

SHAHID CHAMRAN UNIVERSITY OF AHVAZ

STATE OF THE ART FOR TEL

UNI-TEL PROJECT

OFFICE OF INTERNATIONAL RELATIONS
9-6-2021

Chapter 1. Institution Information

Name of the partner:

Shahid Camran University of Ahvaz

Names of respondents, positions, departments:

- Dr. Kareem Lowaymi Mutlaq (Director of International Relations Office)
- Dr. Gholam Hossein Rahimidoost (Faculty member & Instructional designer, Department of Education)
- Dr. Parvaneh Tishehzan (Faculty member, Department of Environmental Engineering)
- Dr. Amir Mohammad Ahadi (Faculty Member, Department of Physics)
- Dr. Yousef Tamsilian (Faculty Member, Department of Chemical Engineering)
- Ms. Tayebeh Khabir (Staff at International Relations Office)

Provide a short introduction describing the methodology you used and the number and types of sources:

To collect the qualitative data, the questionnaires were distributed between 4 faculty members to gain feedback of them about some of the questions. The rest of questions were answered by document study and semi-structured interviews with *Director of Educational Planning and Evaluation Group* and *Director of Virtual and Continuous Training Center for Faculty Members*.

Chapter 2. Existing practices for curriculum planning

Name of the partner:

Shahid Camran University of Ahvaz

Names of respondents, positions, departments:

- Dr. Kareem Lowaymi Mutlaq (Director of International Relations Office)
- Ms. Tayebeh Khabir (Staff at International Relations Office)
- Dr. Parvaneh Tishehzan (Faculty member, Department of Environmental Engineering)
- Dr. Amir Mohammad Ahadi (Faculty Member, Department of Physics)
- Dr. Yousef Tamsilian (Faculty Member, Department of Chemical Engineering)
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2.1. Policies and guidelines in use for curriculum planning

2.1.1. How do you plan the initiation of a course (e.g. needs analysis for demand and constraint identification etc.)?

Please refer to section 2.2.1.

2.1.2. What kind of goals are set in the organizational strategy and other governing documents for overall curriculum planning and development?

In terms of intermediate goals of Five Year Strategic Development Plan of Shahid Chamran University of Ahvaz, the goals related to the Curriculum Planning & Development are as follow:

In Education Area:

- Extending and developing the fields of study and adaptation of the those in postgraduate level to the needs of the community and the Khuzestan province in the Oil and Petrochemical, Agriculture, and Commercial Services areas
- Reviewing the material, content, education programmes and curriculum by using the latest achievement in science⁶ while prioritize the needs of labor market
- Improving the quality of education and research programmes

In International Relations Area:

- Developing and strengthening the admission, training and exchange system for foreign students (quantitative and qualitative attraction of foreign students, especially from neighboring countries)
- Developing and boosting the curriculum by using an international approach
- Empowering the students of Shahid Chamran University to enter the international labor market

In addition, the goals have been set in *By-Laws on the Assignment of Curriculum Planning Authorities to Universities and Higher Education Institutions* as a governing document are:

- Utilizing the ability of academics in reviewing and developing the curriculum
- Adapting curricula to the current and future needs of society
- Helping institutionalize the curriculum planning at the university
- Updating curricula as per the developments in science
- Adapting the curriculum to the specific facilities and capabilities of the institution

2.1.3. Are the needs of working life and the industry somehow described in the governing documents? If they are, please describe, how?

Yes, the following long-term and intermediate goals extracted from Five Year Strategic Development Plan of SCU indicate the attention of policy makers of the university to the future needs of graduates and industry:

Long-term Goals:

- Increasing satisfaction of the stakeholders (students, labor market, faculty, staff, policymakers of the higher education, and provincial administrators).
- Promoting social responsibility and improving the university environment

Intermediate goals:

Education area:

