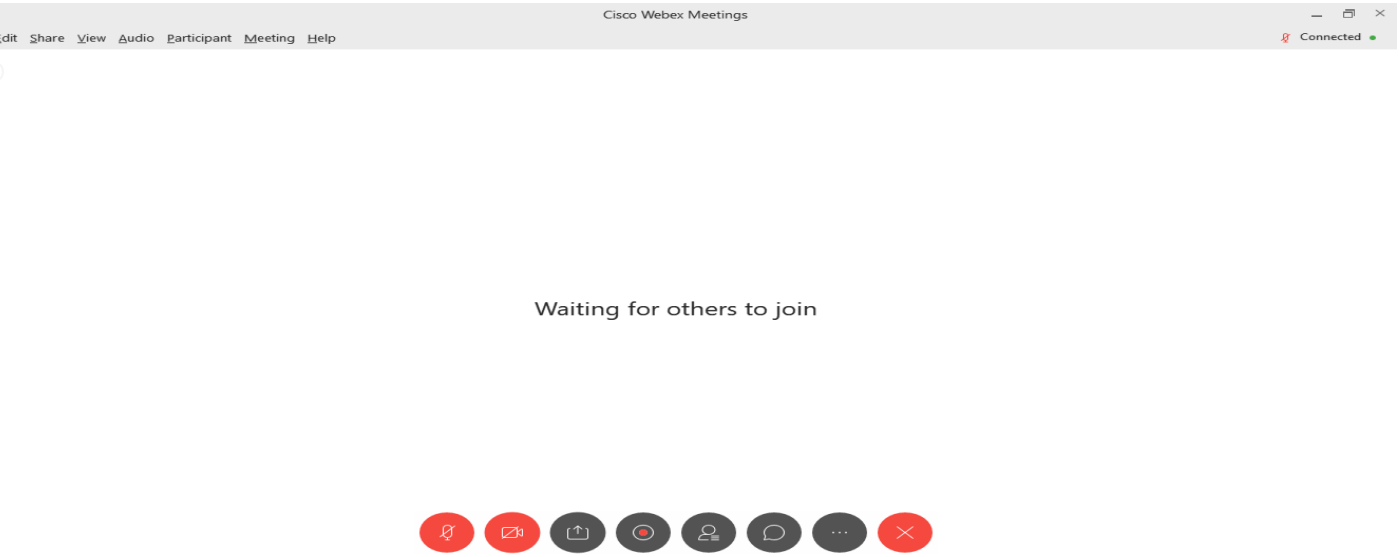
1.11.1. **<u>إذا لم تقم بتحميل برنامج WebEx Meeting على الكمبيوتر الخاص بك مسبقا</u>**، سيتم تنزيل رابط لتحميل البرنامج في الجهة اليسرى من أسفل الصفحة. قم بالضغط على هذا الرابط لتحميل البرنامج.

1.11.2. **<u>إذا قمت بتحميل البرنامج مسبقاً</u>**، سيبدأ تشغيل البرنامج تلقائياً كما هو مبين بالأسفل، مع تفعيل الكاميرا والمايكروفون الخاص بجهازك. (تأكد من أن الكاميرا والمايكروفون في جهازك يعملان بشكل صحيح، ولا يوجد أي خلل بهما)



1.12. قم بالضغط على أمر "Start Meeting" لبدء المحاضرة. (لن يتمكن الطالب من فتح رابط المحاضرة إلا إذا تم تفعيله من الأستاذ أولاً)

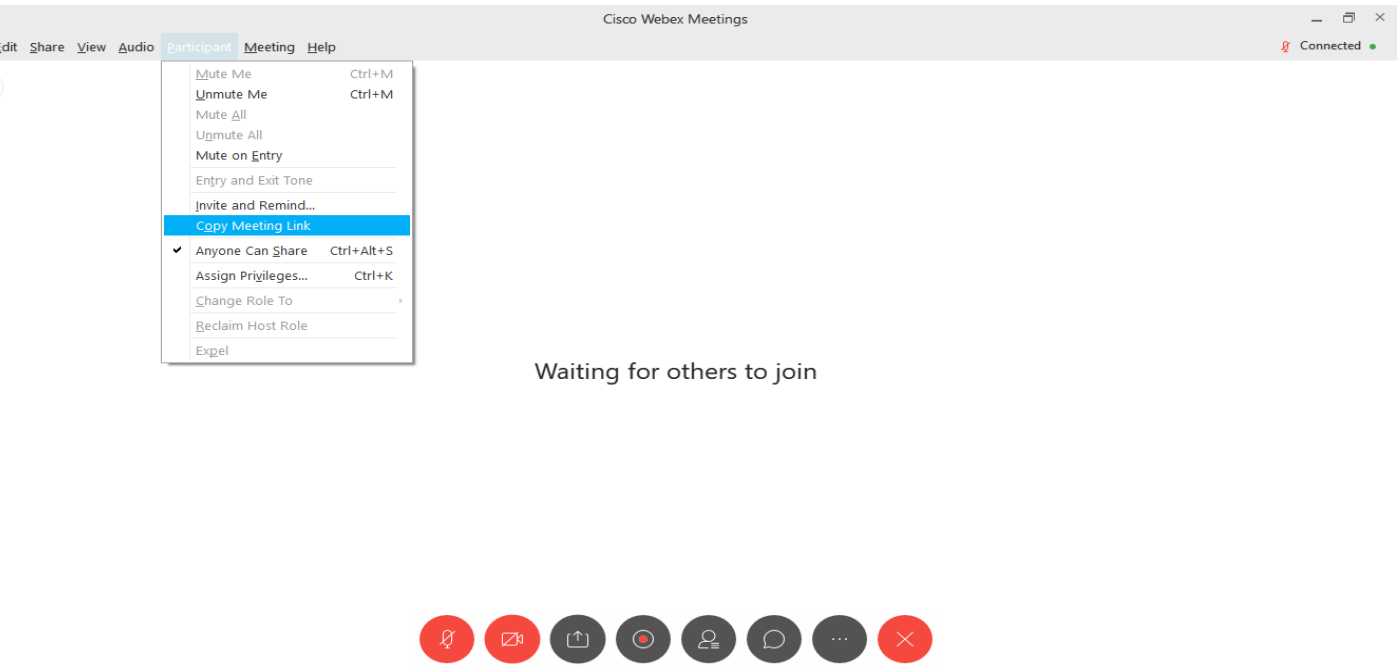
1.13. عند الضغط على أمر " "Start Meeting ستظهر لك النافذة التالية كواجهة للبرنامج.



2. إنشاء رابط WebEx Meeting

2.1. لإنشاء رابط للبرنامج على كل أكثر من مساق إذا كانت المادة متوفرة للطلبة في مساقين مترابطين.

2.2. قم بإنشاء نسخة لرابط البرنامج عن طريق الضغط على قائمة "Participant" ثم الضغط على أمر "Copy Meeting Link"، كما هو موضح في الصورة بالأسفل:



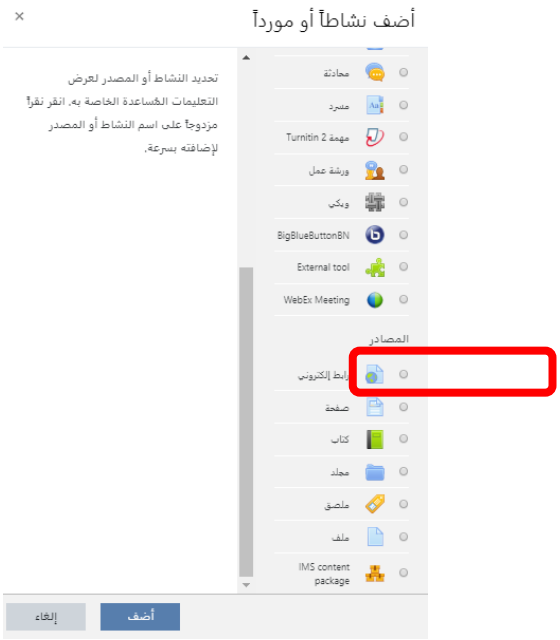
2.3. قم بفتح نظام التعليم الإلكتروني الخاص بك على موقع جامعة العلوم والتقنية في الفجيرة، وقم بتسجيل الدخول.

2.4. قم بالضغط على رابط المادة الخاصة بك، ثم الضغط على أمر"تشغيل التحرير".

2.5. يمكنك إنشاء رابط البرنامج تحت أي من الأقسام الموجودة، أو إنشاء قسم خاص بالتعلم عن بعد، ثم قم بالنقر على أمر

"أضف نشاط أو مصدر"

2.6. من القائمة الظاهرة أمامك قم بالضغط على أمر"رابط الكتروني" أو "URL" كما هو موضح بالأسفل:



2.7. قم باستخدام نفس عنوان المحاضرة المستخدم في الرابط المشترك حتى يكون الاسم موحداً للطالب.

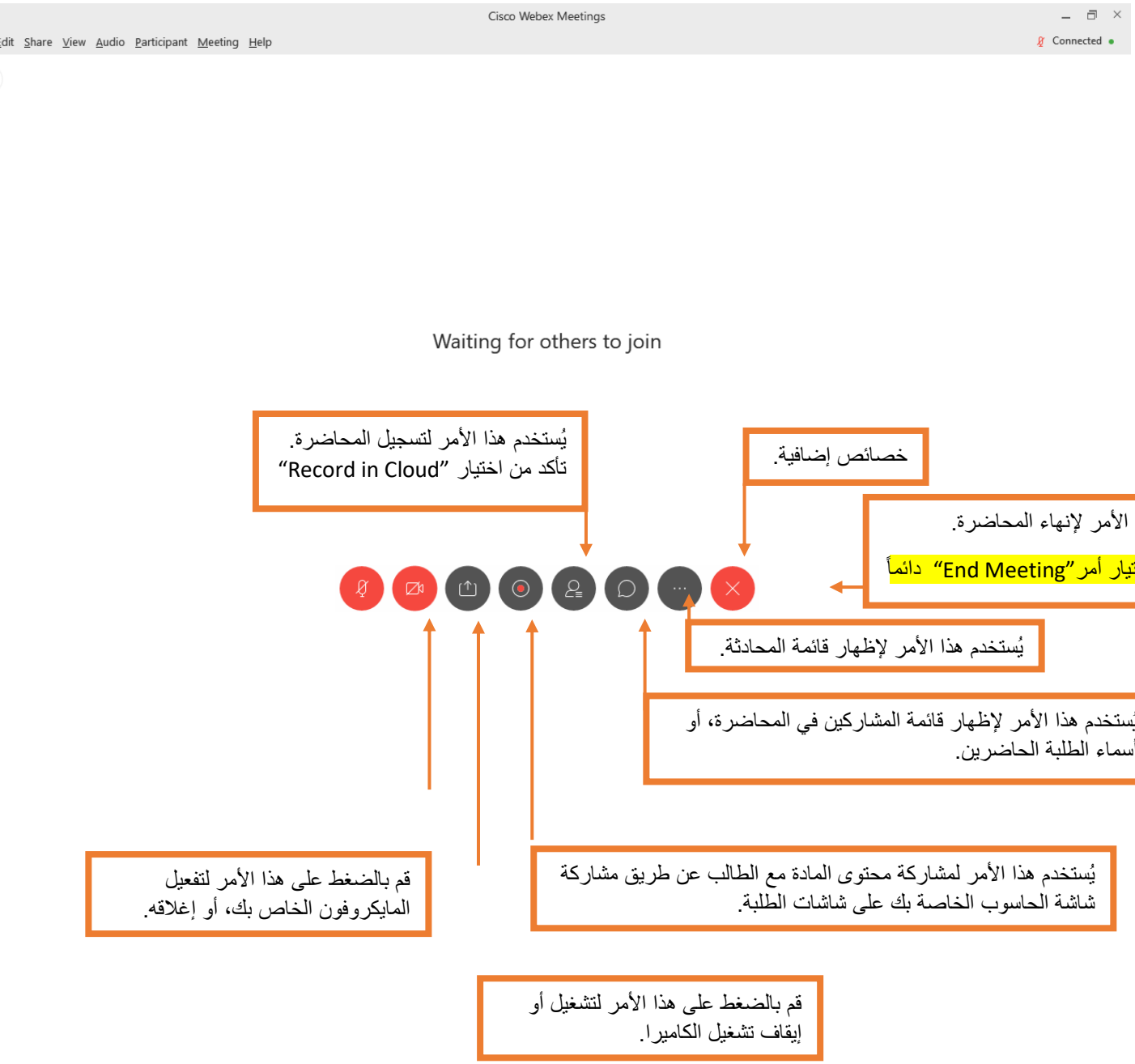
2.8. بعد تحديد البيانات الخاصة بالمحاضرة، قم بالضغط على أمر"حفظ والعودة الى المقرر".

3. إخفاء وإظهار المحاضرات

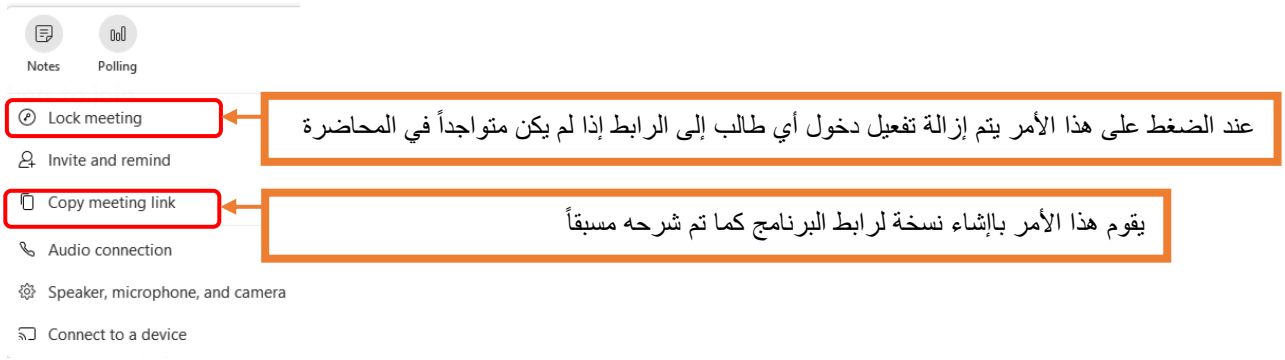
3.1. تأكد من إخفاء المحاضرات غير المفعلة إلى حين وقت المحاضرة الفعلي، لعدم تشتيت انتباه الطالب. وتأكد من إظهار المحاضرة المفعلة حتى يتمكن الطالب من الضغط على الرابط والدخول إليه بسلاسة للمشاركة في المحاضرة.

2. استخدام برنامج WebEx Meeting

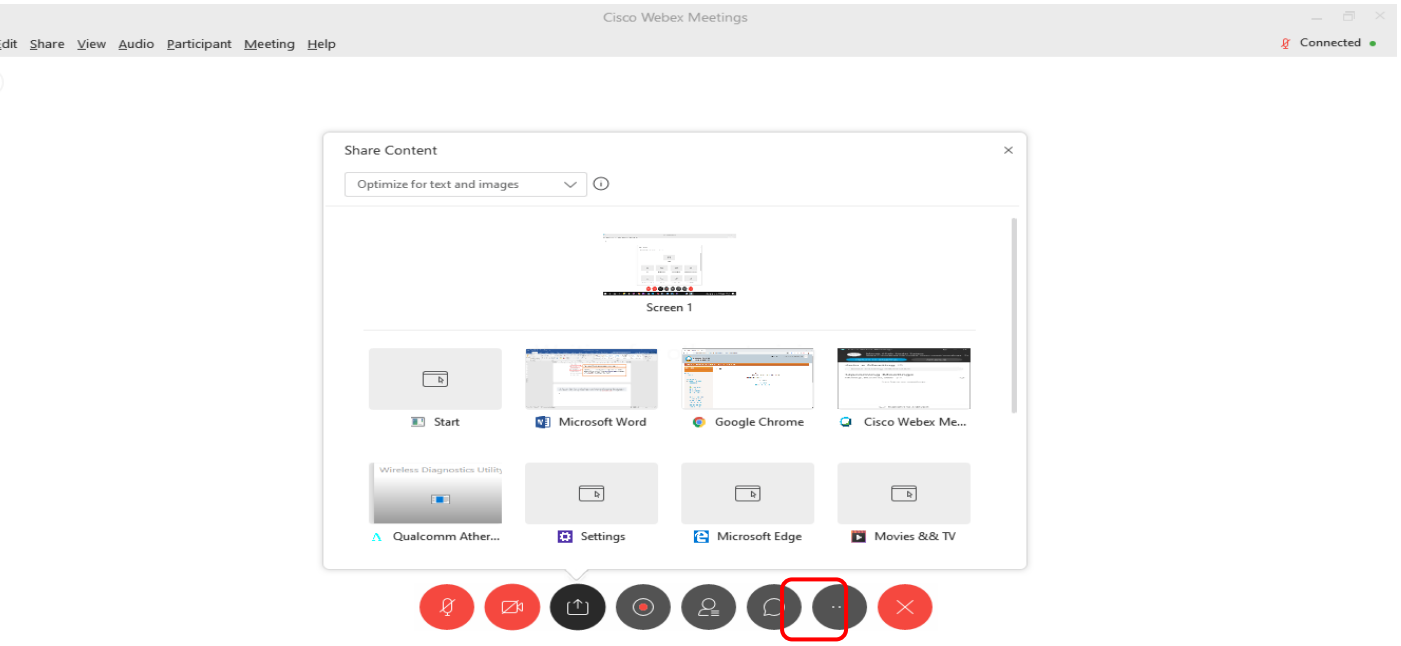
1. سنقوم بالتعرف على الخصائص المتوفرة في برنامج "WebEx Meeting"



1.1. أمر "خصائص إضافية" الموجود في الصورة السابقة يحتوي على العديد من الخصائص، ولكن أهمها أمران فقط وهما:

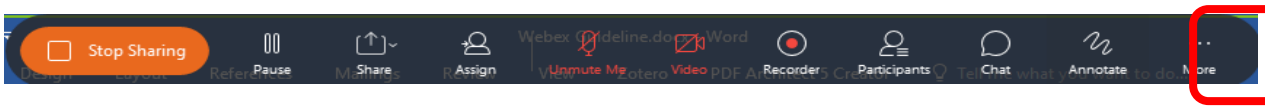


1.2. أمر "مشاركة المحتوى"، يمكن الأستاذ مشاركة أي محتوى على الكمبيوتر الخاص به مع الطلبة المتواجدين في المحاضرة عن بعد (كمثال: مشاركة عرض تقديمي على الباوربوينت، أو فيديو، أو رابط على الويب، أو أي ملف)



1.3. تأكد من اختيار أمر "Screen 1" من الاختيارات الظاهرة أمامك.

1.4. عند مشاركة محتوى جهازك مع الطلبة، ستظهر لك بعض الخصائص الإضافية كما هو مبين بالأسفل، تم شرح بعضها مسبقاً مثل كتم الصوت أو تفعيل الكاميرا.



1.5. من الخصائص المهمة، خاصية "Annotate" ، وهي خاصية تتيح لك الكتابة، الطباعة، وعمل تحديد على المحتوى الظاهر على شاشتك. عند النقر على هذا الأمر يتم إظهار خصائص أخرى للكتابة والتحديد:

←هذا الأمر يمكّن تغيير المؤشر إلى مؤشر ضوئي، أو سهم للتأشير.

←هذا الأمر يمكّن الأستاذ من الطباعة على الشاشة.

←هذا الأمر يمكّن الأستاذ من رسم خط مستقيم أو أسهم على الشاشة.

←هذا الأمر يمكّن من إدراج علامة ✓ أو علامة X على الشاشة.

←هذا الأمر يحوّل المؤشر إلى قلم أو قلم تحديد.

←هذا الأمر يتم منه اختيار لون القلم أو المؤشر.

←هذا الأمر يحوّل المؤشر الى ممحاة.

←لحفظ الرسومات والكتابة المضافة.

←لتغيير المؤشر إلى سهم.

