

Hanoi, 28th October 2020

DECISION

On guideline of ensuring quality of online training activities

RECTOR

UNIVERSITY OF SCIENCE AND TECHNOLOGY OF HANOI

Pursuant to the Government's Decree No. 64/2007/NĐ-CP of April 10, 2007 on providing for the application of information technology in state agencies;

Pursuant to the Government's Decree No. 72/2013/NĐ-CP dated July 15, 2013 on the management, provision and use of Internet services and information;

Pursuant to Circular No. 04/2016/TT-BGDĐT dated March 14, 2016 of the Ministry of Education and Training on quality assessment standards for higher education programs;

Pursuant to Circular No. 38/2020/TT-BGDĐT dated October 6, 2020 on Regulation of joint training with foreign at the level of undergraduate, master, doctor in the form of online and blended training;

At the proposal of Director of Department of Academic Affairs,

DECIDES:

Article 1: Issuing the Guideline of ensuring quality of online training activities for University of Science and Technology of Hanoi (*attached Appendix*).

Article 2: This Decision is effective from the date of signing.

Article 3: Director of Department of Academic Affairs, Director of Academic Departments, lecturers, students and other related units shall be in charge of implementing this Decision./.

Recipients:

- As Art. 3;
- Rector, Vice Rector (to coordinate);
- For record: Archives, DAA



PRINCIPAL RECTOR

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Etienne Saur

GUIDELINES

ENSURING THE QUALITY OF ONLINE TRAINING ACTIVITIES FOR UNIVERSITY OF SCIENCE AND TECHNOLOGY OF HANOI

1. Scope and purpose

This document provides guidelines for ensuring the quality of online training activities at the University of Science and Technology (hereinafter referred as the University) for all training programs with the diploma issued by the University.

All requirements for quality assurance mentioned in this document are the reflection, inheritance, and concretization of the regulations of the Minister of Education and Training (MOET) on the quality assurance of training program (Circular 04/2016/TT-BGDĐT dated on March 14th, 2016 on quality assessment standards for higher education programs).

This document is an implement to guide and support lecturers, managers, academic departments and involved units of the University for deploying effectively online training activities and meeting the current quality assurance requirements.

2. General standards for online training activities

The implementation of online training must follow the regulation and policy of the University and other current regulations on the quality assurance issued by MOET and the University.

All teaching contents, teaching activities, examination, and evaluation in online training must respect and follow the learning outcomes of the course module and the training programs.

Implementing the online training in the University must follow the following standards:

1. Have a specific plan on implementing the online training for each academic year;
2. Have a mechanism and policy to recognize and approve the online training activities of the lecturers;
3. Have a technological infrastructure and software that meet the requirement standards to organize online training activities according to the plan.
4. Have technical tools and supports that are appropriate for online training and support lecturers during online lectures;
5. Train lecturers and provide guide to learners/students using the system for online learning;
6. Have a system for observing online classes and frequently obtaining feedback for online learning.

The implementation of online training must be in accordance with the training plan of the University, ensuring that it does not affect the general training plan of the University.



3. Term Interpretation

Online training is a method of organizing and managing training activities in the Internet.

Online teaching is the way of organizing teaching activities (including teaching content transfer, lecture delivery, teaching materials, interaction for teaching and learning, examination and evaluation) through technological platforms (software, tool, application) working in the Internet.

Conventional teaching (or direct teaching) is the way of organizing teaching activities in a specific class (location) where the lecturer and students are present.

Blended Teaching is the combination of online teaching and conventional teaching in order to improve the education quality.

Digital teaching material is learning material in the electronic version for teaching and studying including textbooks, lecture notes, reference book, tutorials, examination, slides, audio and video files, digital lecturer, virtual experiments, etc.

Learning Management System (LMS) is a system allowing to organize, manage and implement online teaching from the beginning of the course module until the students have completed the course module; support the University in observing and managing the studying process of learners/students; creating a virtual learning environment/class; provide an interactive tool allowing interactions between lecturers and students for assigning exercises, supports, corrections; help learners/students in managing their learning progress, participating in online classes, connecting to lecturers and other learners/students.

Learning Content Management System (LCMS) is a system for storing learning materials online, allowing to store and distribute learning contents to learners/students. LCMS is connected to LMS (for learning content delivery to learners/students) and tools for creating online lecturers (learning content creation).

Online Learning System is a system for organizing, managing and supporting online learning in particular, online activities teaching – learning in general. It consists of many modules including: education portal; Learning Management System - LMS; Learning Content Management System – LCMS; online learning material; forums; examination and evaluation system; human resources management (staff, lecturer, learner / student); system management.

4. Quality assurance in teaching content

4.1. Requirement

Learning outcomes and teaching content of the course module must be ensured in order to achieve the program learning outcomes.

Online learning content must satisfy and respect the learning outcomes and specified in module outline, ensure the implementation of course and program learning outcomes.

Plan and script of online teaching must be designed based on learning outcomes.