- Extending and developing the fields of study and adaptation of those in postgraduate level to the needs of the community and the Khuzestan province in the Oil and Petrochemical, Agriculture, and Commercial Services areas
- Reforming the material, content, education programmes and curriculum by using the latest achievements in science while prioritize the needs of labor market
- Improving the quality of education and research programmes
- Improving the quality of dissertations and steering them towards the needs of society
- Running and developing specialty research and demand-oriented courses

Research and technology area:

- Promoting the spirit of innovation and entrepreneurship and increasing the commercialization of the research and technological achievements
- Increasing the contribution of the university in the production of science in regional and national level by encouraging faculty members and postgraduate students to conduct basic research projects and write and translate books, articles and participate in domestic and foreign scientific conferences

International Relations:

Empowering the students of Shahid Chamran University to enter the international labor market

2.1.4. Is TEL/online learning part of the overall strategy for your institution's development and how?

Please refer to section 3.1.3.

2.1.5. Do you foresee laboratory activities within curriculum planning?

In Shahid Chamran University of Ahvaz, the laboratory is designed based on the instructional objectives, and students are required to perform learning activities in the laboratory. However, laboratory courses are not mandatory for all majors.

Some programs have used laboratory activities to enrich learning.

2.1.6 Which kind of laboratory activities do you use? (e.g. in presence, virtual, remote labs etc.).

We just have real laboratories therefore we mostly rely on real activities.

2.1.7. In case you use virtual/remote labs can you please describe them in terms of technological infrastructure and pedagogical model applied?

No virtual/remote lab is available in Shahid Chamran University of Ahvaz.

2.1.8. Has the COV-19 pandemic affected your curriculum planning practices? In which way? (please describe any changes that occurred after covid pandemic broke out).

Covid-19 has affected all instructional and learning activities. Suddenly after occurring Covid-19 pandemic Faculty members of Shahid Chamran University began to offer their courses offline & online. The University suggested a framework for designing lesson plan, and present many useful workshops on producing instructional material, creating effective and efficient learning environment and assessing learning outcomes.

2.2. Curriculum planning in practice

2.2.1. How do you plan the initiation of a course (e.g. needs analysis for demand and constraint identification etc.)?

Dr. Tishehzan:

The acceptable curriculum planning requires analysis of the current situation, labor market requirements, academic's needs etc. Thus, current needs of society are investigated and discussed with department members. Then the perspectives and goals of intended course are determined. The sections, subjects and headings are predicted through cooperation with department members and other professionals. In next step, request to create a course is discussed in faculty training council. This request is sent to university training council after receiving faculty agreement.

Dr. Ahadi:

Planning for a course is made by providing the information of the syllabus, the number of target students, available infrastructures and especial demands coming from students.

Dr. Tamsilian:

If the course is related to the educational topic, the possibility of using it in a comprehensive way is examined and informed by using a survey of students and the facilities available in the faculty.

2.2.2. How are different stakeholders (e.g. teachers, students, businesses and other actors in society) and their needs taken into account in the curriculum development?

Dr. Ahadi:

Teacher initiates the subject, as he preferred. Then, he solves one or more problems related to the topics. As the next part, the possible technical issues are described by him. Questions from students and solving new problem(s) by students are other parts of each session. The reviewing the content and solving homeworks are other duties for students.

Dr. Tamsilian:

Normally, teachers are talking about their needs and challenges during the courses in the department to reach a shared point, some of them to be executed after such MOMs and some of them to be required for a permission from the university. For students, the needs will be

considered during the course and there is a counter-relationship between both sides, if the university roles followed.

2.2.3. How is the content of the course designed?

Dr. Ahadi:

Depends to the course! Usually, by using proper software, the content is prepared as graphs, Tables, figures and movies.

Dr. Tamsilian:

Course design content is designed using content production software such as Photoshop, PowerPoint, etc. in the form of photos, videos, audio and video animations to be more tangible.

2.2.4. In faculty level, does the curricula design reflect any specific pedagogical practices and innovation?

Dr. Ahadi:

Yes! Normally, performing particular practices for each course, is must, to motivate students and to improve the understanding process.

Dr. Tamsilian:

Yes, some innovations are required as per the course and semester to improve the student abilities and understanding.