2. نقاط مهمة

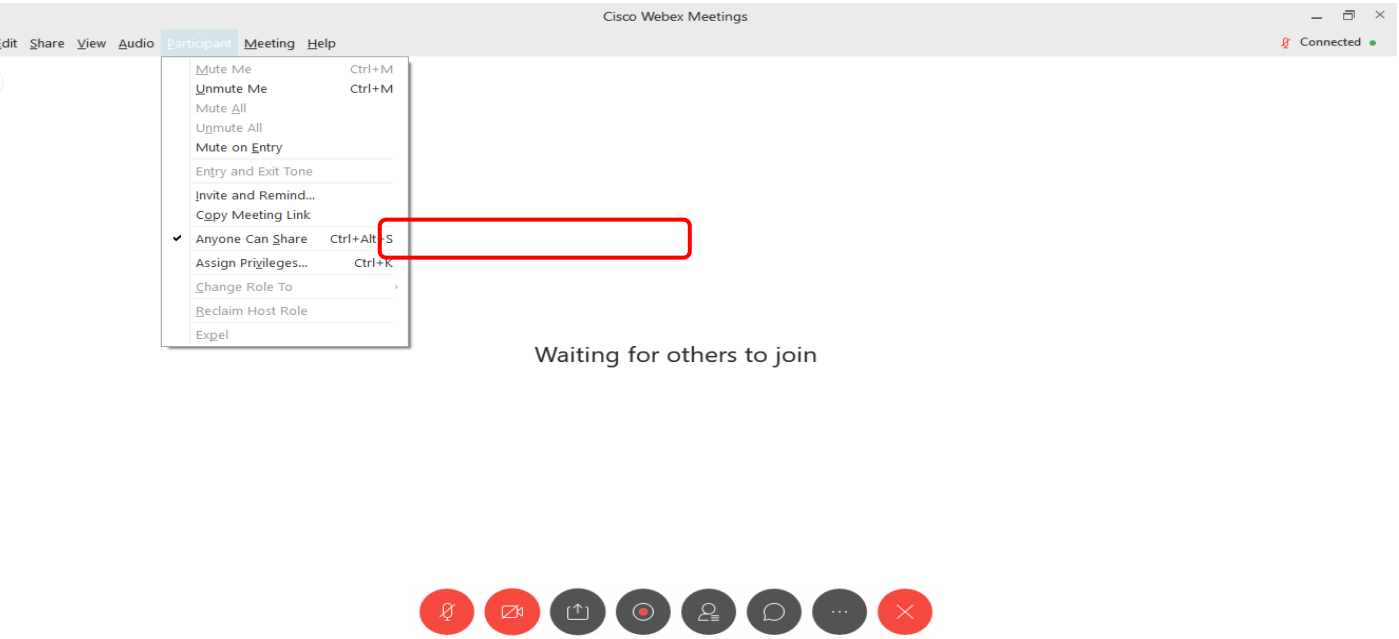
2.1.أمر **"Annotate"**

2.1.1. يمكن للطالب طلب استخدام هذا الأمر، حيث يتيح له الكتابة على شاشة الأستاذ والإشارة إليها، ويفضل عدم السماح بهذا الأمر.

2.2.أمر **"Share Content"**

2.2.1. هذا الأمر غير مقتصر على الأستاذ فقط، ويمكن تفعيله على حواسيب الطلبة أيضاً لمشاركة محتوياتهم مع باقي الفصل والأستاذ. ولكن يرجى العلم أن مع تمكين هذه الخاصية عند الطالب فإنه يتمكن من التحكم في الشاشة والمحتويات المعروضة على باقي الطلبة، لذلك يفضل عدم تفعيل هذه الخاصية إلا في الضرورة. لإغلاق تفعيل هذه الخاصية:

- الذهاب الى قائمة "Participant"
- إزالة علامة ✓ بجانب الأمر "Anyone can share"



2.3. أمر "**mute all/unmute**"

2.3.1. لكتم الصوت عند جميع الطلبة وقت الدخول على البرنامج تلقائياً، يتم اختيار الأمر "Mute on Entry"
ويمكن تفعيل هذا الأمر من :

- قائمة "Participant"
- الضغط على أمر "Mute on Entry"

2.3.2. إذا لم يتم اختيار هذا الأمر في بداية المحاضرة، يمكنك كتم الصوت لجميع الحضور بخطوة واحدة، وذلك عن طريق اختيار أمر "Mute All" من نفس القائمة.

2.4. أمر "**Raise hand**"

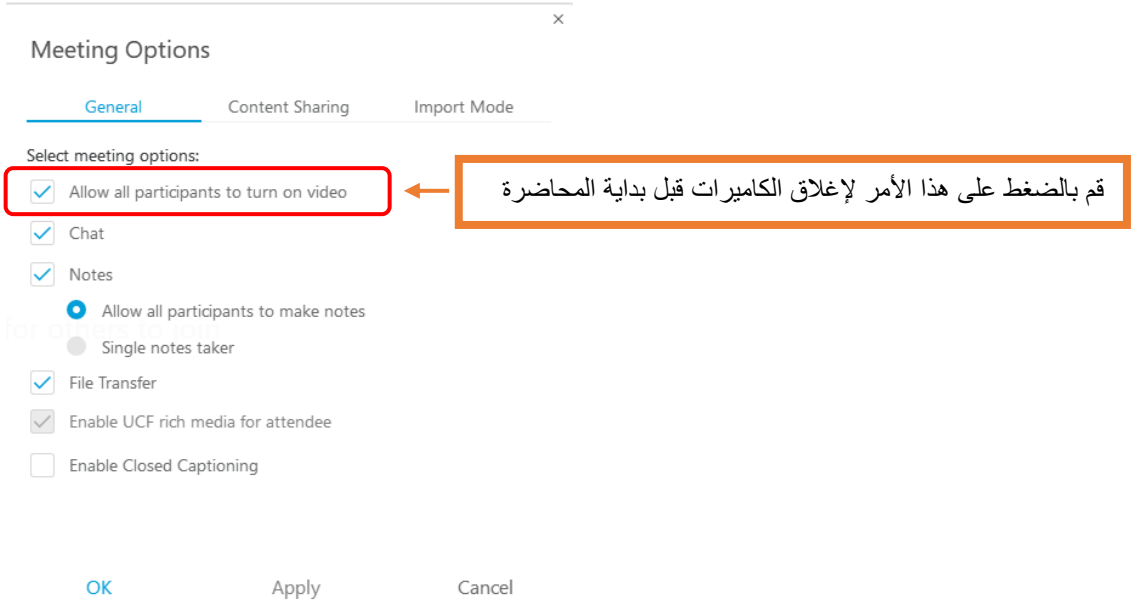
2.4.1. يوجد رمز اليد ✋ عند الطالب بجانب اسمه، ويتم الضغط على هذا الأمر كرمز لرفع اليد، وطلب المشاركة، أو الاستفسار. عند ضغط الطالب على هذا الأمر، يتم ظهور علامة اليد بجانب اسم الطالب على شاشة الأستاذ ايضاً.
ملاحظة: لإظهار أو إزالة علامة اليد، يجب على الطالب الضغط على العلامة المبينة على حاسوبه الشخصي أو الجهاز المستخدم، ولا يستطيع الأستاذ إزالتها.

2.5. لإغلاق الكاميرا

2.5.1. سيتم إزالة تفعيل جميع الكاميرات وإغلاقها على جميع حواسيب الطلبة والأساتذة من بداية المحاضرة. هذا الأمر لن يؤثر على فعالية المايكروفون، أو مشاركة المحتوى مع الطالب. لإغلاق الكاميرا قبل بداية المحاضرة:

- الذهاب الى قائمة "Meeting"
- ثم الضغط على أمر "Options"

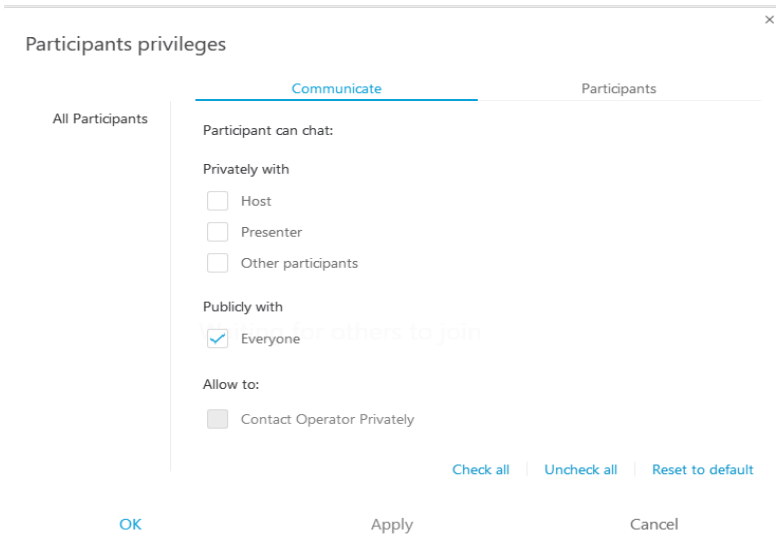
2.5.2. من هذا الأمر يمكن إعلاق جميع الكاميرات قبل بداية المحاضرة.



2.6. لإخفاء قائمة المشاركين

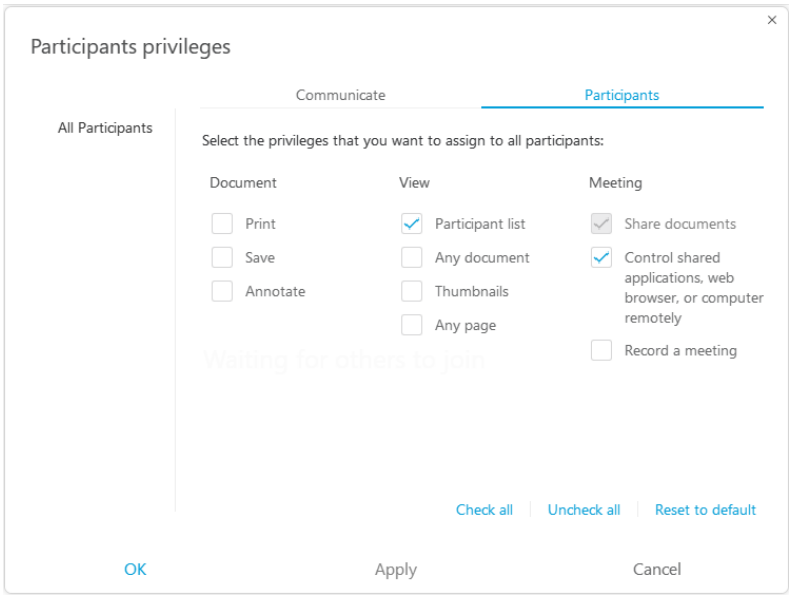
2.6.1. يمكن تعيين بعض الامتيازات للطلبة أو إزالتها وقت المشاركة في المحاضرة. من ضمن هذه الامتيازات هي إخفاء قائمة المشاركين من أجهزة الطلبة، حيث لن يتمكنوا من معرفة الحاضرين في المحاضرة، وذلك عن طريق الذهاب إلى:

- قائمة "Participant"
- الضغط على أمر "Assign Privileges"



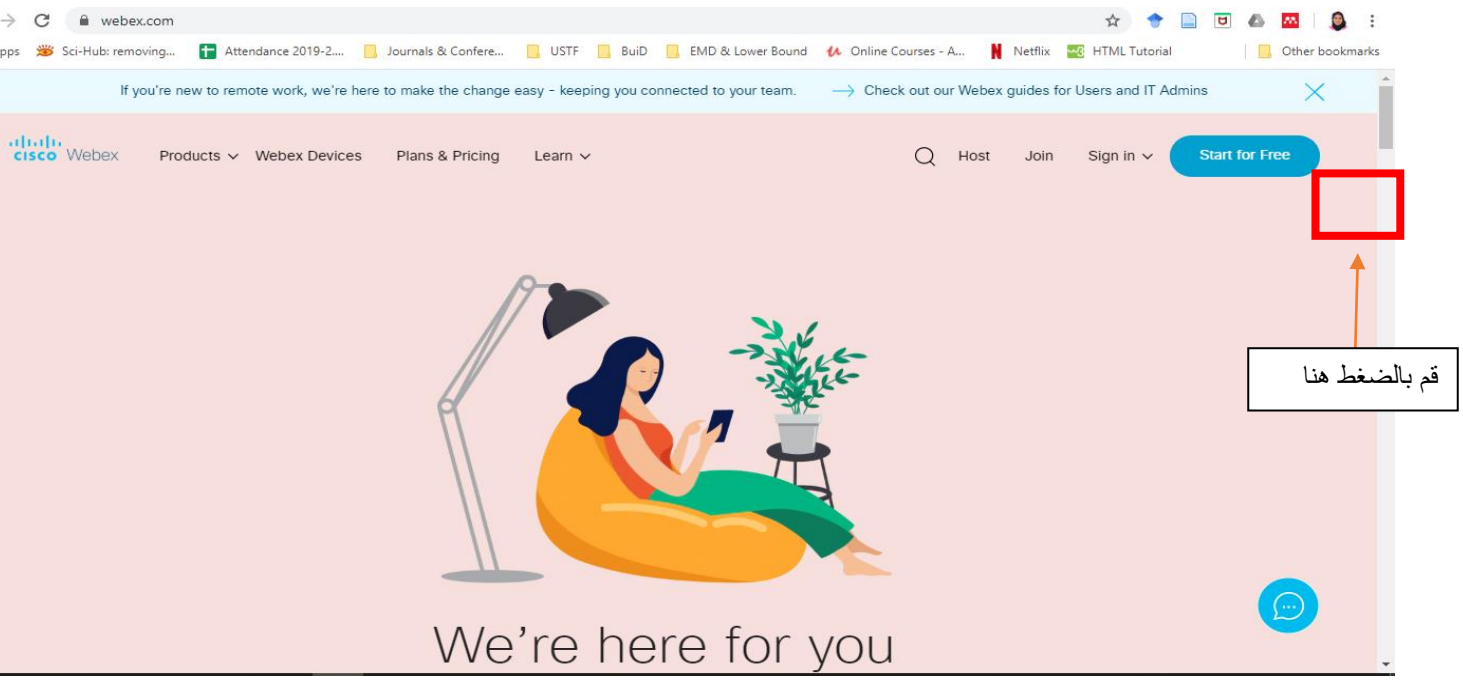
2.6.2. هذه النافذة تضم قائمتين، "Communicate" و"Participants" من خلال قائمة "Communicate" يمكن تمكين أو إزالة خاصية الدردشة الخاصة بين المشاركين، والسماح أو عدم السماح لهم من الدردشة مع العامة أو مع الأستاذ. يفضل عدم إزالة خاصية الدردشة بشكل عام حيث إنها وسيلة جيدة للسؤال والمشاركة خاصة عند كتم الصوت.

2.6.3. من خلال قائمة "Participant"، يمكن إخفاء قائمة المشاركين من الظهور للطلبة، وذلك من خلال الضغط على أمر "Participant List".

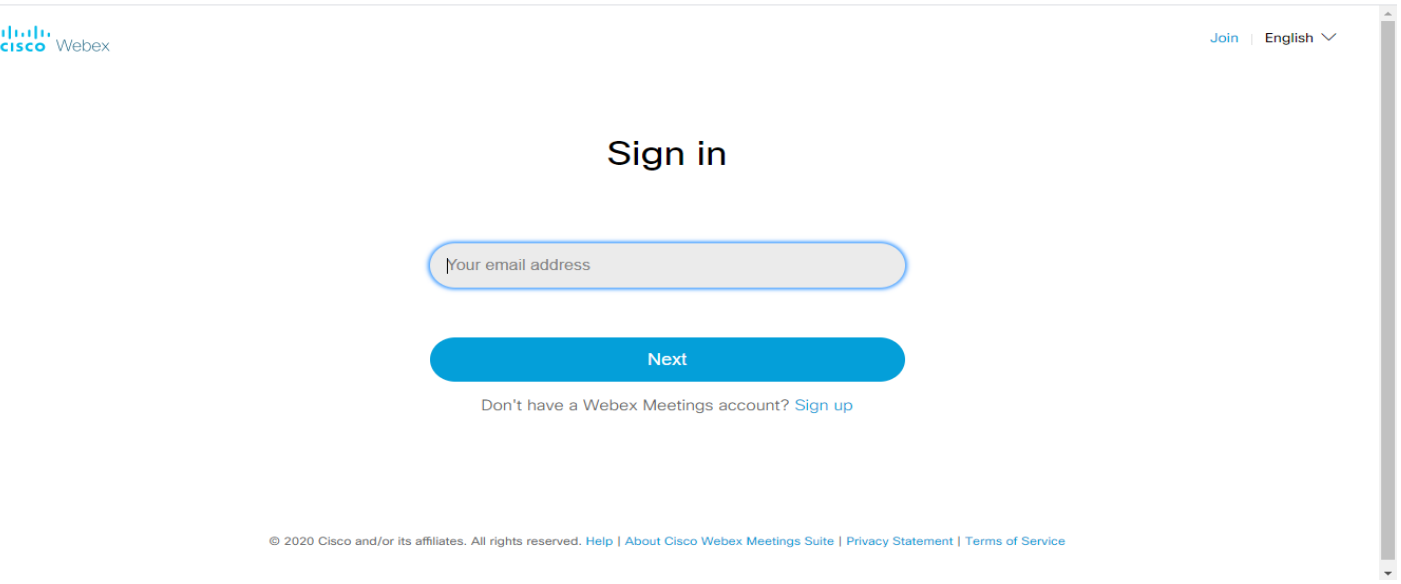


2.7. لتسجيل المحاضرة

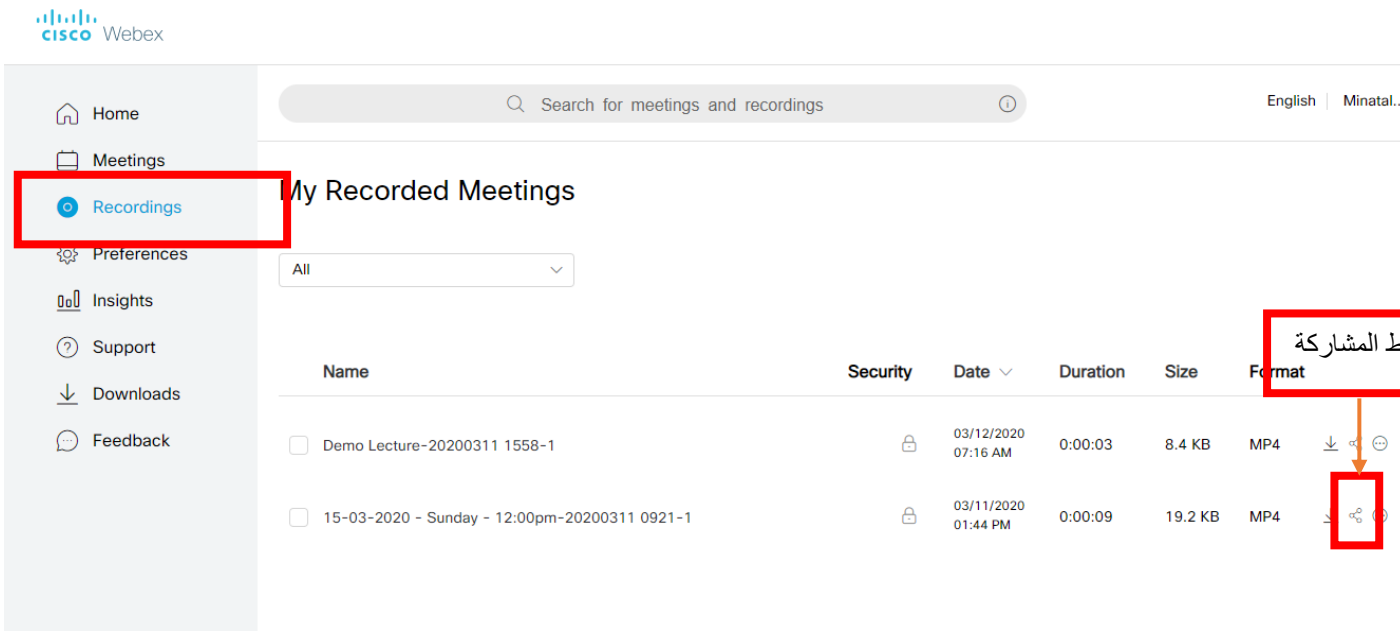
2.7.1. عند تسجيل المحاضرة، لاسترجاع ما قمت بتسجيله، قم بالذهاب الى موقع البرنامج عن طريق الرابط: www.webex.com، ثم قم بالضغط على رابط تسجيل الدخول كما هو مبين في الصورة التالية، ثم قم باختيار أمر "Webex Meting" كما هو مبين في الصورة التي تليها:



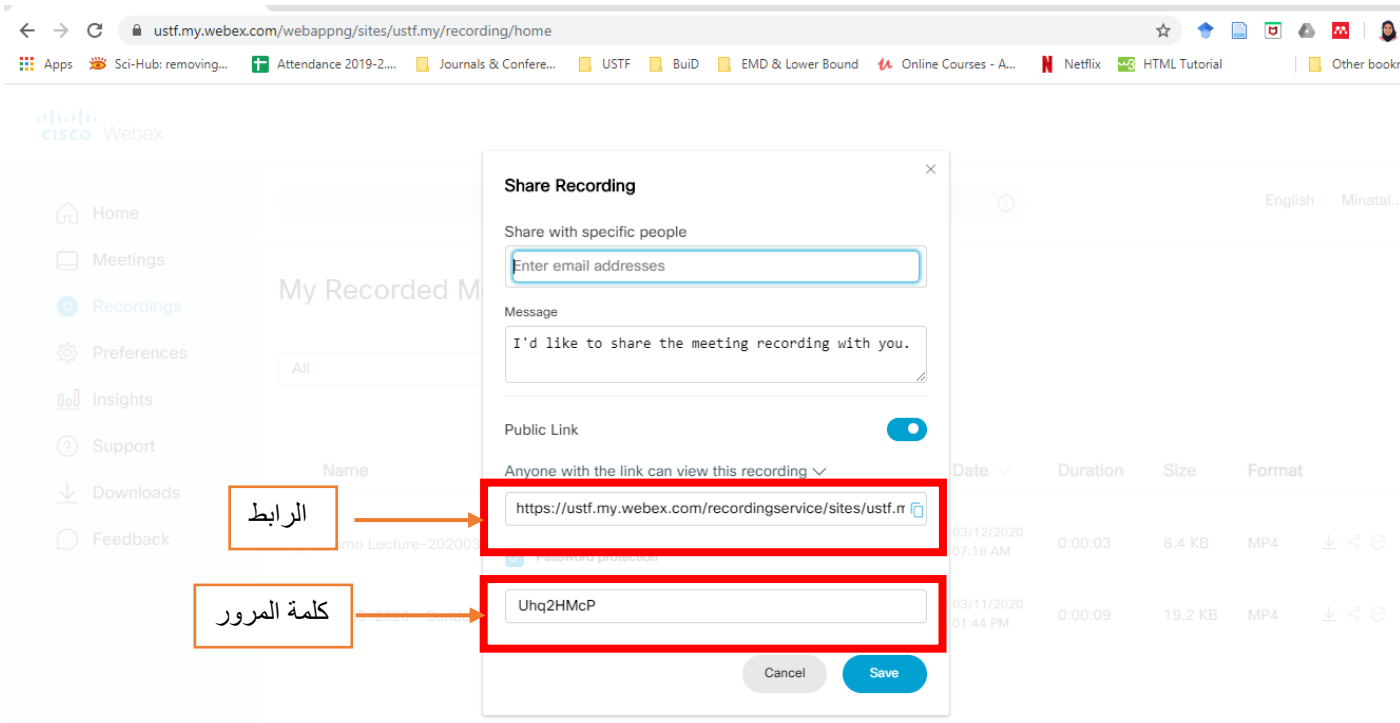
قم بتسجيل الدخول باستخدام البريد الالكتروني الخاص بالجامعة، وكلمة المرور التي أنشأتها مع حسابك:

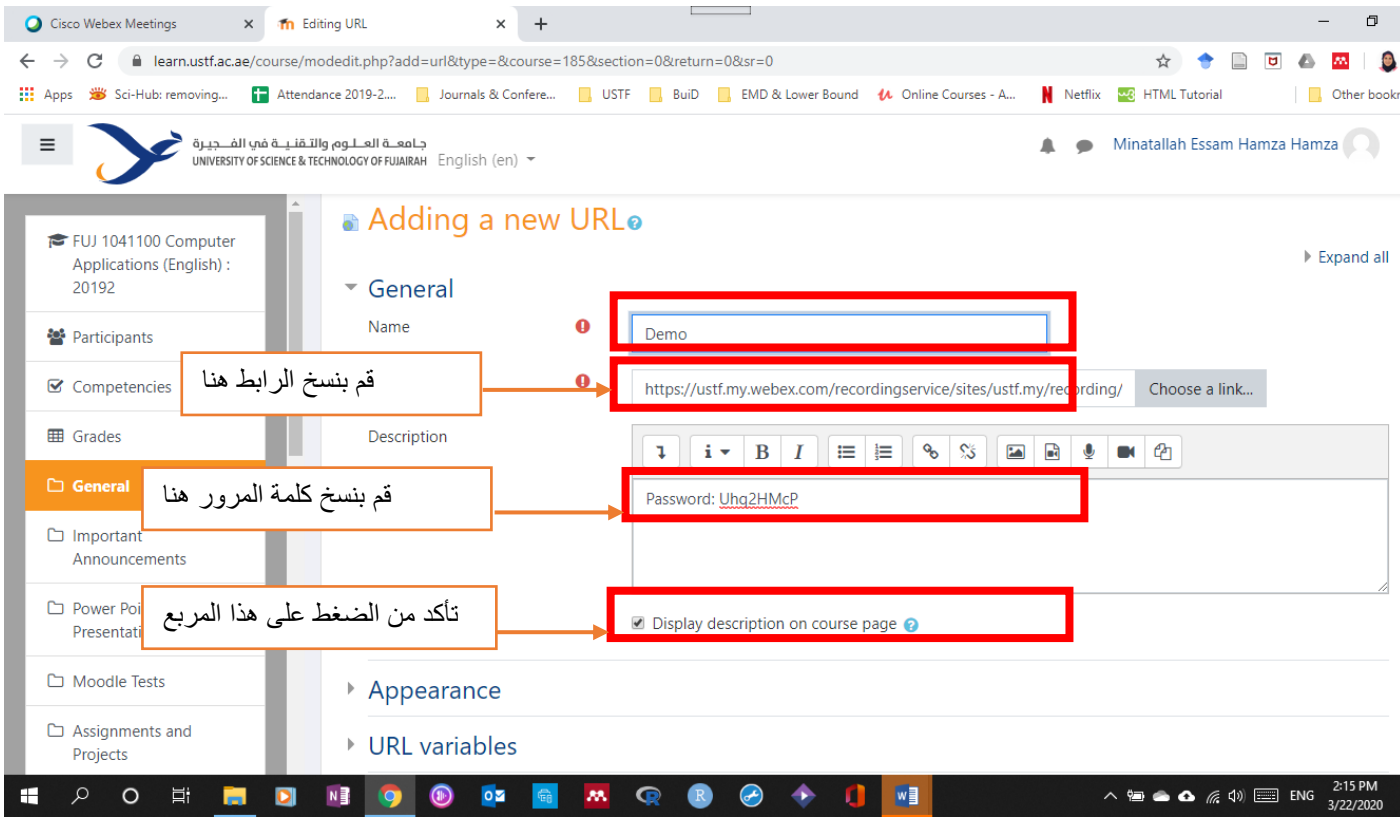


بعد تسجيل الدخول، قم بالضغط على رابط "Recordings" الموجود على يسار الشاشة كما هو موضح في الصورة التالية للوصول الى تسجيلاتك الخاصة، ثم قم بالضغط على رابط المشاركة:



قم بنسخ الرابط ووضعه في موقع التعليم الالكتروني للطلبة، ثم قم بنسخ كلمة المرور ووضعها في الوصف الخاص به (كما هو مبين بالأسفل):





2.8. أمر "Expelling" و أمر "Moving to the lobby"

2.8.1. بالضغط بالزر اليمين على أي من أسماء المشاركين في قائمة الأسماء، يتمكن الأستاذ من:

- طرد الطالب من المحاضرة من خلال أمر "**Expel**".

- إخراج الطالب بشكل مؤقت من المحاضرة عن طريق أمر **"Move to Lobby"** ثم ادخاله مرة أخرى عن طريق أمر "**admit**" . هذا الأمر يمكن تطبيقه على طالب واحد، أو عدد من الطلبة في نفس الوقت.

2.9.أمر "Ending your Meeting"

2.9.1. عند الضغط على علامة ال X الحمراء في أسفل شاشة البرنامج، يتم إنهاء المحاضرة بإظهار اختيارين:

- أمر "End Meeting"، وهذا الأمر سيقوم بإنهاء المحاضرة وإغلاق البرنامج في جهاز الأستاذ وأجهزة الطلبة.
- أمر "Leave Meeting"، وهذا الأمر سيقوم بإخراج الأستاذ من البرنامج، ولكن سيبقى البرنامج سارياً عند الطلبة.

2.9.2. تأكد من الضغط على أمر "End Meeting" عند انتهاء المحاضرة.

جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

WebEx Guideline Teacher (English)

دليل الأستاذ التعلم عن بعد باستخدام برنامج"WebEx Meeting"

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3. Creating WebEx Meeting on Moodle

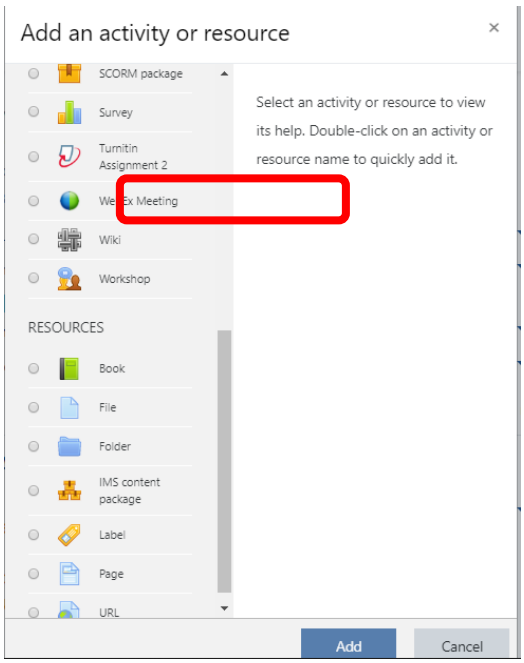
4. Creating a WebEx Meeting on the University's System:

4.1. Open your Moodle and log in – [**Preferably by Google Chrome**].

4.2. Open your own course → Remember to click on "Turn editing on".

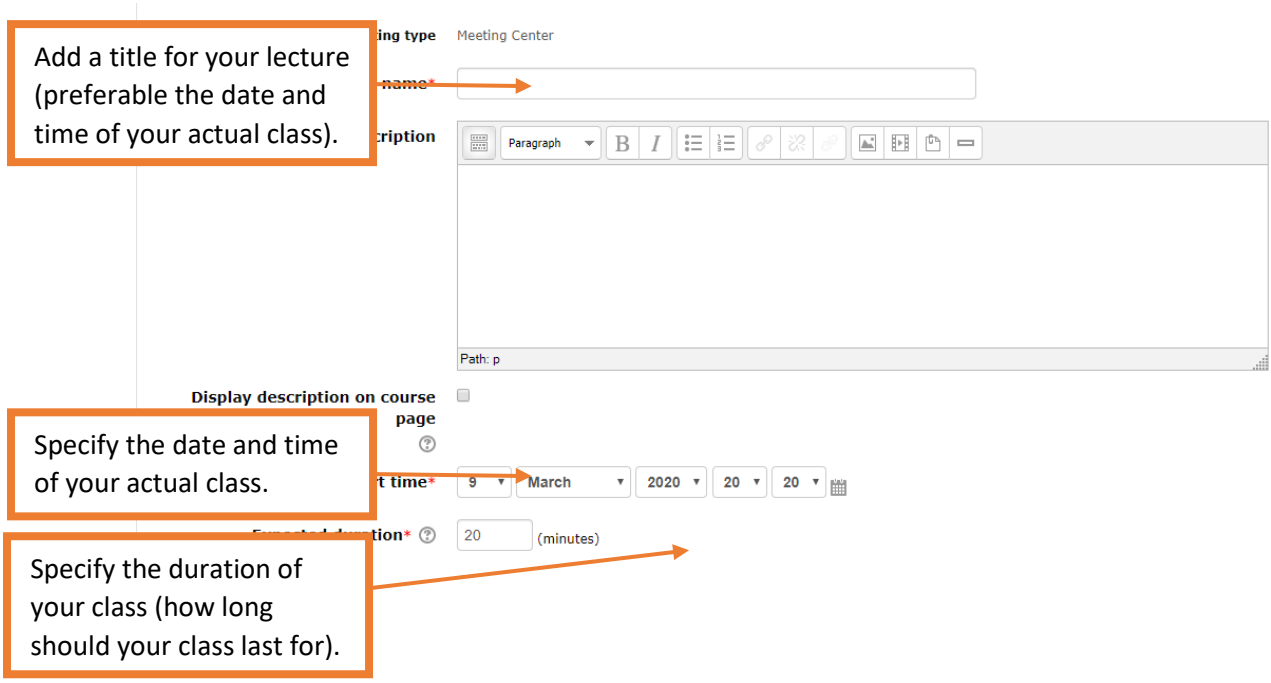
4.3. Under any of the topics (or you can create a new topic just for distance learning) click on

4.4. Scroll down and select the option "**WebEx meeting**" :



4.5. Add a title for your WebEx meeting lecture, and make sure it is clear for the students to understand; *preferably adding the date and time of your lecture – or name of the topic to be discussed.*

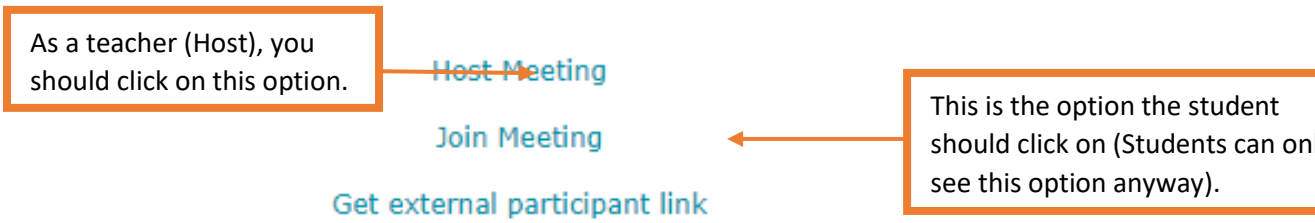
4.6. Remember to create a different WebEx meeting for EVERY LECTURE in advance with its specified time and date to save yourself time before your actual class – (e.g If you have 2 lectures per day you need to add two WebEx meetings; one for each lecture)



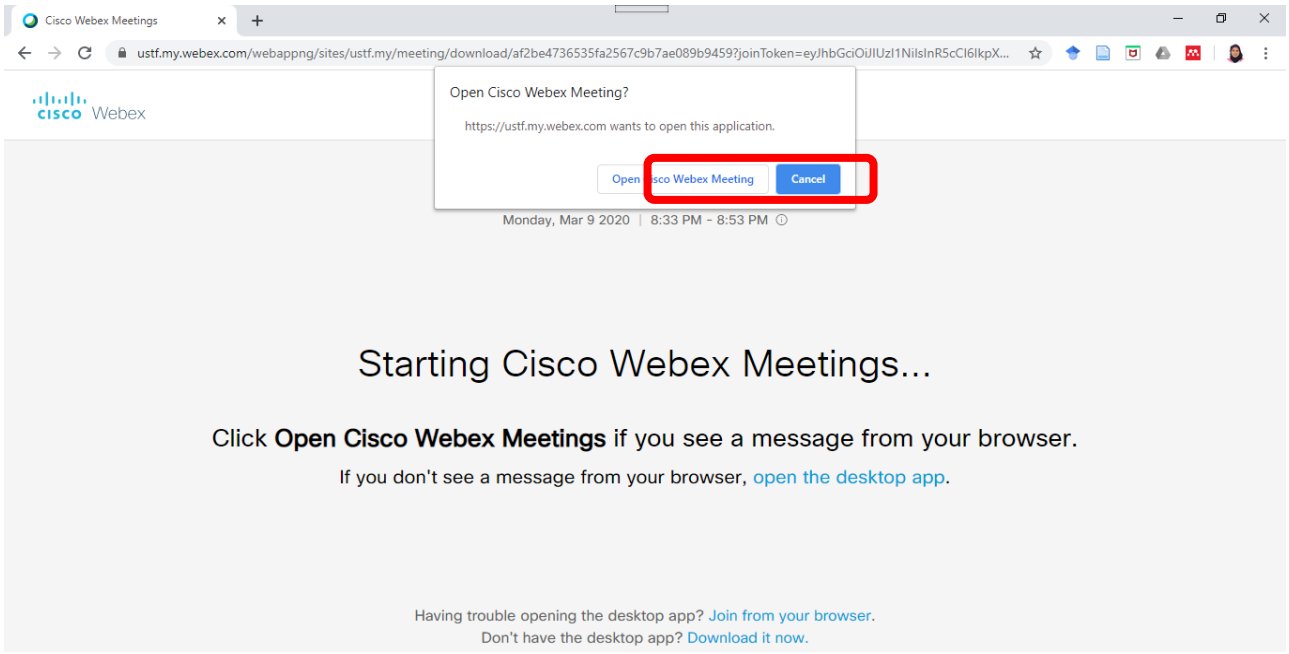
4.7. Now click on the option that says, “Save and return to course”.

4.8. Congratulations, you have now created an online WebEx meeting for your lecture on the Moodle.

4.9. Go to your course on E-learning and click on the WebEx link. These are the options that should show in front of you:



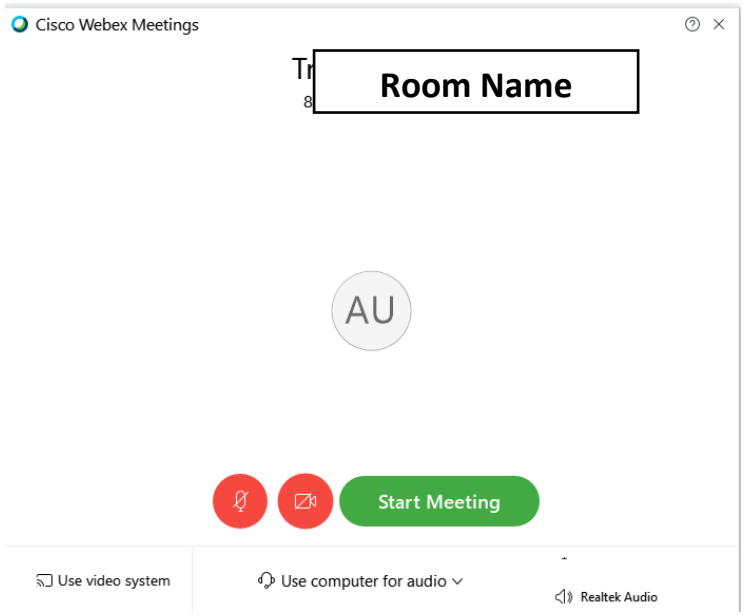
4.10. Once you click on “Host Meeting” the below page will show up, and you should click on the link that says “Open Cisco WebEx Meeting“.



4.11. This option will do one of two things:

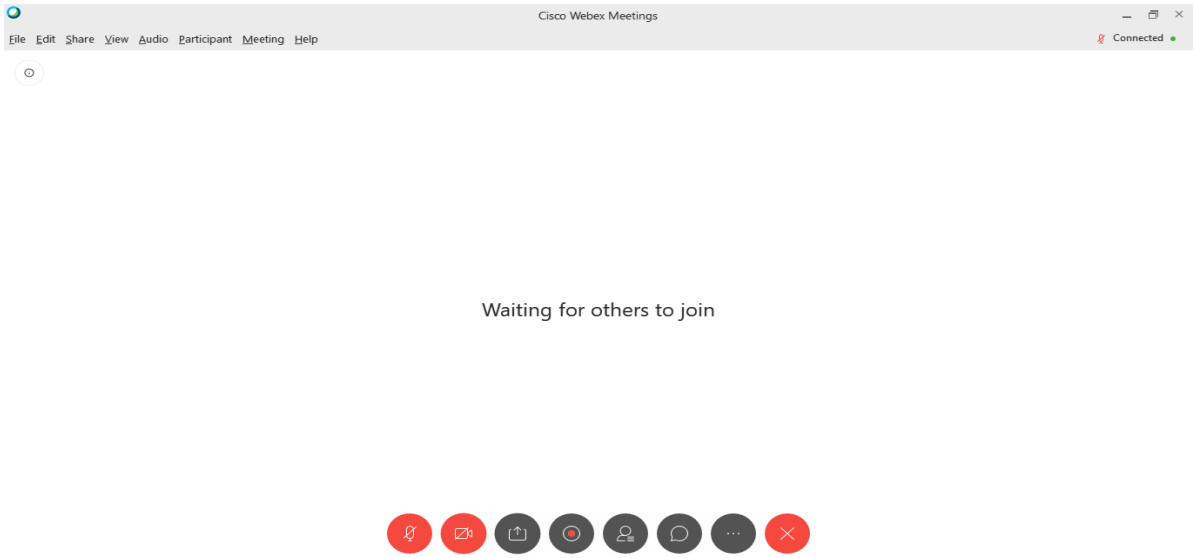
4.11.1. **<u>If you have not installed the program on your computer</u>**, it will pop-up a link at the bottom left corner of your window that asks you to click on it to install the program. (This should not take more than a couple of minutes)

4.11.2. If you already installed the program on your computer, you will see this window, which should activate your camera automatically and you would be able to see yourself (Remember, you need to make sure that your camera is working properly and has no stickers blocking it, if you intend to use it):



4.12. Now click on “Start meeting” to start your class. (Students will not be able to join the class [or meeting], unless you start the session first)