4.2. Guidelines for implementation

4.2.1. Lecturers

Determine whether learning outcomes of course module are fulfilled through online teaching. For all learning outcomes that cannot be fulfilled through online teaching, another plan for organizing and implementing conventional teaching, or combine with other module in the same semester or next semester.

Determine whether the online teaching content of the module matches the learning outcomes defined with respect to assure the basic knowledge volume in the module.

Base on the above content, updating the module syllabus appropriately, and reporting to Academic Department before distributing to learners/students.

The module syllabus is described and planned specifically in the teaching plan and timetable for blended teaching. In this case, the regulation specifies clearly the content in the conventional method and/or online method for online classes. The content, pedagogy, learning activities for each online class (conventional or online) are specified in the module syllabus.

4.2.2. Department

The department must give consent to the general training policy, the specific plan on online training activities for all training programs; make decisions on teaching method and teaching volume for online lectures; give consent to implementation standards and determination of online teaching contents for all training programs.

The department must approve and take responsibility for the appropriateness of online learning outcome standards, teaching contents and the general outcome standards of the training programs; approve course outline updated by lecturers; determine teaching plan, content ratio of online training and modules of offline training.

4.2.3. Department of Academic Affairs

Coordinate with involving units for:

Planning and organizing activities of consulting, training, and supporting lecturers in using tools, software, and applications to compile teaching contents and implementing online teaching in particular and blended training in general.

Providing the necessary equipment for online teaching to lecturers and online learning to students at the University in the Computer Rooms.

Providing the necessary software, tool for online learning including video-conference platform Google Meet, the LCMS system Moodle.

5. Quality assurance in teaching and learning activities

5.1. Requirements

Teaching and learning activities are designed in accordance with online teaching and blended teaching to meet the requirement of the module course learning outcome standards.

Teaching and learning activities are designed to promote practice skills as well as whole life learning abilities of learners.

5.2. Guidelines for implementation

5.2.1. Lecturers

Develop teaching plans; Design teaching activities and detailed teaching schedule of each week/each course module in the process of online training; Interact and supply prompt feedback to learners on LMS system (Moodle or Google Meet) or other equivalent system; Support to solve learners' difficulties arising due to communication failures and ensure learners' learning progress.

Lecturers must notify learners at the beginning of course about learning schedule and learning methodology (online teaching and conventional teaching/direct teaching are inclusive) so that learners can actively prepare and complete learning requirements.

In addition to organizing online teaching in real time, lecturers must design a number of teaching content in form of videos, especially contents related to theory and overview; Put videos or links of videos on the LCMS content so that learners can actively approach and learn.

Lecturers must implement combination of online teaching (including real-time online teaching, providing video lessons ...) and conventional teaching forms to meet requirement's learning outcome standards of each module course. Methodologies of teaching and learning ensure not only to convey knowledge content required by module, but also to create opportunities for learners to practice professional skills, soft skills and other additional skills.

Lecturers should use different tools and software to support online teaching with high - level interaction to organize corresponding teaching and learning activities (for example: Microsoft Sway, Nearpod, FlipGrid, Kahoot, Quizizz, Mentimeter ...).

Lecturers should create variety online interactive channels (for example: Forum on Moodle; Group of class on Google Classroom; email; message ...) to connect and support learners timely.

Lecturers should carry out commendation activities to boost learners' spirit and sense of self-awareness.

Examination and evaluation activities of online teaching and learning must be implemented following module outline (about 7 weeks, 10 weeks, 15 weeks); Prepare questionnaires for learners on teaching and learning activities in order to promptly adjust and improve quality of teaching and learning.

5.2.2. Department

Identify and concretize activities of lecturers and learners in accordance with online teaching methodology.

Guide lecturer design appropriate teaching/ learning methods in order to develop essential and soft skills for students; Design self-research/ self-study activities to promote

whole life learning abilities for students.

5.2.3. Department of Academic Affairs

Coordinate with involving units for:

Train lecturers on methodology of teaching which is suitable for online training in particular and blended training in general.

Instruct to draft implementation process on online teaching methodology and prepare conditions for effective online training organization.

Collect feedbacks and instruct to improve quality of online training; Commend and reward lecturers who have high initiative and efficiency in online teaching.

Organize to review and evaluate online training activities (including list of test contents after each online teaching session and at the end of the module course); Hold seminars, sum-up meetings to evaluate and draw experience on online training activities.

Arrange to add at least 01 lecturer or assistant professor for online classes with more than 40 students.

6. Quality assurance in examination and evaluating learning outcomes

Assessment learning outcomes must be done seriously and fully as prescribed in course outline and meet the requirements' outcome standards of the course module.

Regulars on assessing learning outcomes (including timing, methodology, criteria, important points, feedback mechanisms and other related content) should be clearly stated and publicly communicated to students.

Use multiform learning outcomes assessments which are suitable to context of online teaching and to ensure accuracy, objectivity, transparency and fairness.

Examination and evaluation students must be carried out in accordance with the review and evaluation plan of the course outline.