2.2.5. In faculty level, what way is working-life relevance discussed in the curricula?

Dr. Ahadi:

Reviewing a general relevant facts (and /or event) and different Refs., Preparing enough content, find the best way for teaching.

Dr. Tamsilian:

By telling some personal story.

2.2.6. What is the teaching staff-student ratio?

The average of students per each faculty member is 22.06:1.

Chapter 3. Designing and implementing and a TEL course

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3.1. TEL as a practice in your institution

3.1.1. Is TEL or online courses a usual practice in your university, or do you organize teaching like this only due to pandemic?

Yes, since 2018 the e-learning has been approved as the official teaching & learning practices in SCU. During this year Virtual and Continuous Training Center for Faculty Members was established. Until now, about 24 e-courses have been produced by this center and with the beginning of the Covid-19 pandemic all the courses (2345 in number) at SCU have been presented virtually .

Moreover, 3 master programs have been approval by Ministry of Higher Education to be presented in the form of distant education.

3.1.2. How many, in what level? (e.g. graduate/postgraduate).

2020-2021	Bachelor	Master	Ph.D.	Doctor of Veterinary Science	Sum Total
Online Classes	-	-	-	-	3396
Offline classes	4223	1946	885	392	7446

3.1.3. Is TEL part of the overall strategy for your institution's development and how?

Yes, but is not directly pointed to it in Five Year Strategic Development Plan of Shahid Chamran University of Ahvaz .

The following Long term & intermediate Goals of that plan completely specify the necessity of using virtual learning as an educational practice in the university in order to achieve these goals:

Long-term Goals:

- Developing and strengthening of the admission, training and exchange system for domestic and foreign students
- Developing the structures and strengthening of infrastructure and physical and educational space and equipment and dormitories of the university as a part of the function of comprehensive universities in the country
- Developing and strengthening of information and communication technology system in line with the strategic goals of the university

Intermediate Goals:

- Equipping faculties with new educational and educational aids technologies
- Improving the quality of the educational space and equipment of the faculties

3.1.4. Is there a strategy in your institution for digital innovation, TEL being a part of it? Is this strategy known within the institution at all levels?

Yes, the Strategic & Action Plan of Virtual Learning Development is about to:

- Creating a cultural, technical and professional context in order to explain, promote and realize the idea of e-learning in the university
- Developing e-learning in the university
- Improving the quality and standards of e-learning at the university
- Scientific and technical cooperation with other universities and e-learning centers across the country
- Internationalization of e-learning

3.2. Technology in use

3.2.1 What kind of technology are you using (e.g. platforms, videoconferencing etc.)?

Dr. Tishehzan:

Module, Adobe Connect, BigBlueButton and virtual media are used to communicate with students.

Dr. Ahadi:

Video conferencing, Internet, Different Platforms.

Dr. Tamsilian:

Videoconferencing, web conferencing, platforms and webinars are used.

3.3. Course development process

3.3.1. How do you plan the initiation of a course (e.g. needs analysis for demand and constraint identification etc.) in TEL/online courses compared to face-to-face courses?

Dr. Tishehzan:

First, after considering the differences between actual and virtual training, available technology abilities are determined. Then the headings of intended course are investigated. The content production should be done in such a way that it contains more visual effects and students can understand the lesson themselves. Teaching should be a such a way that encourages the students to learn more.

3.4. Stakeholders involved and their roles and tasks

3.4.1. Do you involve students in TEL/online course design?

Dr. Tishehzan:

Before designing the course, students and employees of the related industries as the important stakeholder are surveyed, that is, we ask them to describe their needs and interesting subjects.

Dr. Ahadi:

Some homework should present online by students in a defined format. Furthermore, in specific course a session for “problem solution” should be done by students.

Dr. Tamsilian:

Yes, some of them are used for teaching assistant to solve the problems.

3.4.2. How is the content of the course designed?

Dr. Tishehzan:

Based on the survey conducted to identify the needs of stakeholders, one or more of university professors produce the content for intended course.