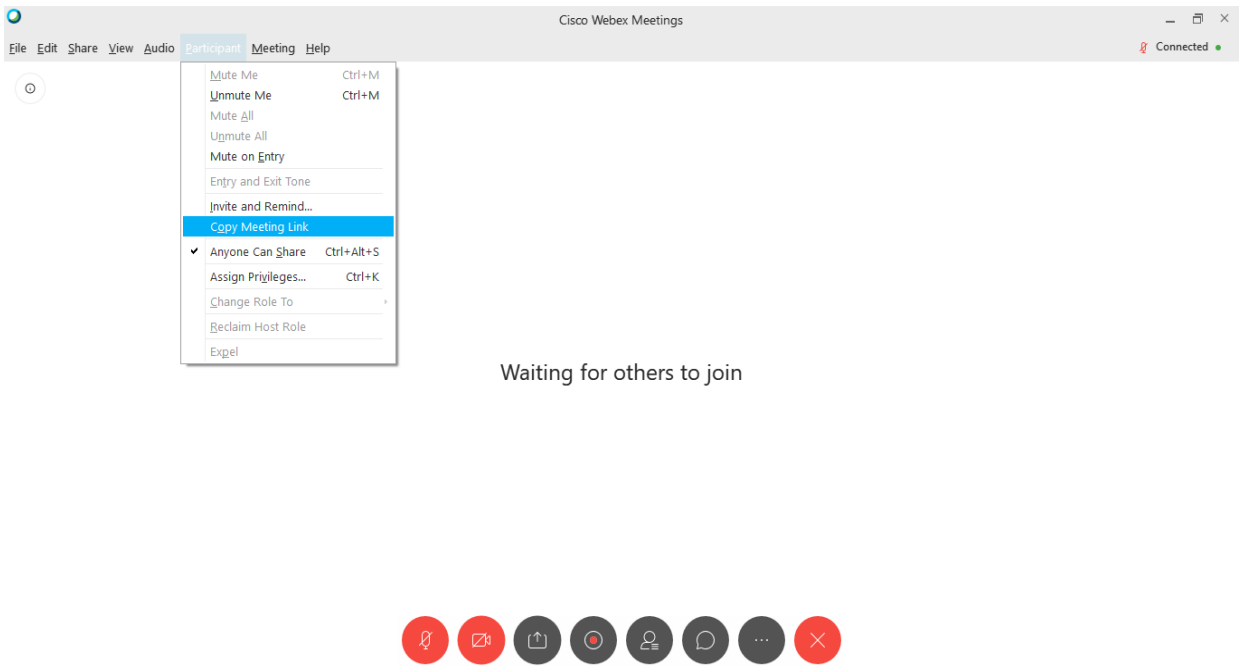
4.13. Once you click on “Start meeting”, the window you shall be using will look like this:



5. Creating a URL link of WebEx Meeting Link:

5.1. Remember to create a URL link on shared courses, if you have the same class given under different courses.

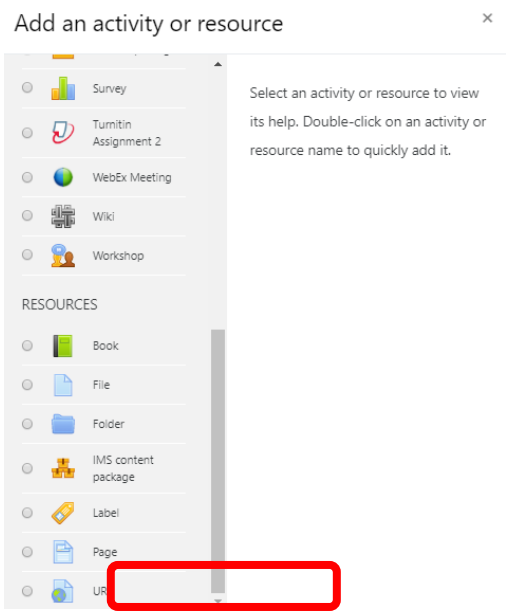
5.2. Copy a link of your intended to be copied “WebEx Meeting” session by clicking on the “participant” tab, and then choose the option that says “Copy Meeting Link”



5.3. Now, open other course.

5.4. Under any of the topics (or you can create a new topic just for distance learning) click on

5.5. Scroll down and select the option "**URL**" :



5.6. Add the same title you added for your corresponding WebEx meeting lecture as a title to this link; in order not to get students confused.

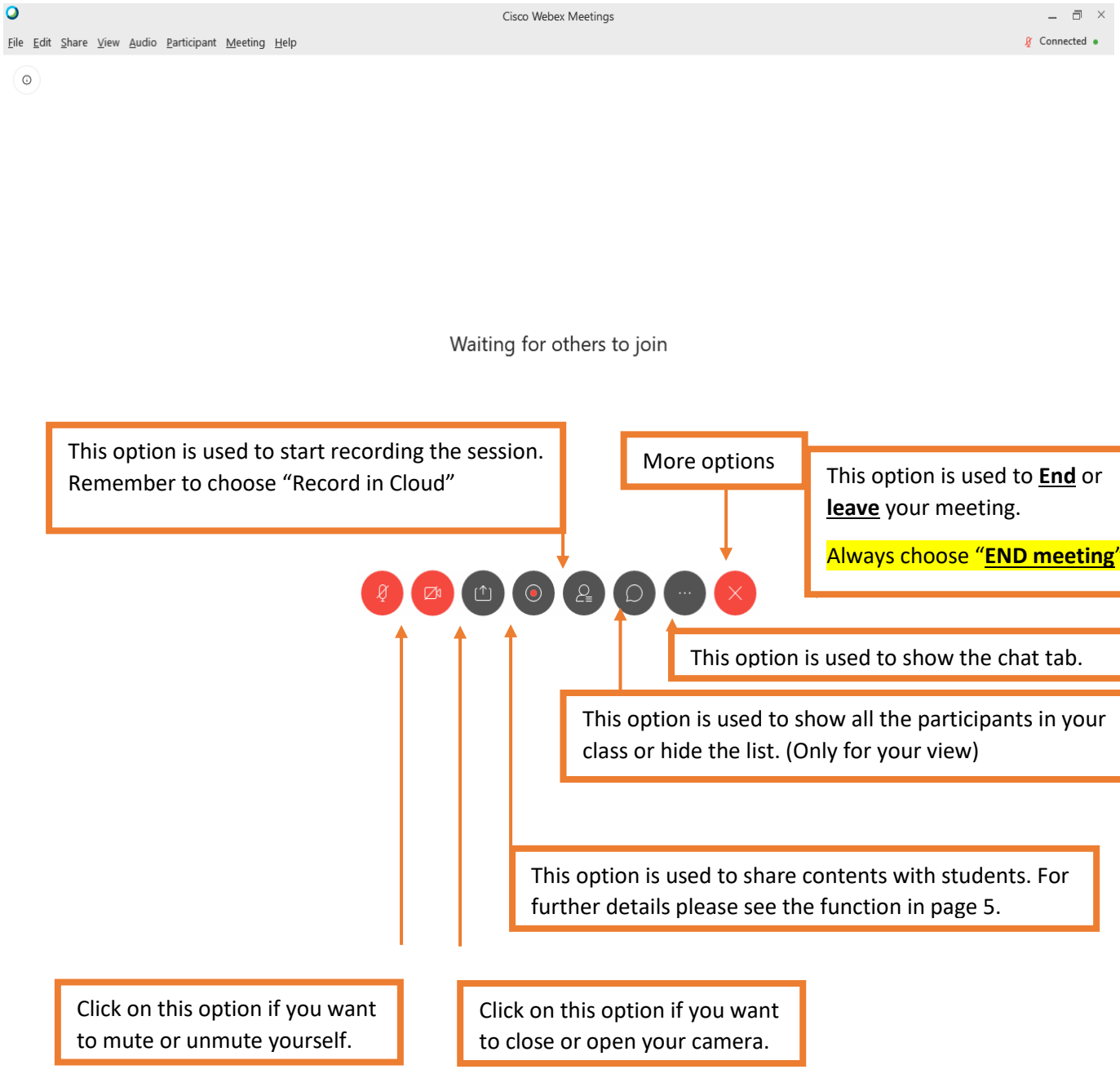
5.7. Now click on the option that says, "Save and return to course".

6. Hiding and Unhiding courses.

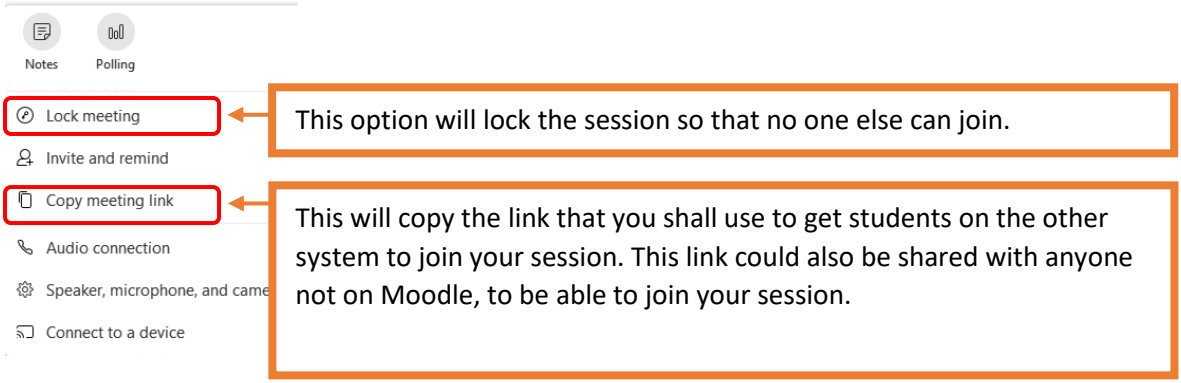
6.1. Finally, remember to hide courses not yet active for students, in order not to confuse the students, and make sure that the active course is available and "Shown" for the students to access on the day and time of the actual class.

4. Using WebEx Meeting Program

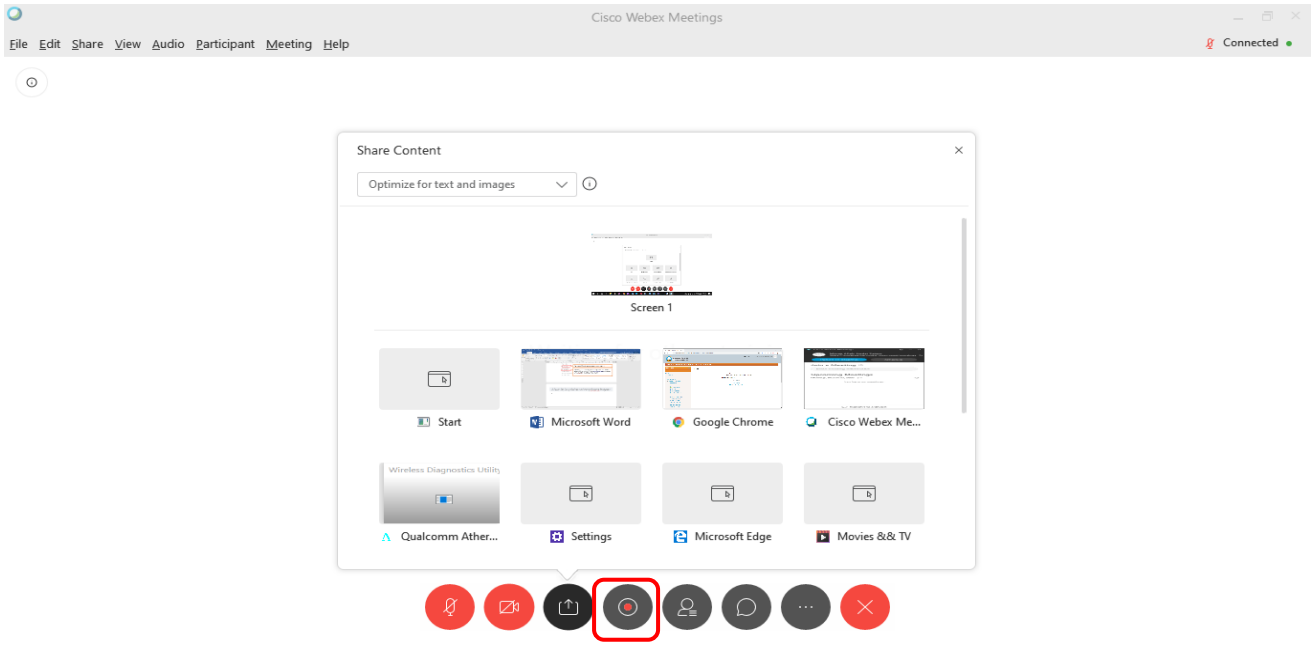
3. Exploring your options within the "WebEx Meeting" program.



3.1. The "**More options**" icon in the previous picture contains many options, however, we shall be using only the two shown below:

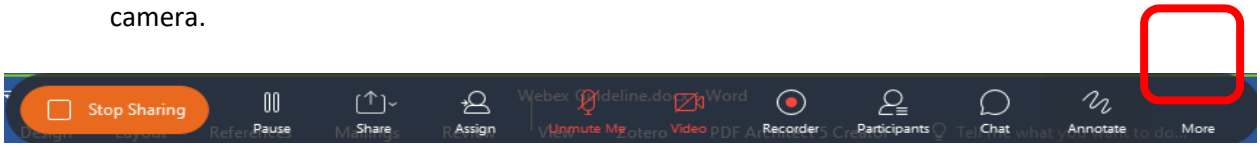


3.2. The "**Share Content**" option, enables you to share your screen content with all your participants or students to be viewed on the students' screens (i.e. A power-point presentation, a video, a word file, or anything that you can view on your own computer.)



3.3. Remember to choose "Screen 1" to be able to do that.

3.4. The moment you share your contents, some options will show on the top of your screen that are similar to the options we discussed earlier on muting your mic and closing your camera.



3.5. However, one of the important options that is available is the "**Annotate**" option, which enables you to write, type, or even highlight anything on your screen. Once you click on the "Annotate" function, another tab opens on the side of your screen that gives you options to choose from:

← From this option you can change your pointer to a laser beam.

← This enables you to add typed text to your screen.

← This enables you to draw a straight line, a single arrow head, or a double arrow head.

← This enables you to draw a circle, oval, or a ✓ or X mark on your screen.

← This enables you to choose your pointer to be a highlighter pen or a pencil.

← You choose the color of your annotations from here.

← Eraser, to delete any of the annotations you don't want to keep on the screen.

4. Important pointers to consider.

4.1. The option **"Annotate"**

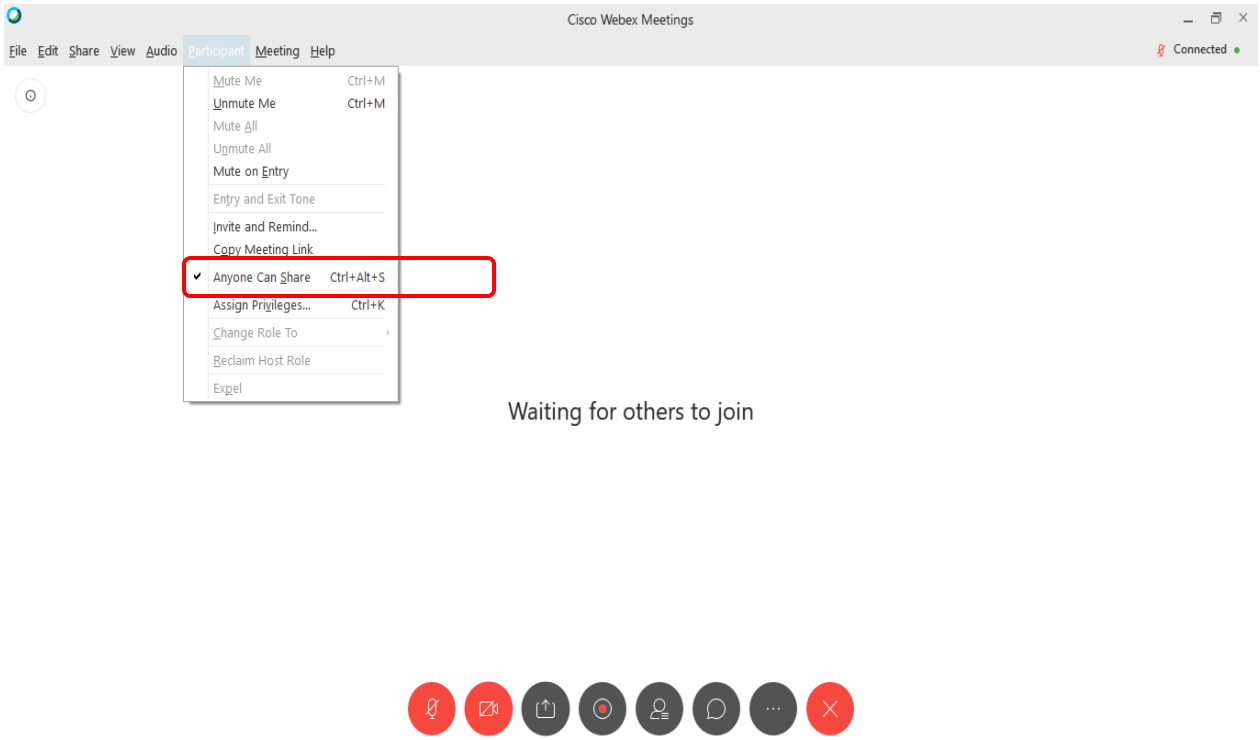
4.1.1. Other students could request this option; where they will be able to scrabble or write text on your screen. It is preferable to not allow that.

4.2. The option "**Share Content**"

4.2.1. This option could also be activated on the students' computers. This enables students to present their own work to the whole class including the teacher, and to share their contents. However, when a student shares content they take control of the

presentation, which is not a preferable option unless needed. To disable the sharing option from students computers, follow these steps:

- Go to the “Participant” tab
- Unclick the option “Anyone can share”



4.3. To “**mute all/unmute**” students

4.3.1. To choose to mute all students once they enter the class, this option is called “**mute on entry**”. To enable this option, follow these steps:

- Go to the “Participant” tab
- Click on “Mute on Entry”

4.3.2. If this option was not chosen from the beginning, you can always mute all students using the “Mute all” option in the same tab.

4.4. “**Raise hand**” option

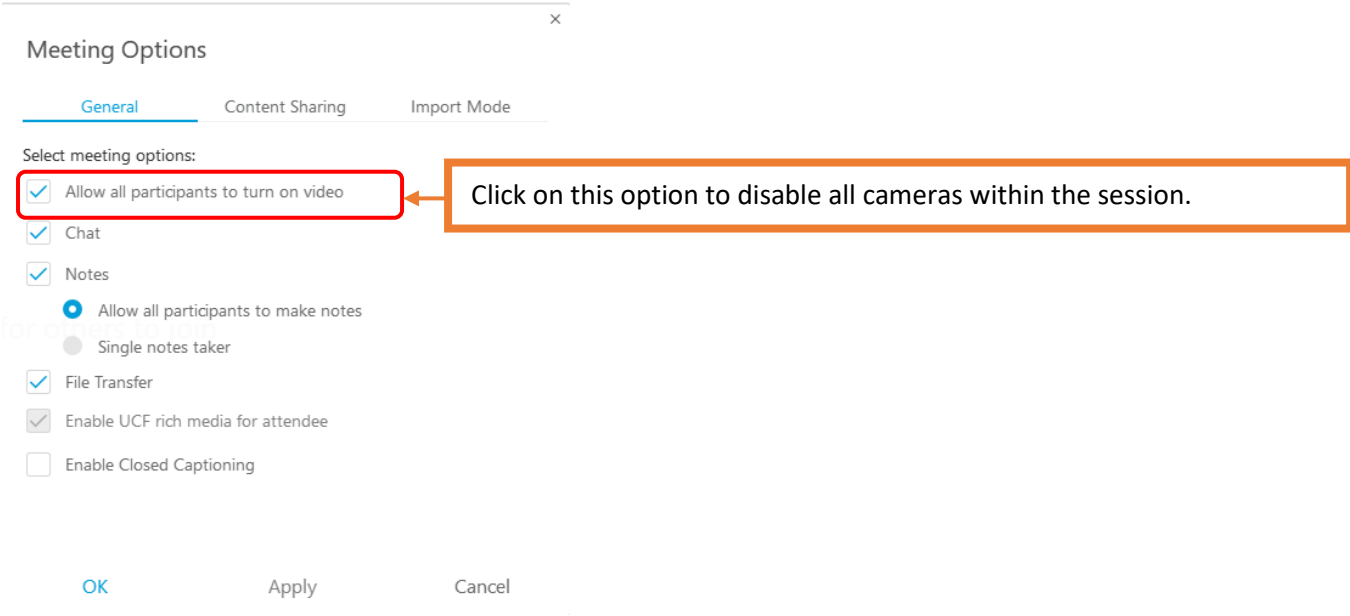
4.4.1. Students will have a ✋ beside their names in the participant list. Clicking on this option will show you the same icon ✋ beside their names in your list; which expresses a risen hand, asking for permission to speak or comment. By guiding students on doing so, you can unmute those who raise their hands for commenting or asking, and then mute them again. Remark: Only students can remove that icon by clicking on it again.

