



## **College ESLG**

# **ONLINE TEACHING AND LEARNING STRATEGY OF COLLEGE ESLG 2020-2023**

September 2020

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## 1. INTRODUCTION

As a result of pandemics COVID-19 and new circumstances arising in the global higher education and higher education in Kosovo and pursuant to the Law on Higher Education and the Statute of College ESLG on the competencies of the Chairman of the Board of College ESLG to draft a strategic plan of College ESLG, the Chairman of the Board, at the meeting of the Board held on 20.08.2020, appointed a professional commission for drafting the online teaching and learning strategic plan of College ESLG in the following composition: Visar Hoxha (Chairperson), Islam Hasani (member), Hazer Dana (member), Jehona Hoxha (member), Andi Belegu (Alumni), Albina Vuthi (student representative), and Dhurata Hoxha (Industry Board representative).

While drafting the strategic plan of College ESLG, the Commission was based on the following Theories:

1. Kolb's Learning Theory;
2. John Dewey's theory;
3. Jack Mezirows transformative learning theory;
4. Jean Piaget's theory

Kolb's Learning Theory "conversational learning" approach, enables learners to make meaning and convert experiences into knowledge through the exchange of conversations (Kolb et al., 2002). Video tutorials, video conferences, and virtual labs are one way to achieve the conversational learning approach in Kosovo's digital environment. The challenge remains with the students with lower levels of English.

Based on John Dewey's theory of experiential learning self-directed learning is guided and applied resulting in a meaningful experience that helps gain knowledge that can be applied in future contexts. Experiential learning of Interdisciplinary Activity simulating real estate development projects must be taken into consideration. At College ESLG, the curriculum re-design must be taken into account to implement the experiential model into account to develop the skills that increase the employability of students. Simulations, role-play interaction with real estate clients, and video content produced by students can be used to nurture the Experiential Learning Model.

According to Jack Mezirows (2003), in transformative learning theory, learning begins with an experience called a disorienting dilemma (cognitive dissonance, which happens on realizing that your current understanding of the world does not fit with the current evidence). The cognitive dissonance can be alleviated with the transformative learning experience such as Interdisciplinary Activity, where students in several courses can be given a project in which blended learning applies. The assessment of the project takes

place in several courses by several professors all at once, supported by the Industry.

Using Jean Piaget's theory the courses can be offered with many of the requirements included in similar digital courses provided by Coursera and EdX, where students can create their own pace of learning for certain formal education course requirements.

## **2. MISSION, VISION AND VALUES**

### **The Mission**

The mission of the Online Learning and Teaching Strategy during pandemics and in general is to achieve excellence in accessible online instruction for all students.

### **The Vision**

The College ESLG strives to become a champion of excellence in online and digital teaching without compromising the teaching and learning integrity and public trust.

### **Values**

The values of College ESLG are as follows:

1. Commitment to online teaching and learning excellence;
2. Highest online teaching integrity
3. Effectiveness in the achievement of learning outcomes through digital and online resources;
4. Digital teamwork environment to nurture social skills of students, professors, and other stakeholders;

### **3. STRATEGIC GOALS AND OUTCOMES**

Based on the theoretical framework analyzed by the Working Group, the following strategic goals and outcomes were formulated:

#### **STRATEGIC GOAL 1: INCREASE THE CONVERSATIONAL LEARNING EXPERIENCES IN A DIGITAL ENVIRONMENT**

OUTCOME 1.1. Create video tutorials and video conferences as a way to achieve the conversational learning approach in Kosovo's digital environment;

OUTCOME 1.2. Develop Virtual Labs either proprietary or in cooperation with the Coursera for Campus as a way to achieve the conversational learning environment;

OUTCOME 1.3. Develop virtual meetings, live chats, and video tutorials to maintain human connection

#### **STRATEGIC GOAL 2: DEVELOP THE EXPERIENTIAL LEARNING EXPERIENCE IN A DIGITAL ENVIRONMENT**

OUTCOME 2.1. Adapt curriculum to embrace the experiential learning model, especially with respect to learning activity and assessment methods that are suitable in a digital environment to achieve the course learning outcomes;

OUTCOME 2.2. Develop Interdisciplinary Activity with real-life project-based learning as a learning activity and assessment method as a way to achieve experiential learning in a digital environment;

OUTCOME 2.3. Include video presentations of students, virtual projects, and virtual role-play interactions for students in course syllabi in order to produce content that nurtures Experiential Learning and develops skills needed to increase the employability of students such as presentation skills, project management skills etc;

#### **STRATEGIC GOAL 3: DEVELOP TRANSFORMATIVE LEARNING IN A DIGITAL ENVIRONMENT**

OUTCOME 3.1. Develop transformative learning and teaching model that transforms the way of learning and teaching in Kosovo and in a digital environment such as Interdisciplinary Activity and include it as an assessment method in transdisciplinary courses;

OUTCOME 3.2. Develop blended learning especially with respect to tutorship with industry as far as Interdisciplinary Activity is concerned;