Dr. Ahadi:

Each course has one (or more) reference(s) text. Most of the content prepared based on the references. However, some more content is added to clarify (to explain) the important parts as well as to describe the scientific idioms!

Dr. Tamsilian:

First, the new valuable reference is searched to find the best. Then, the supporting info like website and problems are provided. After such references, outlines are designed as per the

important basic concepts for student. Some applied elements will be merged to view the student for the industry applications.

3.4.3. Is there any technical support for teachers in course design? Is support given at university, faculty or department level?

Dr. Tishehzan:

The university has signed a contract with a private company for technical support. This company's staffs cooperate with professors for content production. Moreover, the *Virtual and Continuous Training Center for Faculty Members* provides students and professors with technical support and probable problems solution at full time.

Dr. Ahadi:

In principle, there is nobody (in charged) for technical support in course design. Only, in each faculty, there is a person in charge for supporting technical issue in platforms and so on.

Dr. Tamsilian:

No, teachers are responsible to find the references.

3.4.5. Are there any facilitators that support the learners? If there are, please elaborate: describe their role, tasks and the cooperation with the lecturer.

Dr. Ahadi:

There is a possibility to employ a graduate student as a teaching assistant. He/she can help the learners to solve the problems and also to improve their content understanding.

Dr. Tamsilian:

In the official syllabus, higher-level students are used for teaching assistant to solve the problems. Besides, the students attend industrial and operative workshops to learn other aspects.

3.5. Protocol of course assessment

3.5.1. How do you evaluate the course: Is there a systematic institutional process / protocol? Are students involved at this stage?

Dr. Tishehzan:

The course evaluation is carried out by professors. The professors design one, two or more tests in a semester. The number of tests is usually determined with regard to students' feedback and votes. Part of evaluation are carried out through homework, projects, online activities and answering to professor questions. Students can present projects in adobe connect platform and upload their homework in module platform. The tests are designed in modules and students are supposed to answer them at defined time. Grades for any of activity are uploaded by professor and can be seen by students immediately.

Dr. Ahadi:

Two step evaluation:

A: During the semester:

At the end of each course, teacher defines a suitable homework for students and/or asks them a topical question.

B: Final evaluation, which is done in two stages:

1-Making an offline exam in the distinguished platform

2-Oral (online) exam

Could be. By preparing new questions on specific topics.

Dr. Tamsilian:

Using the survey conducted at the end of each course in the system, feedback and suggestions collected and tried to solve problems for future courses. At the end of the course, students help us improve the quality of the courses by participating in the survey system.

3.5.2. How is evaluation performed after the course is taught/delivered?

Dr. Tishehzan:

Students are supposed to evaluate their professors (ability, knowledge, availability etc.) the before final test.

Dr. Ahadi:

Please refer to the section 3.5.1.

Dr. Tamsilan:

The student, department and faculty provide the quantitative point for each teacher.

3.5.3. How is data collected?

Dr. Ahadi:

The answers on paper based exam should delivered to the teacher via email or social media. In some cases, by filling the online survey form.

Dr. Tamsilian:

By filling out the survey form.

3.5.4. Do students give feedback on teaching? If, please describe how.

Dr. Tishehzan:

The average of abovementioned evaluations is delivered to professors at the end of semester. Some professors might ask students' opinions about the class and receive their suggestions during the semester for better presentation of the course.

Dr. Ahadi:

Depend on the subject, different teaching methods will be selected and shortly reviewed. Then, based on feedback received from students and also their background knowledge a method or a blending of some methods, is used.

Dr. Tamsilian:

Students are asked to submit their comments and suggestions in their user panel during the course in addition to the evaluation form.

3.5.5. Who is informed about the evaluation?

Educational Planning and Evaluation Group

3.5.6. What measures can be taken for improvement?

3.6. Identification of TEL /online quality practices or patterns of quality

3.6.1. Is your Institution using Quality standards/frameworks for TEL/online?

Yes.

3.6.2. If no, what are the reasons?

N/A.

3.6.3. Are you planning to use one in the future?

N/A.