4.5. Deactivating the Camera

4.5.1. All cameras shall be deactivated at the beginning of the session. This will not affect your mic working properly; neither will it affect the sharing of your content and presentations. In order to deactivate cameras (including your own) before the session even starts, follow the following steps:

- Go to the “Meeting” tab
- Click on “Options”

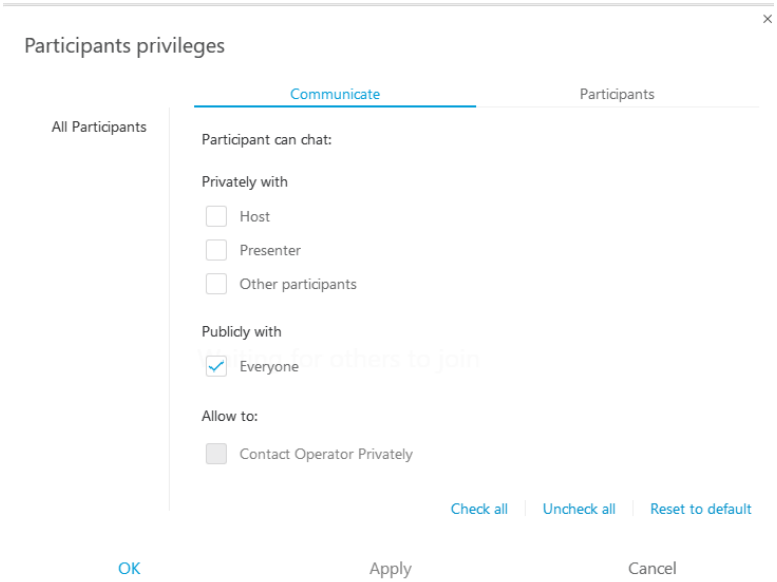
4.5.2. From this option you can choose to “Close all cameras” before the session even starts and also disable the option of chatting through the session (not advisable)



4.6. Hiding Participant List.

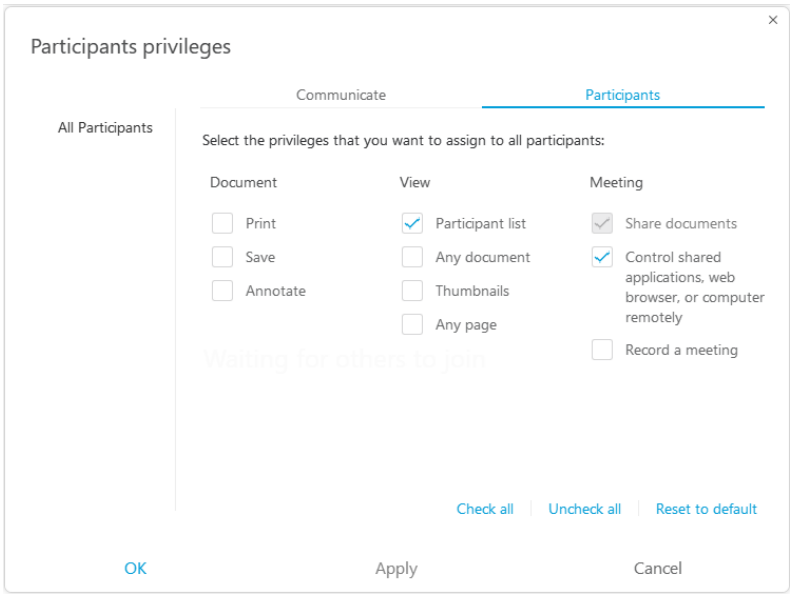
4.6.1. Privileges can be assigned to or removed from participants (students), individually or as a whole. By clicking on the following option, a window will appear:

- “Participant” tab
- Click on “Assign Privileges”



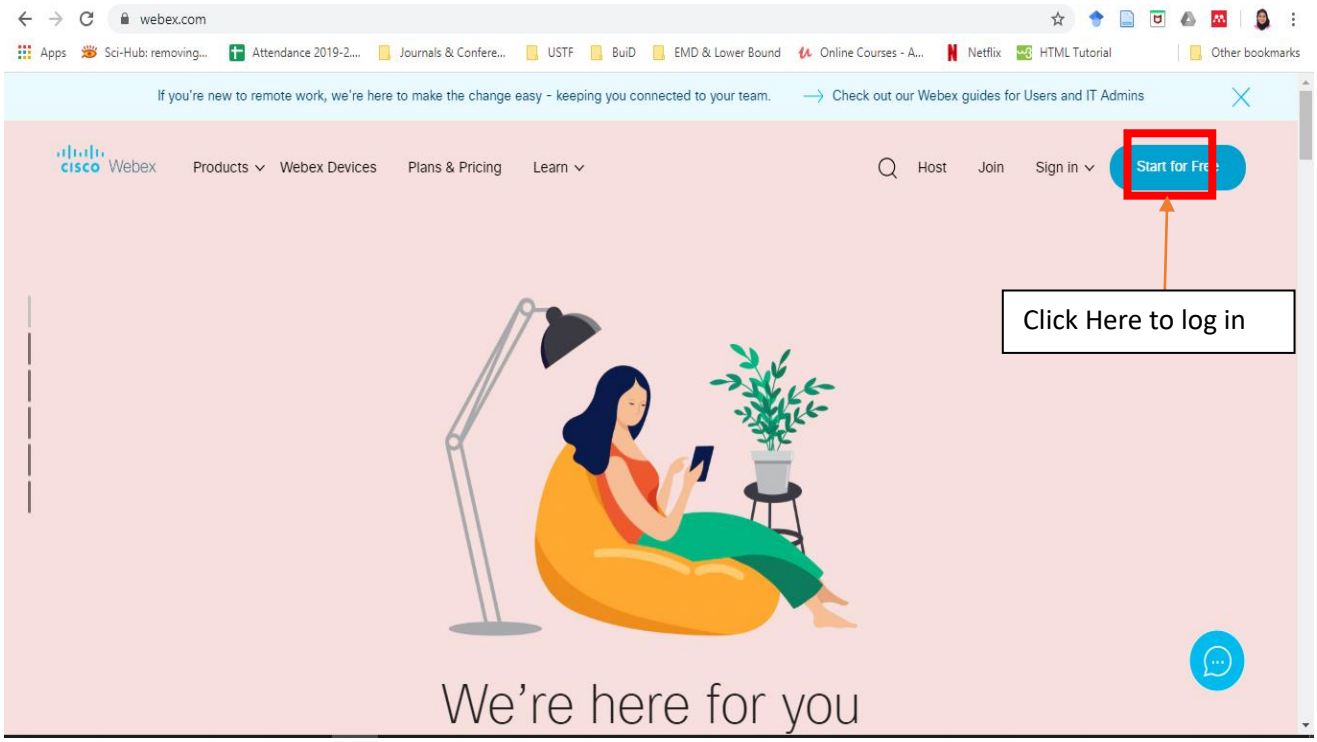
4.6.2. This window contains two tabs: “Communicate” and “Participants”. Through the “Communicate” tab, you can choose to allow or forbid participants chatting privately with each other (Other participants) – or with you (Host). You can also allow or forbid them to chat publicly as well – but this is not advisable, since this is their way of communicating with the host when their mics are muted.

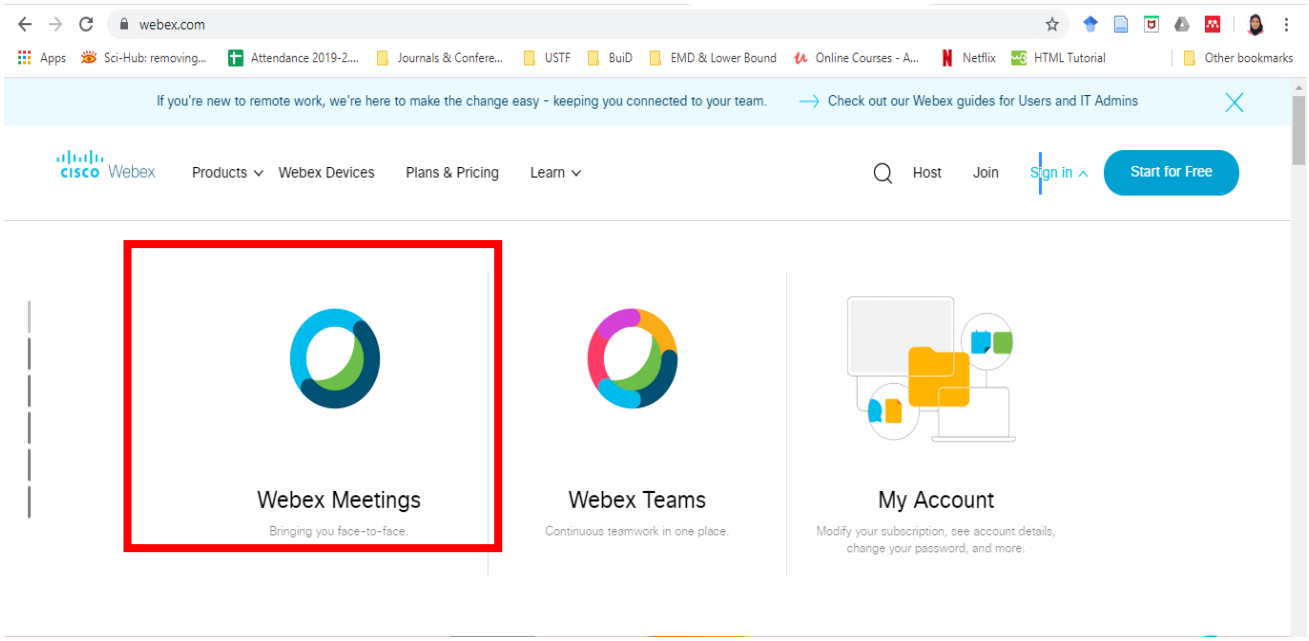
4.6.3. Through the “Participant” tab, you can allow or forbid the participants (Students) to do many actions, one of them is disabling them from seeing who else is in the meeting room, by unclicking the “Participant List”.



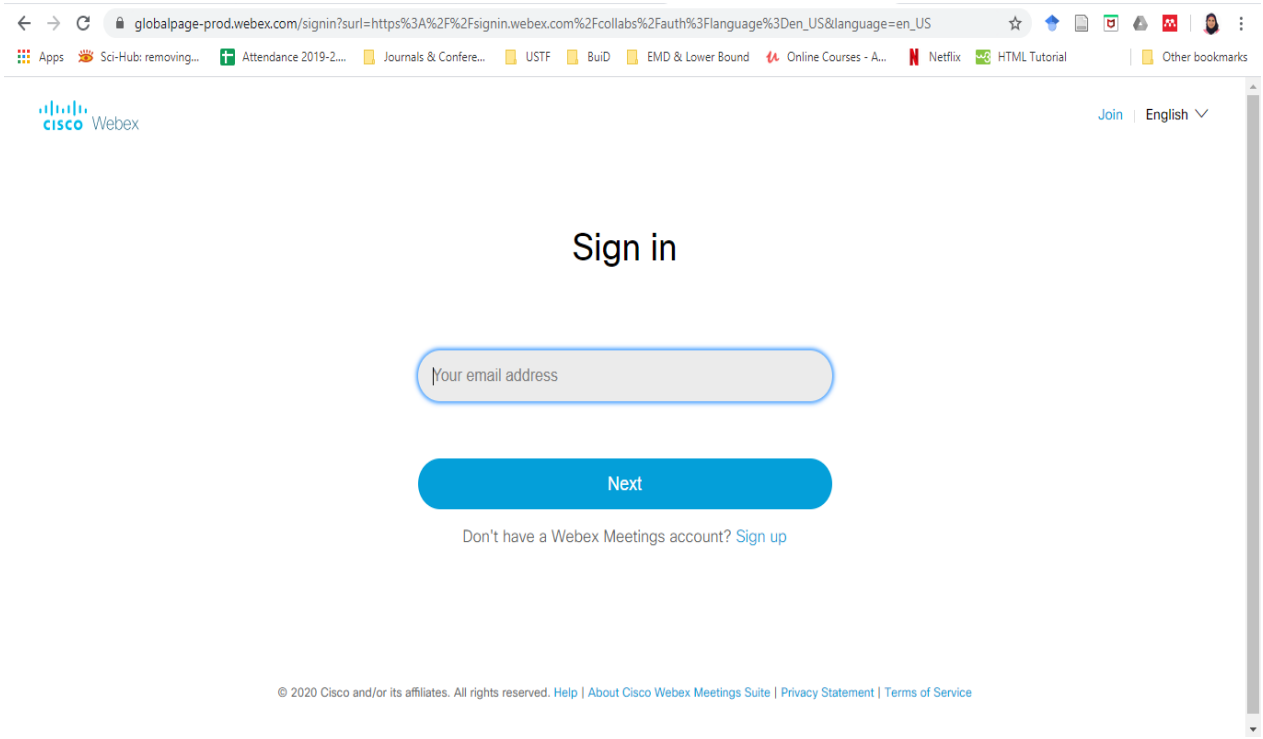
4.7. Recording a session.

4.7.1. Any recorded session will be automatically saved in your “WebEx” cloud on their website. To access your recordings you need to go to the website: www.webex.com and click on sign in and Choose “Webex Meeting”.

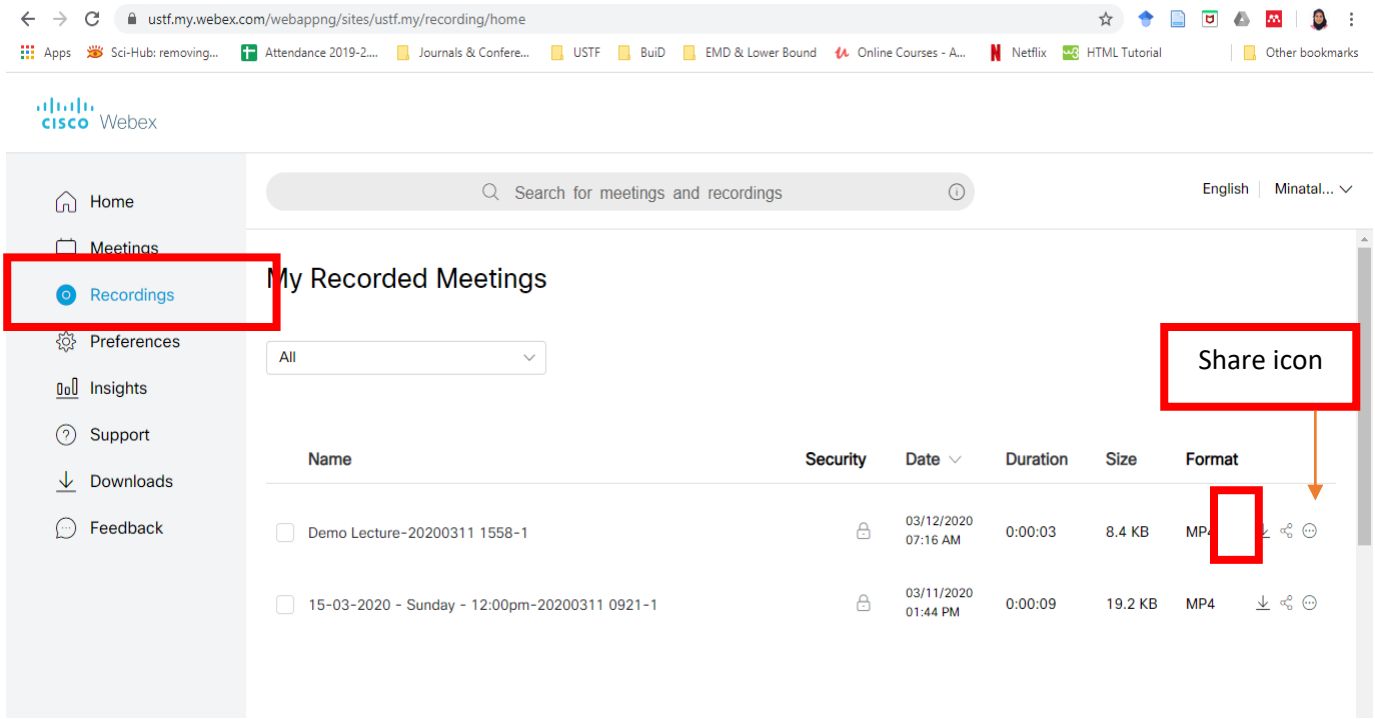




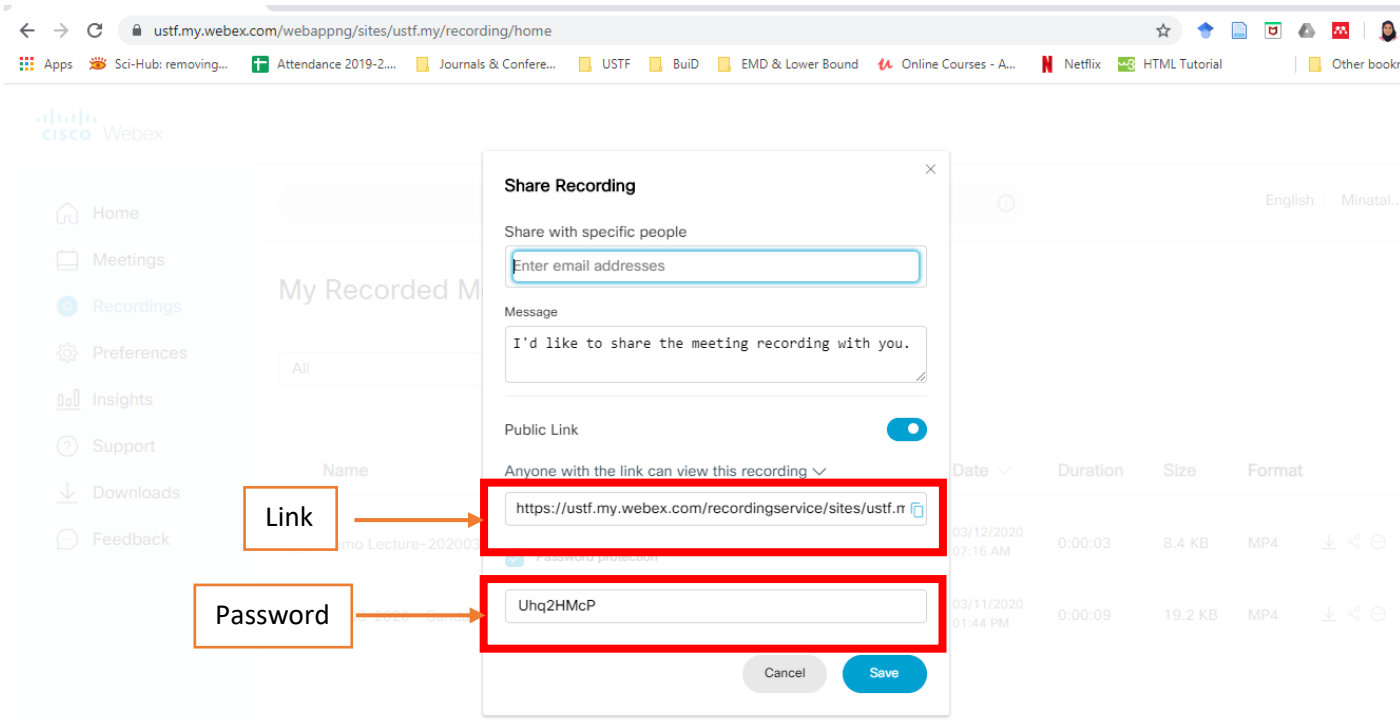
Enter your assigned university email and set password in the following page:

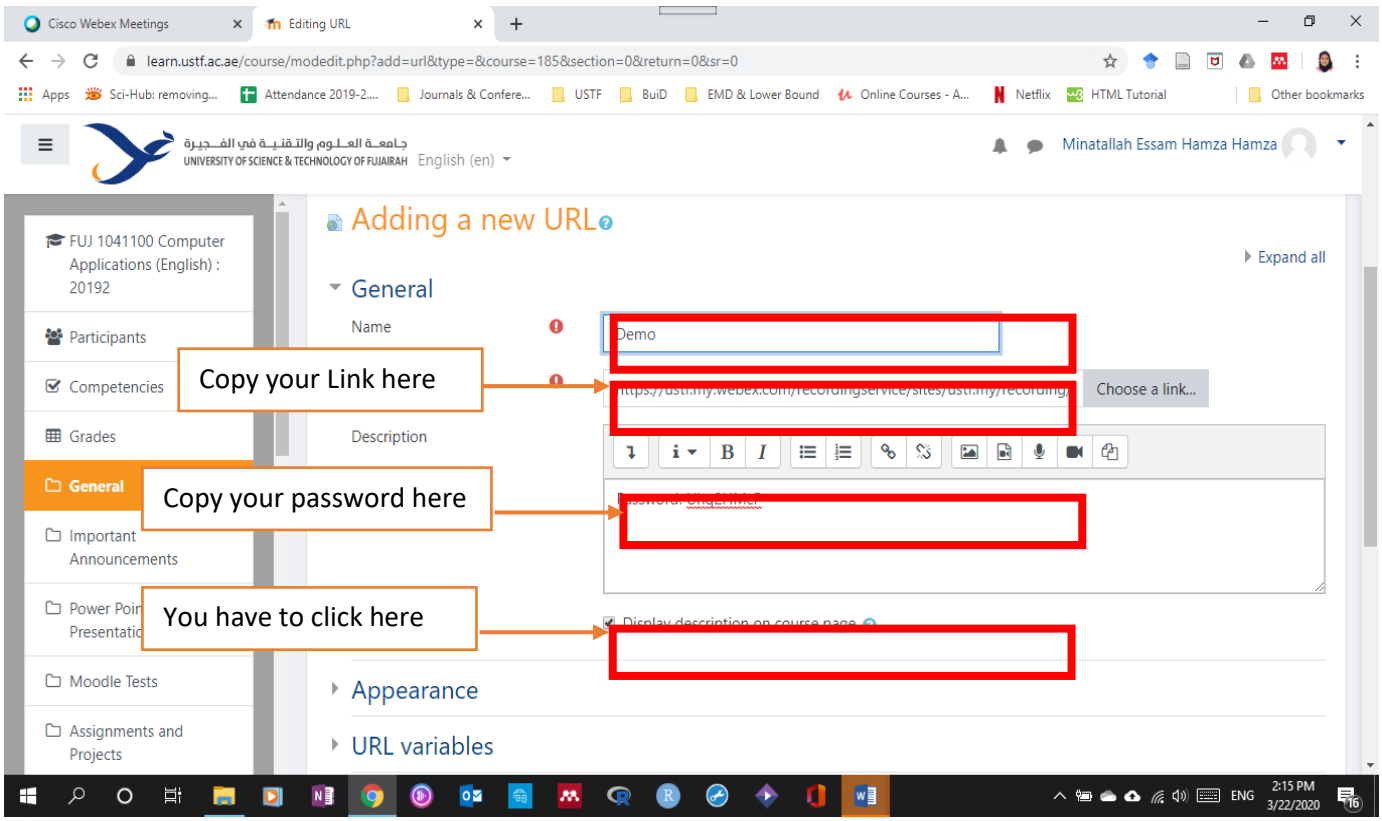


After signing in, you will see a tab named “Recordings” on the left, click on it to see your recordings, and then click on the “Share” icon:



Copy the link and share it as a URL link to your students, and copy the password given below it to the description of the created URL link (as explained below):





4.8. Expelling and Moving to the lobby option

4.8.1. By right-clicking on the name of any of the participants, you are able to:

- "**Expel**" – kick them out of a session.

