

Report Structure

The use of the report template is obligatory. Please use the following format of contents:

Chapter 1. Institution Information

- *Name of the partner*
Shiraz University
- *Names of respondents, positions, departments*
Dr Mohammad Saber Khaghaninejad, Head of International affairs, Shiraz University
- *Provide a short introduction describing the methodology you used and the number and types of sources*
- *Please keep your answer short, maximum 1 page*

Chapter 2. Existing practices for curriculum planning

- *Name of the partner*
Shiraz University
- *Names of respondents, positions, departments*
Prof. Aliakbar Safavi, Department of Electrical Engineering, Head of E-Learning of the University
- *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*

2.1. Policies and guidelines in use for curriculum planning

- *How do you plan the initiation of a course (e.g. needs analysis for demand and constraint identification etc.)*
Each course starts with needs analysis and consequently related materials would be designed however the feasibility of applying materials are considered. The ability to use the learnt material in the real world is of utmost importance.
- *What kind of goals are set in the organizational strategy and other governing documents for overall curriculum planning and development?*
The actual needs of the learners in the real world
- *Are the needs of working life and the industry somehow described in the governing documents? If they are, please describe, how?*
No to the great extent.

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

Yes, it is a part of our overall strategy. Because of this we have founded the faculty of distance learning or electronic learning for two decades now.

- *Do you foresee laboratory activities within curriculum planning?*

Yes, I do.

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

Both in presence and virtual. And we are working and establishing remote Laboratories due to covid-19 pandemic

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

We have tried to be as updated as possible and we use the soft and the hardwares available to equip the Laboratories

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

Due to the pandemic all the pedagogical activities had become virtual. The theory classes are held virtually while some of the practical courses which need laboratory has been postponed until the end of covid-19 pandemic.

2.2. Curriculum planning in practice

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

Each course starts with needs analysis and consequently related materials would be designed however the feasibility of applying materials are considered. The ability to use the learnt material in the real world is of utmost importance.

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

Every now and then or institution past representatives from different businesses to elaborate on the needs and requirements of their businesses moreover newly-employed professors are asked to spend a six-month period at businesses related to their expertise obligatorily.

- *How is the content of the course designed?*

For most of the courses the content is prescribed by the ministry of Science Research and technology. However, departments have the right to modify the curriculum up to 30% based on their experiences.

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

Yes they pursue a specific with pedagogical motivations but usually they are not that innovative

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

It is usually done informally by consulting the students outside the classroom.

- *What is the teaching staff-student ratio?*

It is 25 students to 1 teacher at our institution.

Chapter 3. Designing and implementing and a TEL course

- Name of the partner
Shiraz University
- Names of respondents, positions, departments
Dr. Ashakan Sami, Department of computer engineering
- Provide a short introduction describing the methodology you used and the number and types of sources
I have 4 MSc and PhD courses this term.
- Please keep your answer short, maximum 1-1 ½ page per question

3.1. TEL as a practice in your institution

- Is TEL or online courses a usual practice in your university, or do you organize teaching like this only due to pandemic?
No, no we have organised online courses due to the pandemic.
- How many, in what level? (e.g. graduate/postgraduate).
The courses are all for postgraduate students.
- Is TEL part of the overall strategy for your institution's development and how?
Yes it is a part of our strategy in the long run but pandemic accelerated the process. We have the faculty of electronic education and we try to expand it.
- 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?
If I'm not mistaken there is such a program for humanities by the name of "digital humanities" but for engineering courses I don't think so.

3.2. Technology in use

- What kind of technology are you using (e.g. platforms, videoconferencing etc.)
Mostly we use adobe connect for our courses.

3.3. Course development process

- 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?
The process again begins with needs analysis and the techniques and strategies related to the real needs of the students. Online courses are more demanding because we need to prepare some files like PowerPoint slides for each session in this way, the students can visualise the instructional content.

3.4. Stakeholders involved and their roles and tasks

- Do you involve students in TEL/online course design?
Yes they are involved by presenting some parts of the content and cooperating in class discussions.
- How is the content of the course designed?
Most of the content is designed beforehand but some modifications would be applied based on the students' opinions on the very first session of the course.
- Is there any technical support for teachers in course design? Is support given at university, faculty or department level?

There have been some workshops to teach instructors how to use the Adobe connect in class and how it would be possible to test the students' achievements.

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

In each class there is a representative or TA which can tackle the problems and solve them in cooperation with the instructor. Moreover, the ITC centre of the university is in touch with their students during the term 24 hours of the day.

3.5. Protocol of course assessment

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

Yes the university has introduced a software application "Moodle" with the aid of which the assessment is possible. Some workshops are held for both the teachers and for the students in this regard.

- How is evaluation performed after the course is taught/delivered?

The test items are uploaded in the software and the students are asked to answer the questions in a limited period of time. It can be both multiple choice or essay type .

- How is data collected?

This software has the ability to collect the data and analyse them by the command of the instructor.

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

Yes, at the end of the semester there would be a survey to evaluate the course based on students' opinions.

- Who is informed about the evaluation?

The course instructor and the instructional affairs of the university.

- What measures can be taken for improvement?

Based on the outcomes of this survey instructor would give some of his approaches and techniques a double-thought. Moreover, the educational deputy of the university can interfere in serious cases.

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

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

Yes, it seems so at least it tries to use the best standards and frameworks.

- If no, what are the reasons?

- Are you planning to use one in the future?

Yes it seems that the future of higher education is closely related to online courses

- If yes, which are they?

Adobe connect and model seems to be efficient software applications for online courses. They are user-friendly and efficient.