3.6.4. If yes, which are they?

The following governing manual has recently been prepared by Educational Council of the university in order to be used as guidelines by faculty members who teach e-course:

- Methods of presenting e- courses at Shahid Chamran University of Ahvaz
- Executive style manual of the e-couse

3.6.5. What quality areas do they cover? How long have you been using them?

- The starting date of the e-course
- The schedule of face-to-face classes
- Terms & conditions of holding quiz
- Using the services of an educational assistant to improve the quality of education

- The criteria for how to prepare & present the e-course in terms of mode of delivering and learning tasks and activities
- The syllabi of the e-course must be according to the approved curriculum by Ministry of Higher Education
- The norm of students' attendance in the e-course

These quality standards have been recently approved by Educational Council of the university in 2021.

3.6.6. Does your Institution collect data in order to evaluate TEL/online programs?

No.

3.6.7. Is there a strategy on the use and purpose of learning analytics within the institution?

No.

3.6.8. Does your institution consider ethical norms and government policy with respect to data protection and the privacy of students?

Yes.

3.7. Process of continuous improving of educational provision

3.7.1. Are TEL/online programs reviewed, updated, and improved and how?

Shahid Chamran University review, update and improve all programs on a regular basis, but during covid-19 pandemic no TEL program reviewed, just presenting courses changed from on campus to online.

3.7.2. Are there any Institutional policies, structures, processes, and resources in place to guarantee the successful teaching and learning process of students with special educational needs?

No Institutional policies, structures, processes, and resources have been formulated and provided for students with special educational needs.

3.7.3. Is there an institutional policy and code of practice to ensure academic integrity and freedom and ethical behavior?

There are some policies and codes of practice to ensure academic integrity and freedom and ethical behavior. Iran Ministry of science and technology has provided some guidelines to ensure integrity and freedom and ethical behavior. In particular all graduate students must submit their proposals and dissertations on a website to be evaluated based on criteria.

3.7.4. Are there any electronic security measures set by your institution's policy/code of practice?

Recently the university has provided some security measures for practices (students and faculty members).

3.8. Professional development of teachers and instructional designers

3.8.1. In faculty level, do people involved in designing/ developing/ evaluating TEL/online programs have specific expertise in academic and technical aspects and which?

Dr. Tishehzan:

At the faculty level, specialized and experienced professors are used to design and present e-learning course.

Dr. Ahadi:

In Faculty of Science, No!

Dr. Tamsilian:

Yes, some of volunteer faculties and some of them by their duties are involved in designing and developing by prepare a proposal and make a committee.

3.8.2. Is the teaching staff involved in designing/ developing/ evaluating educational programs familiar with the advantages/disadvantages of using TEL/online in particular course contexts?

Dr. Tishehzan:

All of selected teaching staffs are familiar with advantages and disadvantages of e-learning. Also, the experienced teachers, in faculty, advise others and guide them for problems solution.

Dr. Ahadi:

Usually, No.

Dr. Tamsilian:

No.

3.8.3. Is the teaching staff trained and proficient in the use of learning technologies and (e-) assessment methods?

Dr. Tishehzan:

The professor's knowledge (especially new employed professors) about new technologies, e-learning teaching, platforms and evaluations methods are updated with workshops and courses, regularly.

Dr. Ahadi:

Yes! Via specific online workshop!

Dr. Tamsilan:

No.

3.8.4. Are there any particular training activities for new staff?

Dr. Ahadi:

Yes. Annually, there is a particular workshop for new members.

Dr. Tamsilian:

There are some irregular workshops for the staff. But there is no a compressed/comprehensive roadmap for them.

3.8.5. Has the institution developed procedures to identify the support requirements of the teaching staff?

Dr. Ahadi:

Yes, the Office of Virtual Learning is responsible for such purpose!

Dr. Tamsilian:

Yes, the procedures normally will be revised after a long-term period after collecting all comments or face to a big challenge.

3.8.6. What workshops are available for your teachers to attend (for example: professional development, enhancement of faculty competence in skills, enhancement of faculty competence in pedagogy and enhancement of faculty competence in TEL)?