- "**Move to Lobby"** - to move them out of the room temporary, and "**admit**" them back when you want them to rejoin your session. (This option could apply to one or more people at the same time.)

4.9. Ending your Meeting

4.9.1. By clicking on the red "X" at the bottom of your program to close your session or end your class, two options will appear:

- "End Meeting" – This will close the session on your computer, and will also make sure the session has ended on your students' side.
- "Leave Meeting" – This will only get you out of the session, but the session will be still running and student will still be in it.

4.9.2. Make sure you click on "End Meeting" once the class is done.

جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

WebEx Guideline Student (Arabic)

دليل الطالب التعلم عن بعد باستخدام برنامج"WebEx Meeting"

الفهرس

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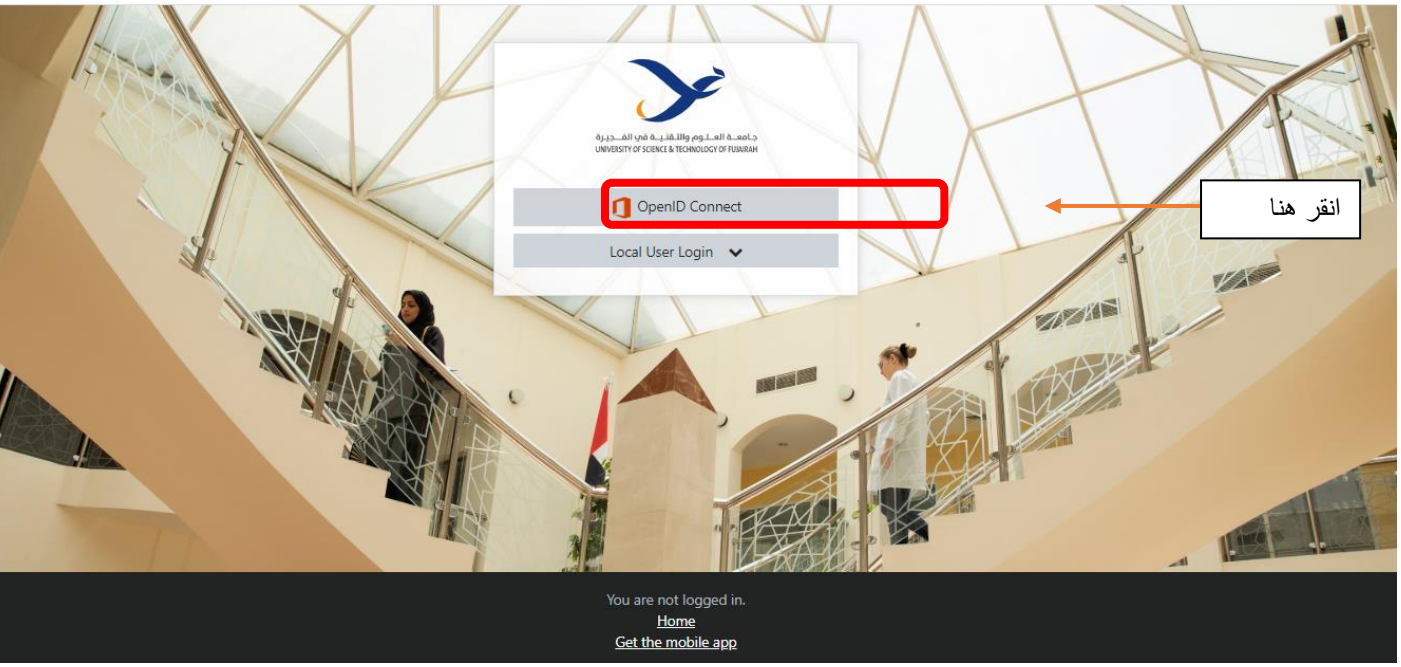
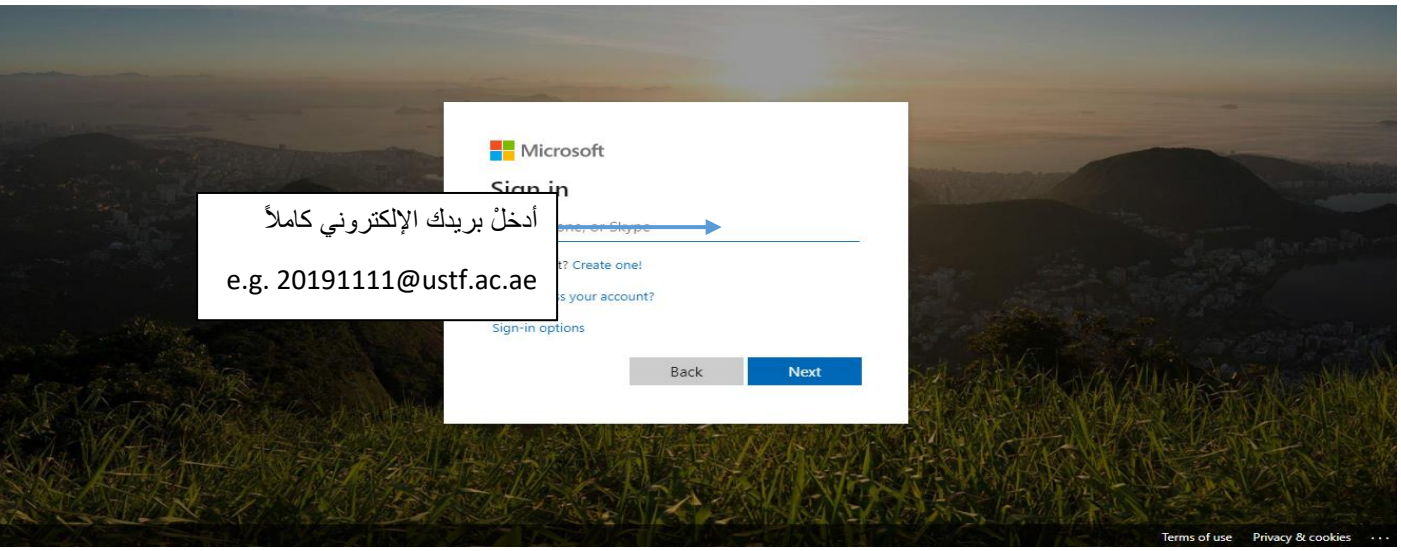
5. الوصول الى محاضراتك عن طريق التعليم الإلكتروني

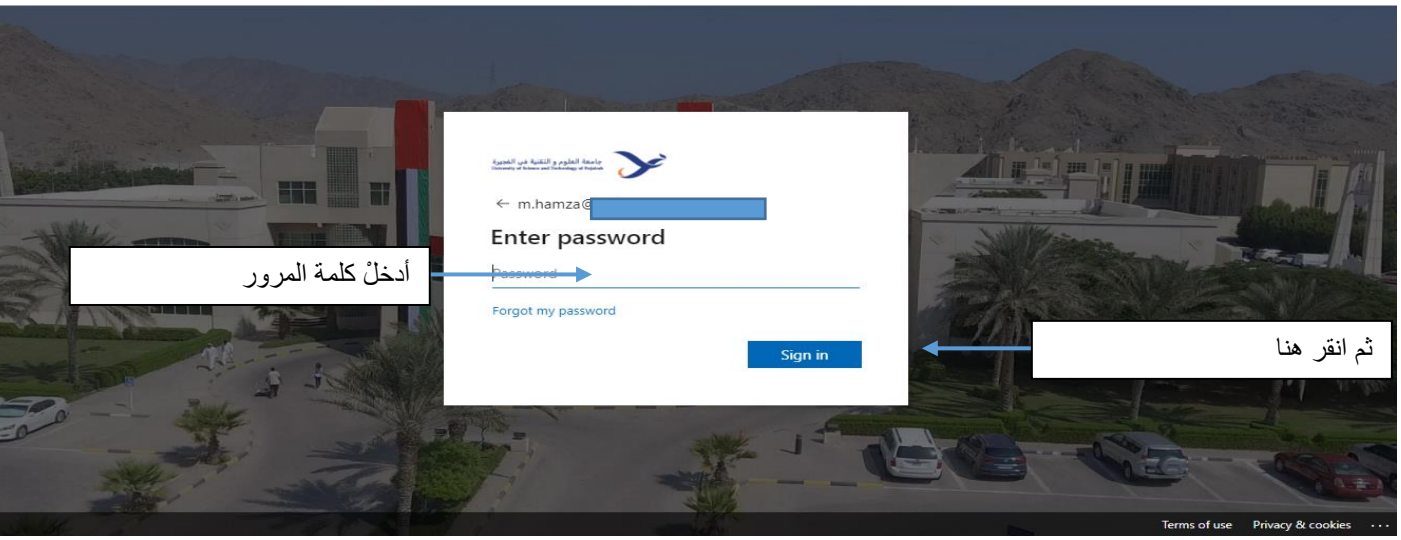
❖ قم بفتح موقع التعليم الإلكتروني الخاص بك وتسجيل الدخول (يفضل استخدام مستعرض Google Chrome).

7. على موقع جامعة العلوم والتقنية في الفجيرة.

7.1. الطلبة ذو الأرقام الجامعية التي تبدأ ب 2019 يجب عليهم استخدام التعليم الإلكتروني الخاص بجامعة العلوم والتقنية في الفجيرة: **learn.ustf.ac.ae**

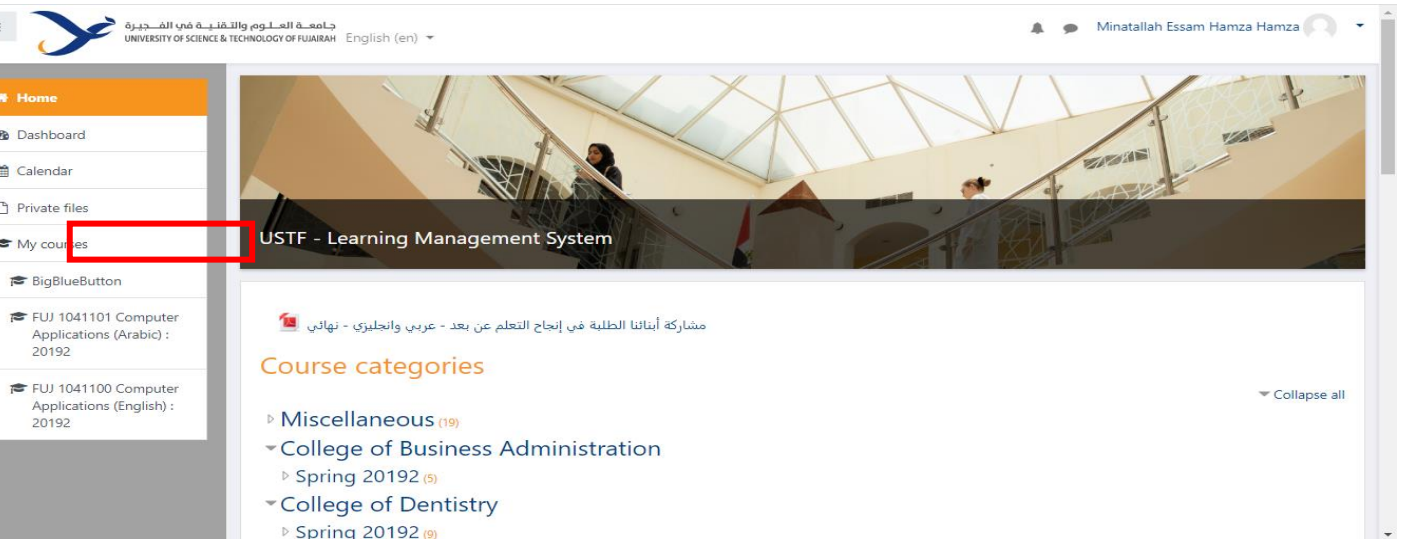






8. اضغط على أمر "مقرراتي الدارسية" أو "My Courses"

8.1. في موقع التعليم الإلكتروني لجامعة العلوم والتقنية في الفجيرة:



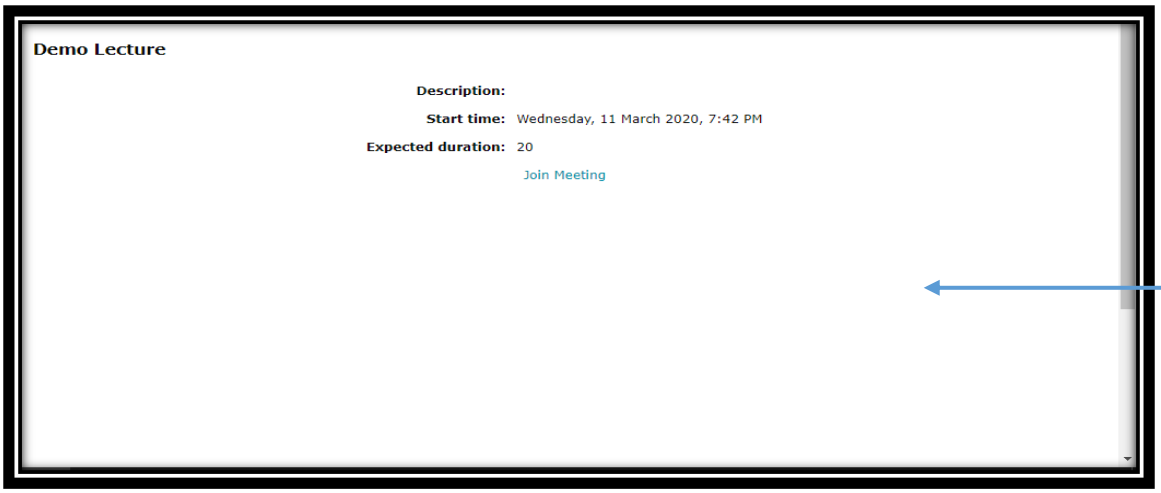
9. اضغط على المادة التي تحتوي على محاضرتك الحالية، وبناء على تعليمات المحاضر، اضغط على الرابط الخاص ببرنامج التعلم عن بعد "WebEx Meeting" كما هو مبين في الصورة التالية:

- **ملاحظة مهمة:** سيعمل الرابط فقط عند بدء المحاضرة عن طريق أستاذ المادة.

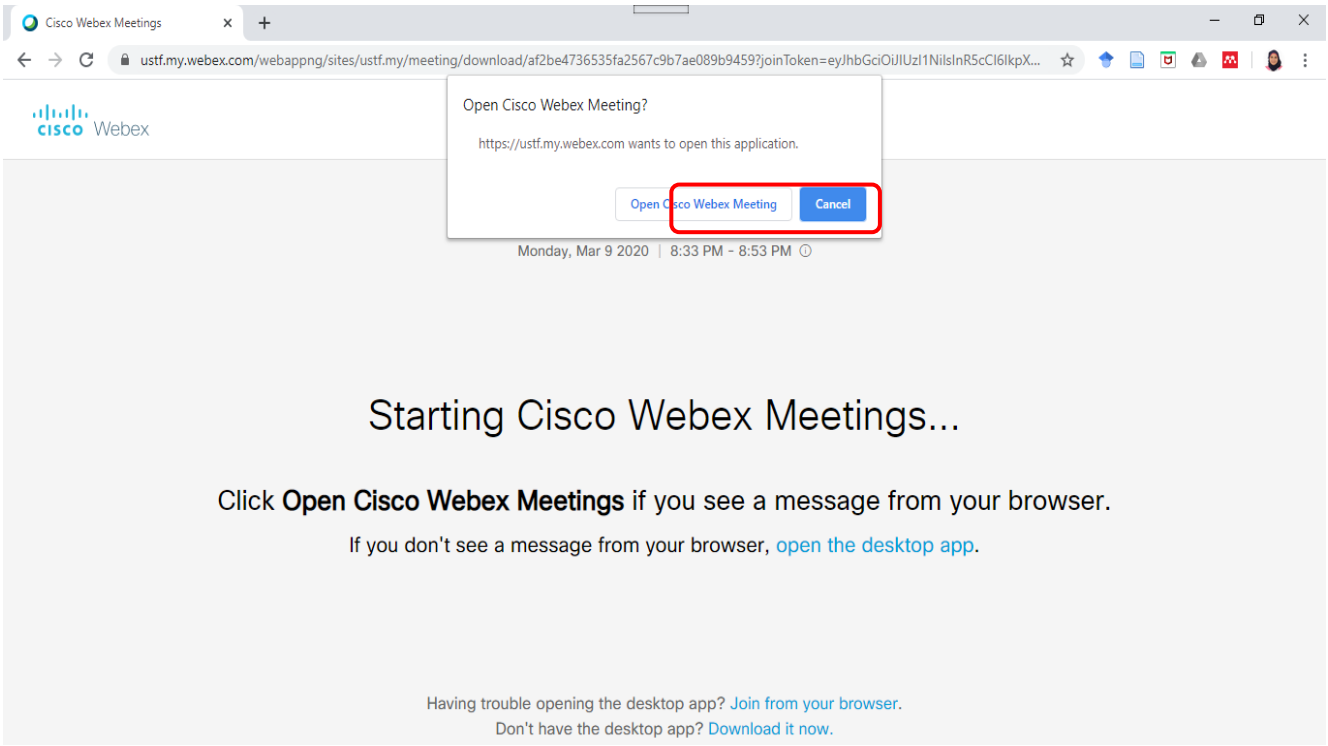
9.1. إذا كان الرابط بهذا الشكل، فقط قم بالضغط عليه:

9.2. اذا كان الرابط بهذا الشكل، انقر عليه، ثم انقر على الرابط النصي الذي يليه في الصفحة الجديدة:

10. عند الضغط على أي من الرابطين، سيتم توجيهك إلى صفحة جديدة كما هو مبين في الصورة التالية. اتبع التعليمات الموضحة في الصورة:



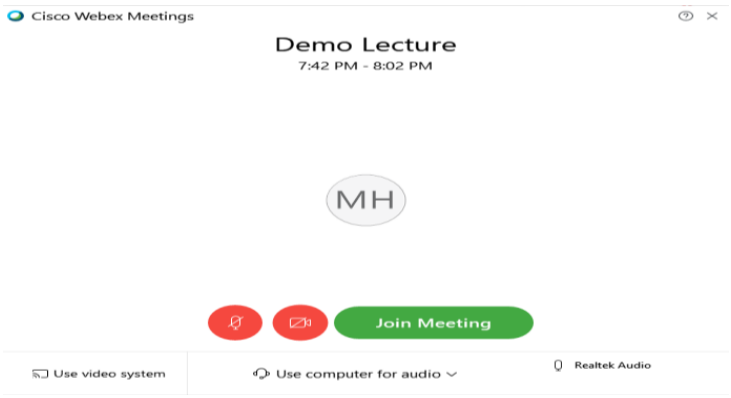
11. عند الضغط على أمر "Join Meeting"، ستظهر لك الصفحة المبينة في الأسفل. قم بالضغط على أمر "**Open Cisco WebEx Meeting**"



11.1. نتيجة للضغط على الأمر السابق سيتم فتح البرنامج لبدء المحاضرة، وهذا سيؤدي إلى:

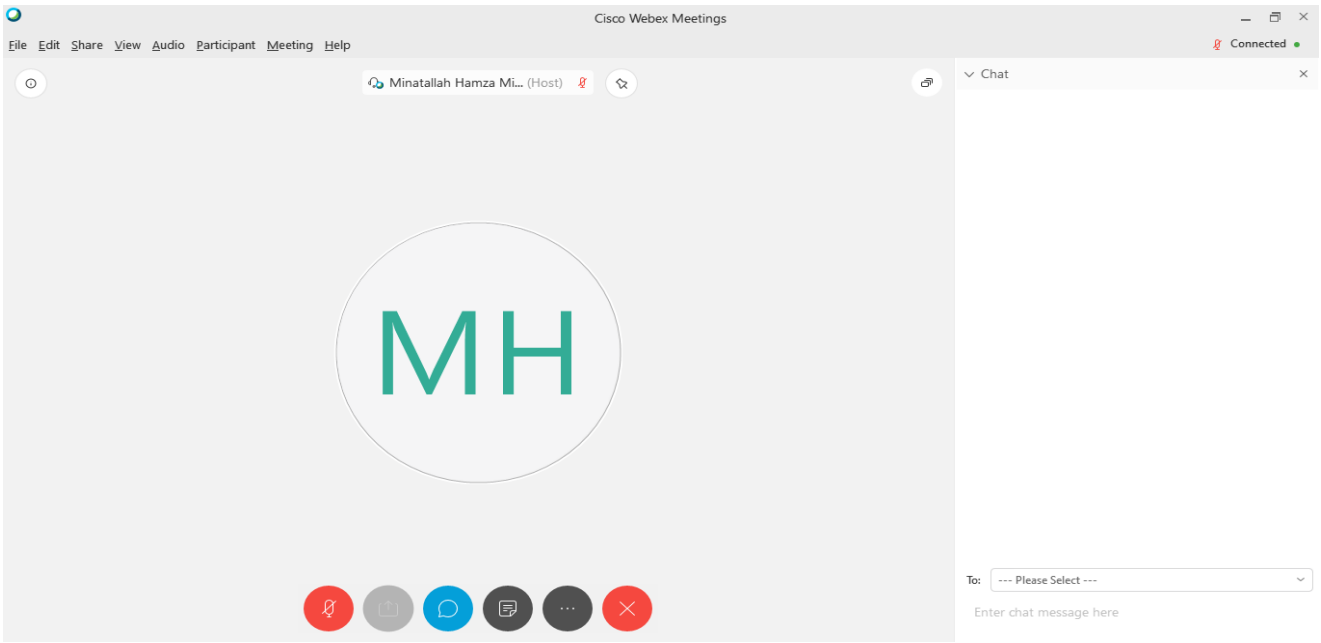
11.1.1. **<u>اذا لم تقم بتحميل برنامج WebEx Meeting على الكمبيوتر الخاص بك مسبقاً</u>**، سيتم تنزيل رابط لتحميل البرنامج في الجهة اليسرى من أسفل الصفحة. قم بالضغط على هذا الرابط لتحميل البرنامج.