OUTCOME 3.3. Develop Industry representatives to develop case studies and participate as tutors for Interdisciplinary Activity and as multiple assessors in the courses where Interdisciplinary Activity is applied;

**STRATEGIC GOAL 4: DEVELOP SELF-DIRECTED LEARNING IN A DIGITAL ENVIRONMENT**

OUTCOME 4.1. Integrate parts of the Coursera for Campus online courses requirements as part of the courses in the formal accredited programs of ESLG to nurture self-directed and independent learning of students;

**STRATEGIC GOAL 5: IMPROVE DIGITAL PEDAGOGICAL METHODOLOGY OF STAFF AT ESLG**

OUTCOME 5.1. Increase project-based learning to promote purposeful learning through digital methods;

OUTCOME 5.2. Increase inquiry-based learning to the purposeful learning through digital methods and problem-solution;

**STRATEGIC GOAL 6: ADVANCE ADAPTIVE E-LEARNING TO IMPROVE STUDENT ENGAGEMENT AND INTERACTION IN THE DIGITAL ENVIRONMENT**

OUTCOME 6.1. Design an adequate adaptive e-learning environment with personalized instruction to reinforce the course learning outcomes;

OUTCOME 6.2. Study the impact of adaptive e-learning on the increase of student engagement and interaction;

OUTCOME 6.3. Offer supplemental instruction adaptable to different groups of students to increase their interaction and engagement;

OUTCOME 6.4. Establish Learning to Learn in a Digital Environment Tutorship Program to assist the lagging students;

**STRATEGIC GOAL 7: DEVELOP POSITIVE LEARNING EXPERIENCES AND FACILITATE STUDENT SUCCESS AND RETENTION IN ONLINE COURSES AND PROGRAMS BY PROVIDING RESOURCES TO BOTH FACULTY AND STUDENTS TO DEVELOP THEIR SKILLS IN A DIGITAL ENVIRONMENT**

OUTCOME 7.1. Asses the faculty and student needs regarding online teaching and learning;

OUTCOME 7.2. Support professors in designing assessment methods suitable to the digital environment in accordance with the Guideline for Student Assessment of College ESLG;

OUTCOME 7.3. Offer professional development training for faculty in online teaching;

OUTCOME 7.4. Develop the Online Learning Mentor Program that will provide automatic answers to various questions made during the course delivery;

OUTCOME 7.5. Develop virtual support for student engagement;

#### 4. ACTION PLAN FOR IMPLEMENTATION OF STRATEGY

College ESLG intends to use the following action plan to implement the strategic outcomes and measure its progress in achieving those strategic outcomes:

Strategic Goals and Outcomes	Performance metric	Actions	Target	Timeframe
<b>STRATEGIC GOAL 1: INCREASE THE CONVERSATIONAL LEARNING EXPERIENCES IN A DIGITAL ENVIRONMENT</b>				
OUTCOME 1.1. Create video tutorials and video conferences as a way to achieve the conversational learning approach in Kosovo's digital environment;	Video tutorials and video conferences recorded in an asynchronous mode from various industry speakers on content of syllabi	Recording of video tutorials of professors and tutors on various content that can be combined to create a personalized content	70 % of course syllabi content recorded with video tutorials and conferences from industry speakers and renowned experts in various fields	June 2021
OUTCOME 1.2. Develop Virtual Labs either proprietary or in cooperation with the Coursera for Campus as a way to achieve the conversational learning environment;	Number of Coursera for Campus virtual labs included in the courses	Include various Coursera for Campus virtual videos as labs and exercises in various courses	50 % of courses covered	March 2021



OUTCOME 1.3. Develop virtual meetings, live chats, and video tutorials to maintain human connection	Live Chats developed in most of courses requiring more interaction	Live Chats platform developed	50 % of courses covered with Live Chats	March 2021
<b>STRATEGIC GOAL 2: DEVELOP THE EXPERIENTIAL LEARNING EXPERIENCE IN A DIGITAL ENVIRONMENT</b>				
OUTCOME 2.1. Adapt curriculum to embrace the experiential learning model, especially with respect to learning activity and assessment methods that are suitable in a digital environment to achieve the course learning outcomes;	70 % of course syllabi adapted in terms of learning activity and assessment methods suitable to digital learning	Establish a Curriculum Adaptation Committee	70 % of courses adapted	December 2020
OUTCOME 2.2. Develop Interdisciplinary Activity with real-life project-based learning as a learning activity and assessment method as a way to achieve experiential learning in a digital environment;	Develop IA in four courses in 2020-2021 and in five courses in 2021-2022	Create an interdisciplinary case study to include IA in courses of Sustainable Building Materials, Energy Buildings, Quantitative Techniques, Real Estate Entrepreneurship and Real Estate Development courses	Implemented in Summer Semester 2020-2021	March 2021