Dr. Ahadi:

- How to prepare the online courses?
- How to evaluate the online courses?
- Teacher – Student interactions in online courses

Dr. Tamsilian:

As per the employment schedule, the faculties should gain 10 scores for cultural actives such ethics, teaching, psychology.

Chapter 4. Industry relevance

Name of the partner:

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Provide a short introduction describing the methodology you used and the number and types of sources

Please keep your answer short, maximum 1-1 ½ page per question

4.1. Policy and action plan for industry-relevance

4.1.1. Are industry needs considered when developing the learning model and the curricula design?

Dr. Tishehzan:

Yes

Dr. Ahadi:

No (based on my knowledge).

Dr. Tamsilian:

No in official educational syllabus. In general, there is a big gap between the university and industry that is a hot routine topic between academic society. However, there is a plenty of workshops to reach students for the industry expectations.

4.1.2. How is industry and other stakeholders involved in the process? Are there specific needs considered for STEM education in your institution when transferring courses to technology enhanced learning or online learning? If so, please explain how.

Dr. Tishehzan:

Every year, the university asks industries to present their academic needs and their desired headings. The needs will be sent to faculties. Then professors who apply to work in any special field are introduced to *Office of Business & Industry* at the university. The introduced

professors in cooperation with industry design a course and produce content relying on applied aspect of subjects.

Dr. Ahadi:

No (based on my knowledge).

Dr. Tamsilan:

No, refer to question 4.1.1.

4.2. Infrastructure

4.2.1. Is the technical infrastructure aligned with the teaching methodology, learning activities, and e-assessment methods? If so, please explain how.

Dr. Tishehzan:

Yes.

Dr. Ahadi:

No (based on my knowledge).

Dr. Tamsilian:

Yes, to some extent. There is an official online platform to upload the teaching materials alongside to hold the course. But there are no any full equipped physical materials like rooms where is facilitated for such actives in the university.

4.2.2. Does the mentioned infrastructure and used online tools support student active learning and collaboration?

Dr. Tishehzan:

Although the university infrastructures are appropriate for e-learning but are not fully sufficient. One of important problem in Iran is Low internet bandwidth.

Dr. Tamsilian:

Yes, the mentioned online platform is counter ways.

4.3. Assessment of learning

4.3.1. Are (e-) assessment methods fit for purpose, allowing students to demonstrate the extent to which the intended learning outcomes have been achieved?

Dr. Tishehzan:

The current assessment methods based on online test are not sufficient for engineering courses. The best assessment method for demonstrating students' knowledge is asking to do a project based on understanding the lesson.

Dr. Ahadi:

No! It should be improved in different ways.

Dr. Tamsilian:

No so much, to required improvement.

4.3.2. How are they designed?

Dr. Ahadi:

A survey form for students to fill down their quantitative answers during specific time.

Dr. Tamsilian:

There is a survey form for the student to insert the quantitative views for a number of fixed questions in all semester.

4.4. Functionalities of the technical infrastructure

4.4.1. Does the virtual learning environment, VLE (if any) support specific pedagogical methods and tools?

4.4.2. Is the VLE based on non-proprietary web standards and is it updated to reflect technological changes? How often?

4.4.3. Does the technical infrastructure ensure the accessibility of the TEL/online programme by students with special educational needs and how?

4.5. Use of virtual and remote laboratories

4.5.1. Does the institution provide students with an e-library?

Dr. Tishehzan:

Shahid Chamran university of Ahvaz has provided student with e-library.

Dr. Ahadi:

Yes. e-library is provided.

Dr. Tamsilian:

A comprehensive online library is provided.

4.5.2. Does the institution have virtual labs?

Dr. Ahadi:

Yes. For a few labs, virtual contents were prepared.

Dr. Tamsilian:

Laboratory is not virtually provided.

4.5.3. Does the institution have remote labs?

Dr. Tishehzan:

SCU it has no virtual or remote labs.