11.1.2. **<u>اذا قمت بتحميل البرنامج مسبقاً</u>**، سيبدأ تشغيل البرنامج تلقائياً كما هو مبين بالأسفل، مع تفعيل الكاميرا والمايكروفون الخاص بجهازك. (تأكد من أن الكاميرا والمايكروفون في جهازك يعملان بشكل صحيح، ولا يوجد أي خلل بهما.)



12. الآن قم بالضغط على أمر "Join Meeting" للدخول الى المحاضرة (سيتم طلب اسم وبريدك الإلكتروني، يرجى كتابة الاسم والرقم الجامعي في الجزء المخصص للاسم، ولن يتم بدء المحاضرة إلا إذا بدأها أستاذ المادة أولاً)

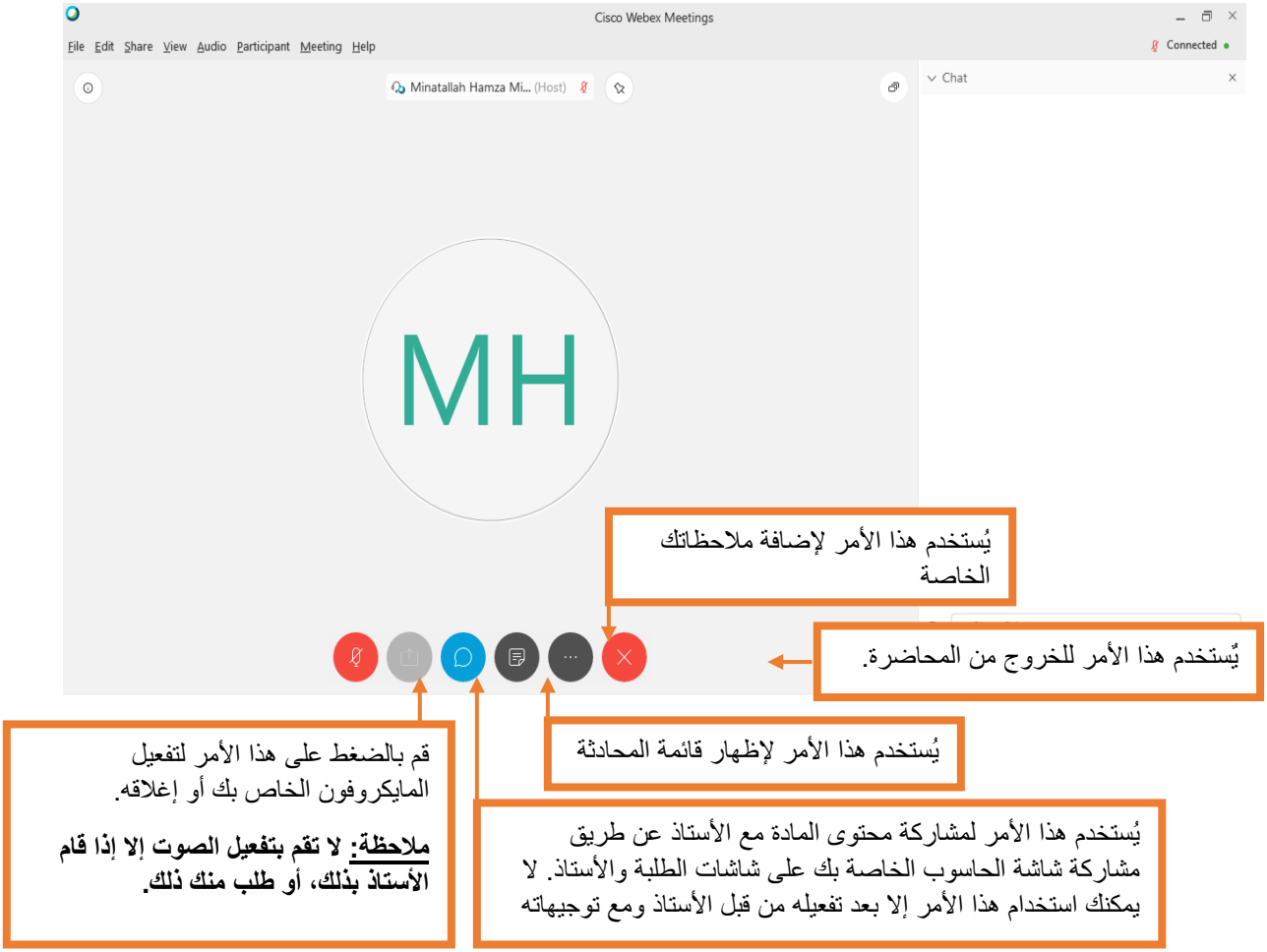
13. بعد طلب الدخول للمحاضرة بالضغط على أمر "Join Meeting" سيتم التحويل الى البرنامج، وسيظهر لك بالشكل التالي:



6. استخدام برنامج WebEx Meeting

a.

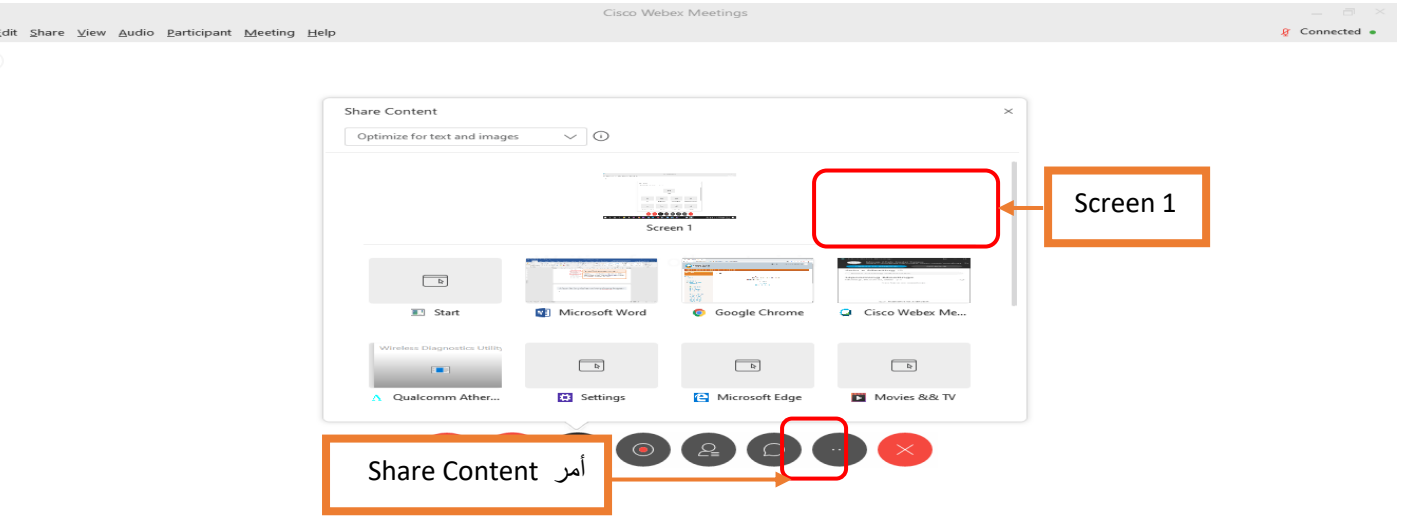
5. سنقوم بالتعرف على الخصائص المتوفرة في برنامج "WebEx Meeting"



6. The "Share Content" option

6.1. أمر "مشاركة المحتوى"، يمكّنك من مشاركة أي محتوى على الكمبيوتر الخاص بك مع الأستاذ والطلبة المتواجدين في المحاضرة عن بعد (كمثال: مشاركة عرض تقديمي على الباوربوينت، أو فيديو، أو رابط على الويب، أو أي ملف.)

6.2. لاستخدام هذا الامر (بعد تفعيله لك من قبل الأستاذ)، قم بالضغط على أمر "Share Content" ثم قم باختيار أمر "Screen 1" كما هو مبين في الصورة التالية:



6.3. عند مشاركة محتوى جهازك مع الأستاذ و الطلبة، ستظهر لك بعض الخصائص الإضافية كما هو مبين بالأسفل، كإظهار المحادثة أو قائمة الحضور، ولكن أهمها إغلاق المشاركة "Stop Sharing"، قم بالضغط على هذا الأمر لإنهاء مشاركة العرض.

7. قائمة المحادثة أو الدردشة:

7.1. عند الدخول إلى المحاضرة، سيتم كتم أصوات المايكروفون الخاصة بجميع الطلبة بشكل تلقائي، فيمكنك الحديث مع الأستاذ وسؤاله أو مناقشته من خلال قائمة الدردشة. يمكنك أيضاً رفع علامة اليد لجذب انتباه الأستاذ إن كان لديك سؤال تود طرحه.

8. أمر رفع اليد "Raise hand"

8.1. هناك علامة يد متواجدة بجانب اسمك في قائمة الأسماء أو الحضور ✋ ، عند الضغط على هذه العلامة تظهر نفس العلامة عند الأستاذ لإبلاغه عن رغبتك في المشاركة أو الحديث أو السؤال.

جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

WebEx Guideline Student (English)

دليل الطالب التعلم عن بعد باستخدام برنامج"WebEx Meeting"

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3. Chat Pane 142

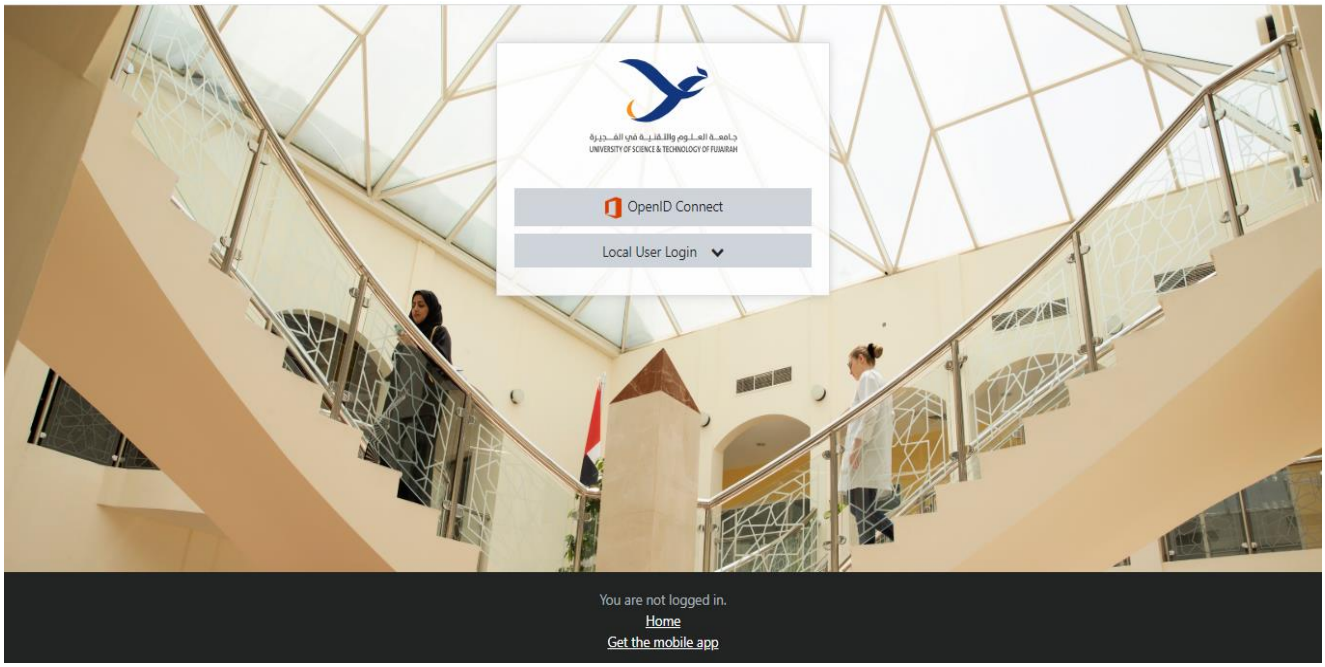
4. “Raise hand” option 142

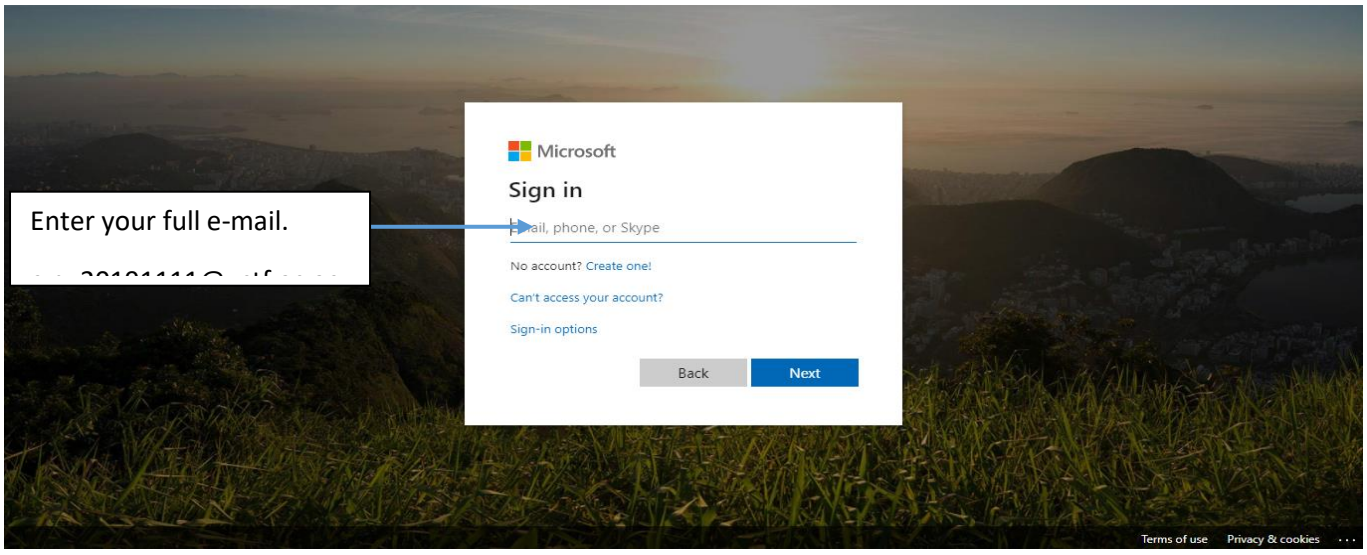
7. Opening your distance learning lecture

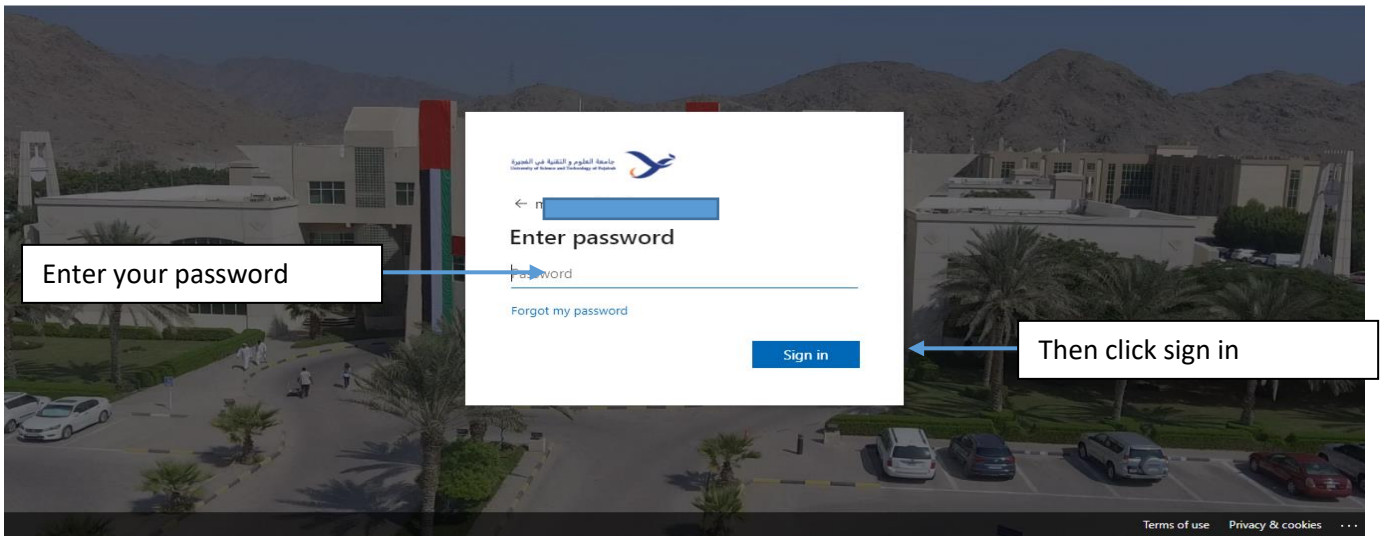
❖ Open your Moodle and log in – [**Preferably by Google Chrome**].