The results of learning outcome assessment are promptly updated to students, which help students improve their learning quality.

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6.2. Guidelines for implementation

6.2.1. Lecturers

Base on online teaching outcome standards and corresponding contents to choose forms and contents of examination and assessment that are suitable with the online evaluation methods. Format, characteristics, frequency and organization form of examination and assessments must comply with the university's regulations.

Notice learners on the plan and method of examination and evaluating learning outcomes at the beginning of the course module so that learners can actively learn and prepare.

Provide learners the guidelines and specific regulations on time, form, methods, criteria, important points, feedback mechanism and contents related to examination and evaluation of the course module via online channels.

Actively use online teaching formative assessment to regulate teaching and learning activities. Before starting and after each online course module, using online tools to create quick feedback or assessment for lecturers to test self-study and for learners to review or identify unclear problem in learning process, from which lecturers can support learners or adjust teaching methods accordingly.

Prepare tests by using popular, reliable and highly secure online multiple choice test design tools (on LMS learning management system of each unit or other systems). Examinations and assessments must have clear scores and rubrics, and be in open to learners.

Implement various review and evaluation methodologies which are suitable with context of online teaching as well as ensure to motivate and promote learners' sense of self-awareness by available online tools, applications and software (for example: Google Forms, Microsoft Forms, Kahoot, Mentimeter, Quizizz ...).

6.2.2. Departments

Approve the plan of examination and evaluation which is proposed by lecturer for the course module.

Supply guidelines of designing examination and evaluation methods / tools in accordance with output standards of the course module.

6.2.3. Department of Academic Affairs

Coordinate with involving units for:

Promulgate a process of examination and evaluation learning outcomes in accordance with the online training method.

Inspect, supervise and evaluate online examination and evaluation learning outcomes.

Hold seminars and sum-up meetings to review and draw experiences on online

examination and evaluation activities.

7. Ensuring the quality of technical infrastructure and learning materials

7.1. Requirements

The OLS must be secured in order to protect the information confidentiality and security.

The OLS must offer a number of functionalities: organizing online lecturers and supporting video teaching; receiving and processing interactive learning – teaching in a stable way; running in multiple platforms (for example computer, smart phones, tablets, ...). The OLS provider provides supporters helping lecturers and students during the operation process.

Technical solutions and supports (Guidelines, training, advisory ...) are available for managers, lecturers, students so that they can use the OLS and online lecturers smoothly and easily.

Learning materials updated and digitalized are available for students so that they can access and use during the online lecturer.

The OLS is frequently checked and verified for security reasons and updated to answer the needs of the students.

The OLS must provide process and tools for collecting feedback on the infrastructure, technology and learning materials in order to improve the quality of online learning.

7.2. Implementation

7.2.1. Lecturer

Utilizing the OLS that the University recommends, prioritizing the OLS with existing, free or open-source license integrated with information security.

Being responsible for preserving the information (account, password ...) in online lecture.

Preparing all equipment necessary for online teaching (Internet connection, computer with camera and microphone, and other equipment)

Frequently, reporting and giving feedback on the infrastructure, technology and learning materials to departments/IT Unit in order to solve issues and improve the OLS

7.2.2. Department

Providing the compulsory learning materials according to the syllabus to the University and the University Library inside Institute of Scientific Information, Vietnam Academy of Science and Technology for digitalizing learning materials.

Frequently, supporting, observing, and examining the learning - teaching activities of lecturers and students.

Informing the University if any security bug/error or difficulty occurs during the online lectures.

7.2.3. Department of Academic Affairs

Coordinate with involving units for:

Selecting the OLS suitable to the training specification and teaching environment of the University in terms of confidentiality, security, ease of use and operation; Prioritizing the existing license/free systems, or open-source applications that are appropriate to the education environment.

Ensuring the server system quality and connection infrastructure in order to make the process of teaching, learning, examining, assessing smoothly.

Presenting and guiding users how to use the systems, tools, application of online training selected by the University. Prioritizing the implementation and installation of the unified system or solution in the University.

Encouraging and supporting lecturers in creating/producing teaching lectures in the format of video, providing the videos in online classes, which will replace step by step real-time video lectures helping the learners to follow lectures anytime, anywhere while reducing the system capacity and Internet issues.

Collaborating with the University Library, to supply digital textbooks for courses (if any).

Establishing a technical group/responsible group to implement online training (with the core members are staffs from the Department of Academic Affairs and Information Technology Unit) and support users in approaching and using Online Training Systems.

Frequently, updating, checking and reviewing the security of online training systems, tools/applications and realizing improvement for ensuring the security and correcting security bugs (if any).

Collecting feedbacks periodically from all stakeholders on the infrastructure quality, technology and learning materials in order to improve the online training quality. Prioritizing the use of feedback through online tools/applications integrated with existing online training systems.

8. Implementation

All academic departments or involving units implement the online training according to this guideline document. All comments or suggestions on ensuring the quality of online training activities will be sent to the Department of Academic Affairs.