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

They record all the class activities and a students' responses to the test items ready to be analysed for further improvements in the realm of teaching and learning.

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

Yes it does.

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

Yes there is. One of our faculty members is authorised by the ministry of Science Research and technology for analysing the data derived from online courses of all universities of the country.

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

Yes, our University is very strict in this regard.

3.7. Process of continuous improving of educational provision

- *Are TEL/online programs reviewed, updated, and improved and how?*

Yes, these are the tasks that the university asks from the instructors repeatedly every course. The modifications are evaluated by a survey on the students' opinions.

- *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?*

I don't think so

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

It must be but I haven't heard anything about that yet.

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

Yes, the courses are checked randomly by the authorities and some suggestions will be offered to the instructors accordingly.

3.8. Professional development of teachers and instructional designers

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

Yes, usually professors are involved in the process of designing materials for the courses, some parts of the content are predetermined but instructors are allowed to modify the curriculum up to about 30%.

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

They have got familiar during the pandemic before that I think they were not acquainted with online courses and consequently their advantages or disadvantages

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

Yes they are. But they have not taught formally. Every professor has gained the acquaintance with the learning technologies by him or herself based on his or her education and needs and expectations.

- *Are there any particular training activities for new staff?*

Yes, there are.

- *Has the institution developed procedures to identify the support requirements of the teaching staff?*

Yes, it has. Various workshops are held continually to tackle the possible problems.

- *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)*

There are 10 obligatory workshops for newly employed professors at this university dealing with educational regularities and expectations. During the pandemic different

workshops have been held on online courses regarding professors' competence enhancement and assessment procedures. In fact the professors are not left until they gain the necessary requirements for presenting online courses.

Chapter 4. Industry relevance

- Name of the partner
Digital Humanities Corporation
- Names of respondents, positions, departments
Amir Azadi, Head
- 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

- Are industry needs considered when developing the learning model and the curricula design?
Yes, they are a prerequisite to developing the learning model and the curricula design.
- 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.

4.2. Infrastructure

- Is the technical infrastructure aligned with the teaching methodology, learning activities, and e-assessment methods? If so, please explain how.
- Does the mentioned infrastructure and used online tools support student active learning and collaboration?

4.3. Assessment of learning

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

4.4. Functionalities of the technical infrastructure

- Does the virtual learning environment, VLE (if any) support specific pedagogical methods and tools?
- Is the VLE based on non-proprietary web standards and is it updated to reflect technological changes? How often?
- 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

- *Does the institution provide students with an e-library?*
- *Does the institution have virtual labs?*
- *Does the institution have remote labs?*

Chapter 5. TEL quality practices and support

- *Name of the partner*
- *Names of respondents, positions, departments*
- *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*

5.1. Staff professionalization

- *Has your institution procedures for recruiting and hiring teaching staff?*
- *Do you offer pedagogical training for teaching staff? Do you have courses specific for technology-enhanced learning? How is it organized?*
- *How is the teaching staff coordinated during course delivery?*
- *Do you have support materials available on the intranet for online learning and teaching?*
- *Is pedagogical training mandatory for teaching staff?*

Chapter 6. Opportunities and challenges for adoption of TEL practices

- *Name of the partner*
- *Names of respondents, positions, departments*
- *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*

- *After describing the current state of art in previous chapters, identify opportunities and barriers for transformation of education. Put them in order: **the most important first.***

6.1. Opportunities

- *1. (Max. 50 words)*
- *2. (Max. 50 words)*

- 3. (Max. 50 words)

6.2. Barriers

- 1. (Max. 50 words)
- 2. (Max. 50 words)
- 3. (Max. 50 words)

Please notice that the following chapter 7 is meant for the Iranian coordinating institution, and the EU institutions to answer.

Chapter 7. National Policies

- *This chapter is obligatory only for EU partners and the Iranian coordinator.*

7.1. TEL practices in Higher Education in (the name of the partner country)

- *Please describe the relevant documentation on this (max 2 pages).*

7.2. Approaches and Methods for Quality Assurance

- *Please describe the main evaluation principles (max 2 pages).*

7.3. Mission statement and strategy of the National Evaluation and Accreditation Agency

- *Please describe the relevant documentation on this (max 2 pages).*

7.4. Future National Policies practices, efforts, initiatives, frameworks that relate to TEL quality

- *Are you aware of any plans to design new policies?*
- *If yes, are National-wide stakeholders involved in developing TEL criteria (policy makers, National or regional authorities, associations etc.)?*

7.5. Needs for National Policies practices, efforts, initiatives, frameworks that relate to TEL quality

- *Which area(s) of legislation pose a significant challenge to the application of TEL quality methods?*

- *What should be improved? Please provide any recommendations you may have regarding policy reforms (at all levels) that would help your organization establish TEL quality processes.*
- *Please provide any ideas you may have regarding reforms in educational policies (at all levels) that would help your organization establish TEL quality processes.*

7.6. Training Needs for TEL Quality

- *Are there any training curriculums for TEL/(online teaching practices in general?*
- *Which should be the top 5 educational objectives of a training curriculum in TEL/online teaching practices?*
- *Who should be trained for TEL/online practices?*

References: Please provide the list of references you used

Outcome, Duration and Deadline

At the end of the research, each partner is expected to produce a report describing the research findings regarding the local situation. The report should be written in English. The structure of the report should follow the structure described in the previous section. You may add questions. The entire duration of the activity (including research and production of the report) should be 4 weeks. Reports should be sent to P11 by **August 15th the latest.**

The questionnaire survey should be initiated around July 15th 2021 and will run in parallel in Iranian HEIs.

We would like to warmly thank all the members who have contributed to this desk research!

UNITEL project team