14. On USTF System

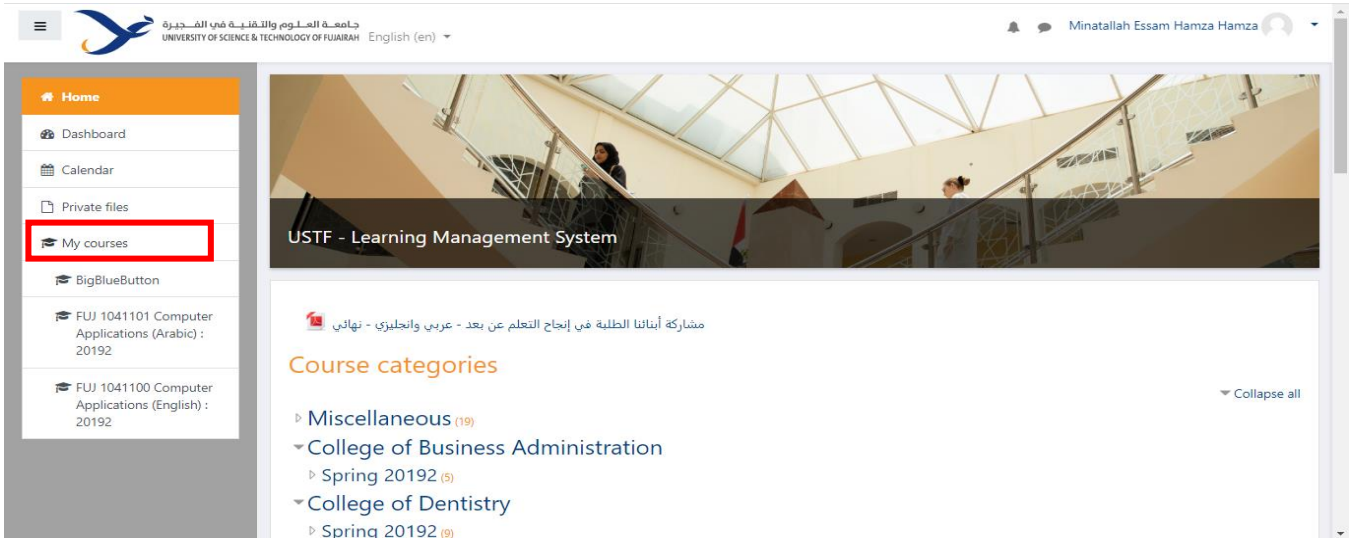
14.1. Students with Id numbers starting with (2019) should use USTF system through: learn.ustf.ac.ae







15. Go to “My courses” and then choose your course.



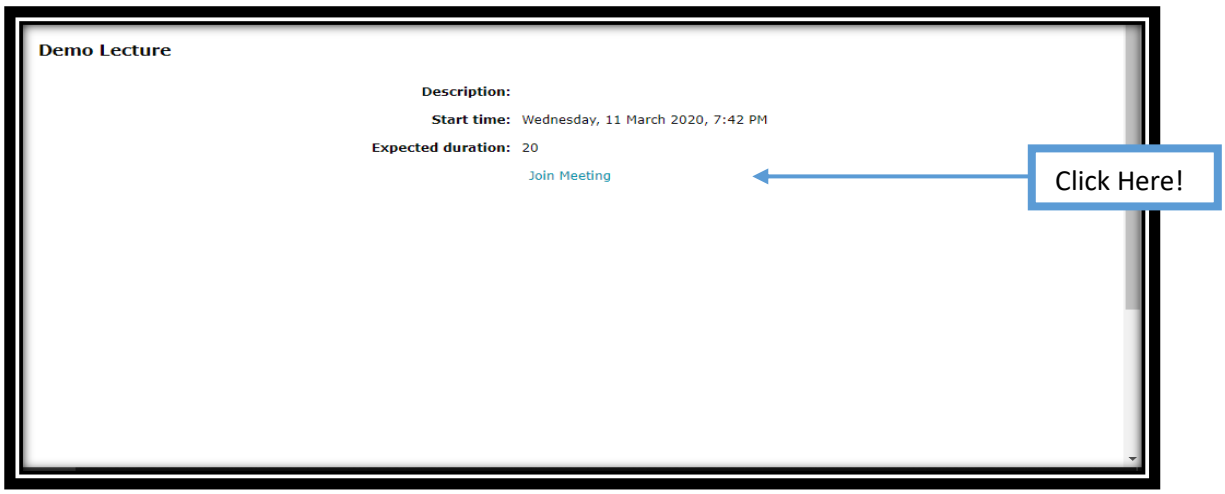
16. Inside your course (and based on the instructions of your professor), find the “WebEx Meeting” **<u>icon</u>** OR **<u>link</u>** for your distance learning lecture: (For illustration, check the pictures on the next page)

- **<u>IMPORTANT NOTE:</u> Your distance learning lectures will only be active and working on your actual class timings.**

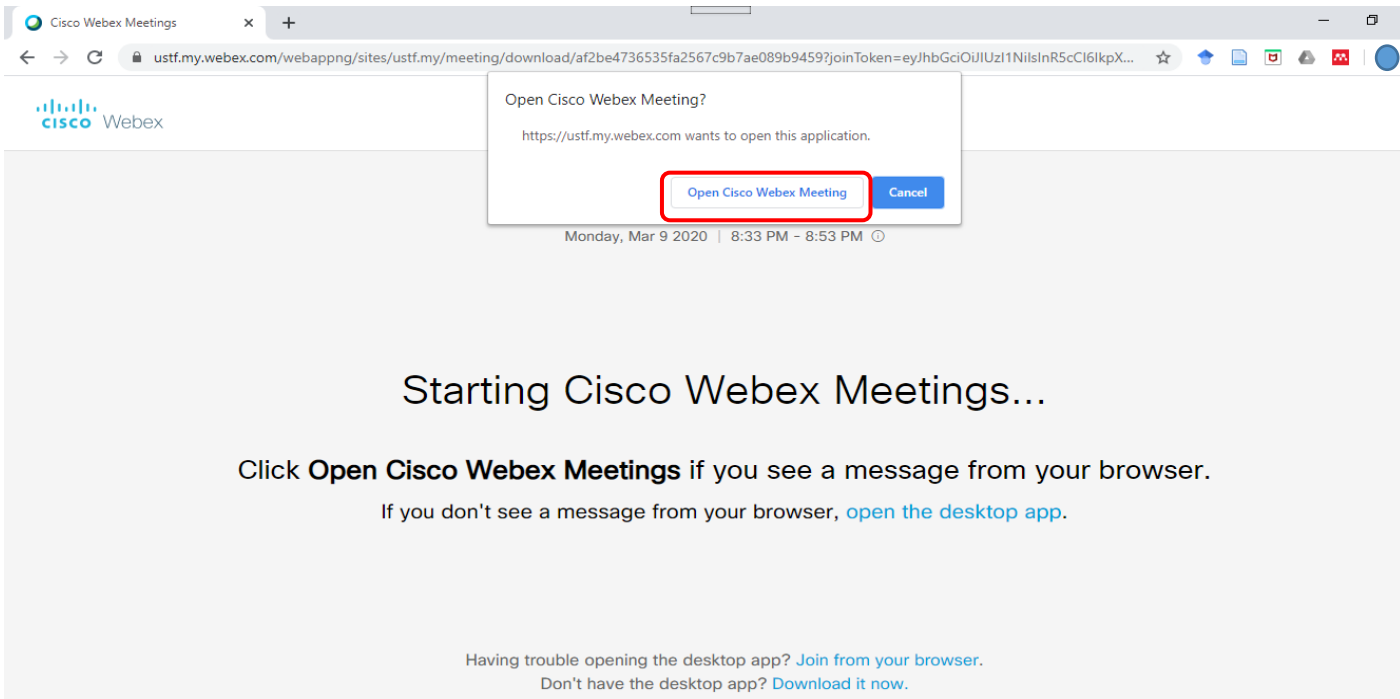
16.1. As a **<u>“WebEx meeting” icon</u>**: (Just click on it)

16.2. As a **<u>“WebEx meeting” link:</u>** (Click on icon link → then click on the link inside it)

17. Once you click on the "WebEx Meeting" link or icon, you will find an option to "Join Meeting" as shown in the following picture, click on it.



18. Once you click on "Join Meeting" this page will show up. Click on the link that says "**Open Cisco WebEx Meeting**".



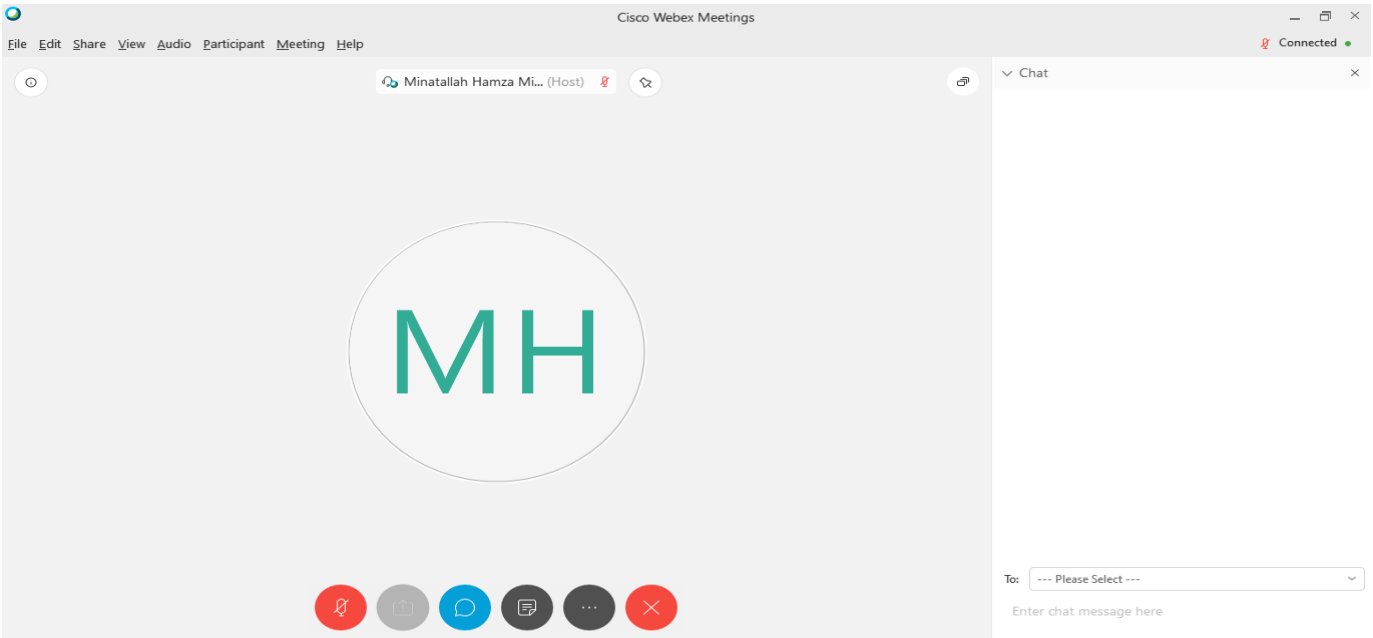
19. This option will do one of two things:

    19.1. It will pop-up a link at the bottom left corner of your window that asks you to click on it to install the program. → **Click on the installation file to "install" <This is a one-time only procedure>**.

You will be asked to add your name [Add your ID number and Name <e.g 20191111 – Ahmed Ali> and your e-mail.

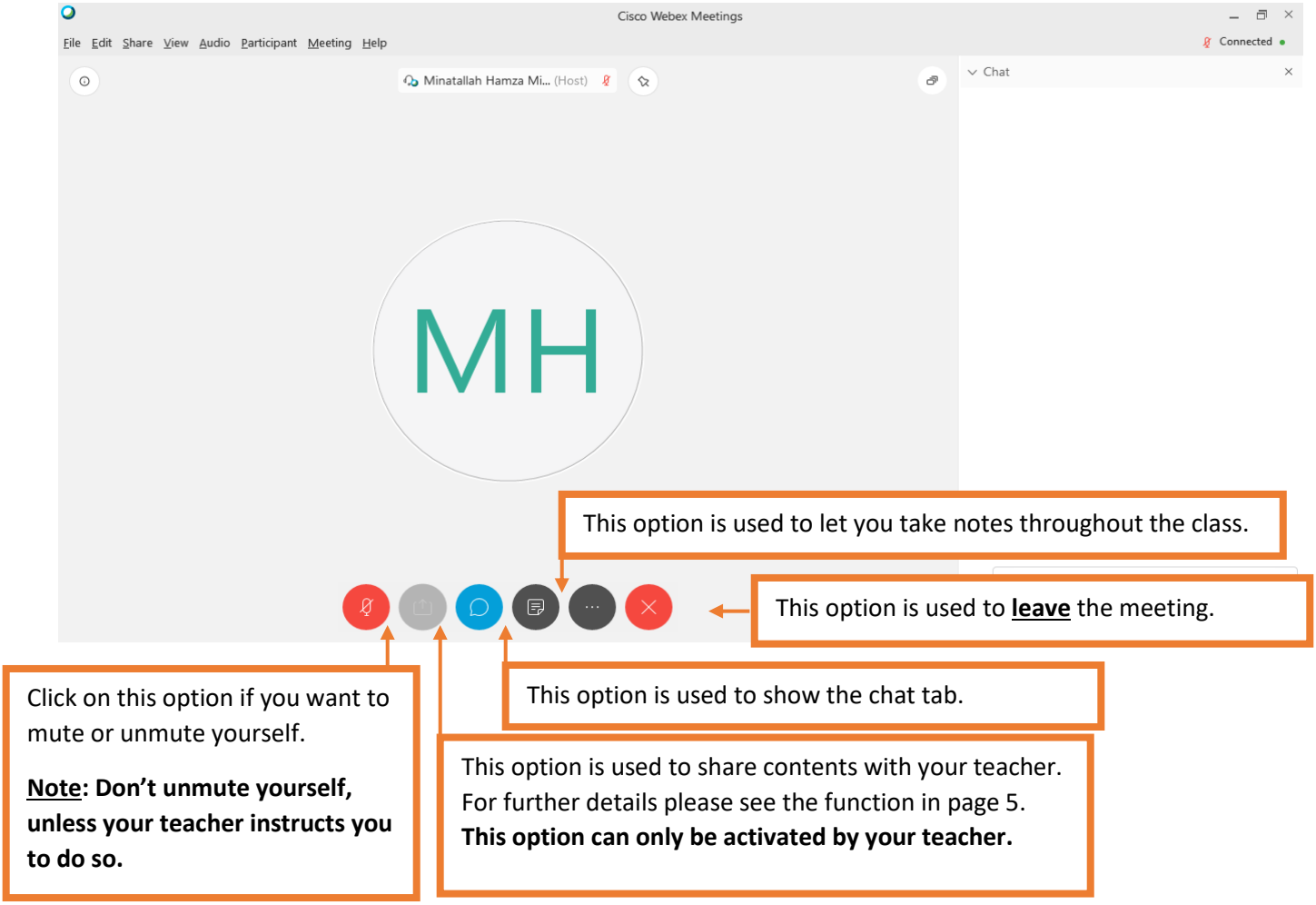
19.2. **OR -** If you have already installed the program on your computer, you will see the below window. (Make sure your microphone is working properly and you have good internet access)

20. Now click on "**Join meeting**" to start your class. (You will not be able to join the class [or meeting], unless your teacher starts the session first)
21. Once you click on "Join meeting", the following window will show up:



8. Using WebEx Meeting Program

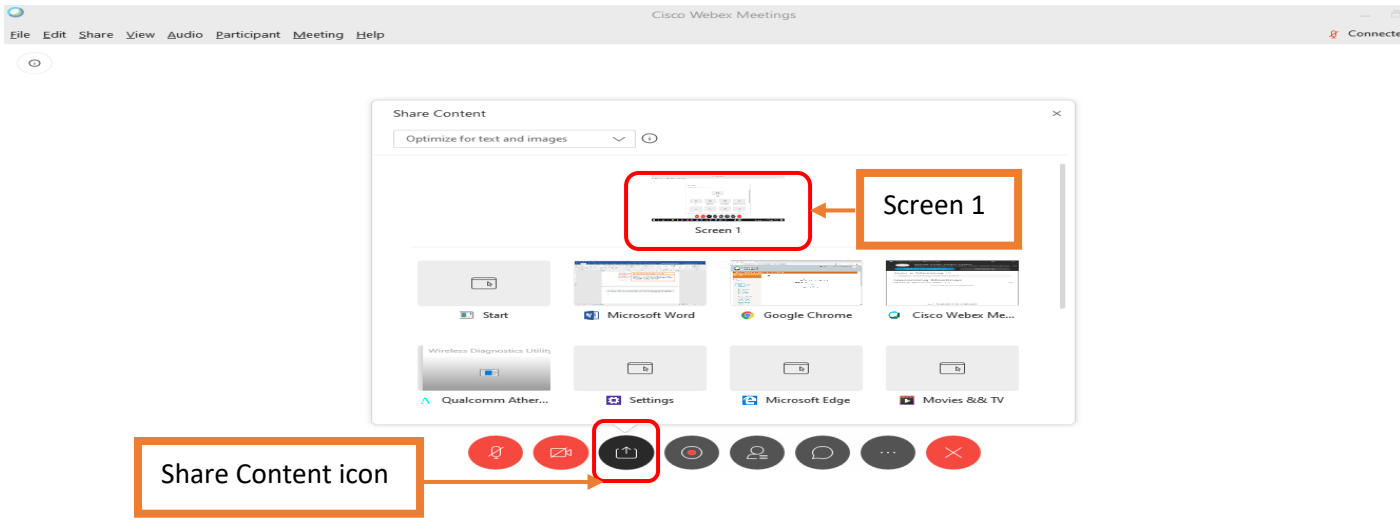
9. Exploring your options within the "WebEx Meeting" program.



10. The "Share Content" option

10.1. This option enables you to share your screen content with your teacher and fellow students. (i.e. Contents such as a power-point presentation, a video, a word file, or anything that you can view on your own computer.)

10.2. To use this option (When activated), click on the "Share content" icon, and choose "Screen 1". Please take into consideration that this option can be activated only by your teacher.



10.3. The moment you share your contents, some options will show on the top of your screen. One of the important options to know is "Stop Sharing" ← you click on that option once you finish presenting.

11. Chat Pane

11.1. When in class, all students' microphones shall be mute. In case you would like to speak or ask a question, you can use the "Chat pane" to send your questions to your teacher, or you can raise your hand to speak.

12. "Raise hand" option

12.1. An icon of a hand ✋ will be shown beside your name in the participant list. Clicking on this option will show the same icon ✋ on your teacher's computer notifying him/her that you are raising your hand to participate or ask a question.

جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

E-Learning and Distance Learning Assessment Form (Arabic and English)

جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

E-learning and Distance Learning **Assessment Form**

عزيزي الطالب/عزيزتي الطالبة،

من أجل مساعدتنا في مواصلة تحسين الخدمات التي تقدمها الجامعة، يرجى الإجابة على الاستبيان التالي؛ شاكرين لكم تعاونكم معنا.

Dear Student

In order to provide better services to our students and continually improve our performance, we request you to fill the following questionnaire. Your help in this regard is highly appreciated.

a) Issues Related to the Uploaded Course Materials uploaded on the e-Learning and Distance Learning System.

ا) الجوانب المتصلة بالمواد التعليمية الخاصة بالمساق والمرفوعة على نظام التعليم الالكتروني والتعلم عن بعد.

Course Name:
Course Number:

(5) Highly Satisfied راضٍ جداً	**(4)** Satisfied **راضٍ**	**(3)** Marginally Satisfied **راضٍ إلى حد ما**	**(2)** Dissatisfied **غير راضٍ**	**(1)** Highly Dissatisfied **غير راضٍ تماماً**	(N/A) Not Applicable **لا ينطبق**

#	Question	Responses					
		5	**4**	**3**	**2**	**1**	**N/A**
1.	*The materials were uploaded on time and are enough to the course.* المواد وضعت بالوقت المناسب وكانت كافية للمساق.	☐	☐	☐	☐	☐	☐
2.	*The uploaded materials were adequate and helpful to understand the subject through distance learning.* كانت المواد المرفوعة ملائمة ومفيدة لفهم المساق من خلال التعلم عن بعد.	☐	☐	☐	☐	☐	☐

3.	*The uploaded materials are available for students to view at any time* المواد المرفوعة متاحة للطلبة للاطلاع عليها بأي وقت.	☐	☐	☐	☐	☐	☐

b) Issues Related to Course Instructor. الجوانب المتصلة بمدرس المساق. (ب)

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد ما	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

#	Question	Responses					
		5	**4**	**3**	**2**	**1**	**N/A**
1.	***The instructor presented the material well and clearly.*** **قدّم أستاذ المساق المادة الدراسية بشكل جيد و واضح.**	☐	☐	☐	☐	☐	☐
2.	***The instructor was well-prepared for the lectures.*** **كان الأستاذ مستعداً بشكل جيد للمحاضرات.**	☐	☐	☐	☐	☐	☐
3.	***The instructor started and ended the lectures on time and was regular.*** **التزم الأستاذ بمواعيد بدء المحاضرات وانتهائها وكان مواظبا" عليها.**	☐	☐	☐	☐	☐	☐
4.	***The instructor encouraged interaction with students, listened to them, and responded to their questions.*** **كان الأستاذ يشجع التفاعل مع الطلبة خلال المحاضرة ويستمع اليهم ويتجاوب مع أسئلتهم.**	☐	☐	☐	☐	☐	☐

c) Issues Related to Technology, Infrastructure, and Knowledge.
الجوانب المتصلة بالتكنولوجيا والبنية التحتية والمعرفة. ج)

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد ما	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

#	Question	Responses					
		5	4	3	2	1	N/A
1.	***The Technology is in place to communicate effectively with the students and conduct the classes remotely.*** **التكنولوجيا المطلوبة متوفرة للتواصل بكفاءة مع الطلبة عن بعد وتقديم المحاضرات عبر البث المباشر.**	☐	☐	☐	☐	☐	☐
2.	***The extent of student's knowledge familiarity with the use of the technology required for e-learning and distance learning.*** **مدى المام الطالب باستخدام التكنولوجيا المطلوبة للتعليم الالكتروني والتعليم عن بعد.**	☐	☐	☐	☐	☐	☐
3.	***Existence of a guideline on how to use the technology required for e-learning and distance learning.*** **وجود دليل لكيفية استخدام التكنولوجيا المطلوبة للتعليم الالكتروني والتعليم عن بعد.**	☐	☐	☐	☐	☐	☐

Approvals

Approval Body	Date	Signature
Endorsed by DLDC	17-02-2022	
Endorsed by DGSR	17-02-2022	