Dr. Ahadi:

No (based on my knowledge).

Dr. Tamsilian:

No.

Chapter 5. TEL quality practices and support

Name of the partner:

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- Dr. Kareem Lowaymi Mutlaq (Director of International Relations Office)
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5.1. Staff professionalization

5.1.1. Has your institution procedures for recruiting and hiring teaching staff?

Dr. Ahadi:

Maybe. I do not have the details!

Dr. Tamsilian:

Yes, there is an oral limited roles for example they should be MSc. By some industry experiences or Ph.D.

DR. Rahimidoost:

Iran ministry of science and technology has regulated some procedures for all universities and also each university has its own for recruiting and hiring teaching staff. In addition to the usual procedures, the university has criteria and requirements for recruiting and hiring teaching staff. Such as specialized knowledge, skills, knowledge and teaching motivation.

5.1.2. Do you offer pedagogical training for teaching staff? Do you have courses specific for technology-enhanced learning? How is it organized?

Dr. Ahadi:

Yes. However, I do not have the details!

Dr. Tamsilian:

It is based on personal experiences and the staff should pursue the roles and frameworks by their own and try and errors.

Dr. Rahimidoost:

Every year, the University Planning Office organizes courses for faculty members on teaching methods, lesson plan, test design, and the use of technology in teaching. With the occurrence of the corona pandemic, some training courses were further emphasized and held such as teaching online & offline, interacting with students virtually, using different tools and technologies in teaching, and e-assessing. Usually, the planning office conducts a preliminary needs assessment for each training course and the training objectives of the courses are determined based on the results of the needs assessment.

5.1.3. How is the teaching staff coordinated during course delivery?

DR. Ahadi:

Yes. The university education center provided a provision to monitor the teaching staff for their activities and control their prepared contents.

Dr. Tamsilian:

The educational staff monitor the activities and appearances in the university by each section.

Dr. Rahimidoost:

The university educational planning office schedules training courses and usually courses are presented at the weekend or at the free times.

5.1.4. Do you have support materials available on the intranet for online learning and teaching?

Dr. Ahadi:

Yes. Particular materials (and software) for preparing and improving the content are available on the internet; such as Movie maker, Noise reducer and...

Dr. Tamsilian:

There is a local network in some faculties to share the references.

DR. Rahimidoost:

Many instructional materials are valuable on the university LMS, and every teaching staff can reach them.

5.1.5. Is pedagogical training mandatory for teaching staff?

DR. Ahadi:

Yes. During the pandemic, the pedagogical training is must.

Dr. Tamsilian:

Yes, refer to Section 3.8.6.

Dr. Rahimidoost:

Yes, such trainings are mandatory. Training on producing instructional materials, interaction with students, e-assessment, motivating students to learn online and teaching online have been designed, developed and presented.

Chapter 6. Opportunities and challenges for adoption of TEL practices

Name of the partner:

Shahid Chamran University of Ahvaz

Names of respondents, positions, departments:

- Dr. Kareem Lowaymi Mutlaq (Director of International Relations Office)
- Ms. Tayebeh Khabir (Staff at International Relations Office)

6.1. Opportunities

1. The presence of supporting companies and consultants in the field of e-learning
2. Possibility of holding practical trainings in virtual form for provincial, national and international organizations and industries
3. Ability to generate revenue from the sale of products
4. Possibility to recruit faculty members of other universities to present e-courses
5. Possibility of reducing educational and laboratory costs by holding theoretical and practical-laboratory classes of educational groups electronically

6.2. Barriers

1. Poor organizational culture of faculty members and students in virtual environment
2. Concern of some faculty members about reduction of the quality when using the e-learning practice.
3. Lack of knowledge of professors about the benefits and applications of virtual Learning and how to interact with students in that environment
4. Professor's disrelish to use e-learning

5. Students' concern about indirect communication with professors and the reduction of quality of the classes
6. Lack of clear policies on the e- learning area at the ministry level
7. Inexistence of specific organizational structure for the *Virtual and Continuous Training Center for Faculty Members*

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