<p>OUTCOME 2.3. Include video presentations of students, virtual projects, and virtual role-play interactions for students in course syllabi in order to produce content that nurtures Experiential Learning and develops skills needed to increase the employability of students such as presentation skills, project management skills etc</p>	<p>Include video presentations in courses where applicable</p>	<p>Implement role play, virtual projects and video presentations in all course where applicable</p>	<p>70 % of applicable courses covered</p>	<p>March 2021</p>
<p><b>STRATEGIC GOAL 3: DEVELOP TRANSFORMATIVE LEARNING IN A DIGITAL ENVIRONMENT</b></p>				
<p>OUTCOME 3.1. Develop transformative learning and teaching model that transforms the way of learning and teaching in Kosovo and in a digital environment such as Interdisciplinary Activity and include it as an assessment method in transdisciplinary courses;</p>	<p>IA included in one Semester in 2020-2022 and expanded in the whole programs</p>	<p>IA included in the Guideline for Student Assessment and included as an assessment method</p>	<p>Use of IA where applicable in 70 % of courses</p>	<p>March 2021</p>
<p>OUTCOME 3.2. Develop blended learning especially with respect to tutorship with industry as far as Interdisciplinary Activity is concerned;</p>	<p>Blended learning applied for part of IA in the respective courses especially with respect to industry tutorship</p>	<p>Develop Live Chats with industry representatives for IA implementation</p>	<p>Live Chats with Industry in 50 % of courses</p>	<p>March 2021</p>

OUTCOME 3.3. Develop Industry representatives to develop case studies and participate as tutors for Interdisciplinary Activity and as multiple assessors in the courses where Interdisciplinary Activity is applied;	Industry representative appointed for IA Semester 2020-2021 and 2021-2022	Industry Council of programs appointing IA Industry Representatives to serve as multiple assessors and in the Evaluation Panel	70 % of panel members appointed	March 2021
<b>STRATEGIC GOAL 4: DEVELOP SELF-DIRECTED LEARNING IN A DIGITAL ENVIRONMENT</b>				
OUTCOME 4.1. Integrate parts of the Coursera for Campus online courses requirements as part of the courses in the formal accredited programs of ESLG to nurture self-directed and independent learning of students;	50 % of courses requirements covered by Coursera for Campus Courses integrated into the syllabi	Conduct screening of Coursera for Campus course curriculum and integration of applicable course content in the curriculum of ESLG	70 % of courses covered	March 2021
<b>STRATEGIC GOAL 5: IMPROVE DIGITAL PEDAGOGICAL METHODOLOGY OF STAFF AT ESLG;</b>				
OUTCOME 5.1. Increase project-based learning to promote purposeful learning through digital methods;	70 % of courses including project-based digital simulations using the respective software	Conduct screening for courses, simulations and software used in various curriculum	70 % of projects identified and software purchases	March 2021
OUTCOME 5.2. Increase inquiry-based learning to the purposeful learning through digital methods and problem-solution;	Five case studies to be developed to used throughout curriculum used in a digital setting	Conduct screening for courses where case studies can be applied individually or jointly	70 % of annual courses covered by five case studies	April 2021

<b>STRATEGIC GOAL 6: ADVANCE ADAPTIVE E-LEARNING TO IMPROVE STUDENT ENGAGEMENT AND INTERACTION IN THE DIGITAL ENVIRONMENT</b>				
OUTCOME 6.1. Design an adequate adaptive e-learning environment with personalized instruction to reinforce the course learning outcomes;	40 % of courses applicable applying personalized instruction adaptable to circumstances	Screening for courses where personalized instruction can be applied	Various personalized e-learning content developed in 40 % of courses	March 2021
OUTCOME 6.2. Study the impact of adaptive e-learning on the increase of student engagement and interaction;	All courses analyzed for GPA, drop-out, overall success, and satisfaction rate	Analyze the courses in the end of pandemic and use the impact for development and accreditation of new online curriculum	Quality review performed in 2023 studying impact	October 2023
OUTCOME 6.3. Offer supplemental instruction adaptable to different groups of students to increase their interaction and engagement;	Supplemental instruction content developed, recorded and provided to various groups of students to increase interaction and engagement	Develop supplemental instruction content for lagging students scenario	Courses applying supplemental instruction in case 30 % or more students are lagging in achieving learning outcomes	March 2021
OUTCOME 6.4. Establish Learning to Learn in a Digital Environment Tutorship Program to assist the lagging students;	Appoint by Senate at least three Learning to Learn Tutors to assist lagging students in	Senate appointing LTL Tutors	3 tutors appointed	March 2021

	pandemic			
<b>STRATEGIC GOAL 7: DEVELOP POSITIVE LEARNING EXPERIENCES AND FACILITATE STUDENT SUCCESS AND RETENTION IN ONLINE COURSES AND PROGRAMS BY PROVIDING RESOURCES TO BOTH FACULTY AND STUDENTS TO DEVELOP THEIR SKILLS IN A DIGITAL ENVIRONMENT</b>				
OUTCOME 7.1. Assess the faculty and student needs regarding online teaching and learning;	Representative sample used	Conduct needs assessment of faculty and students	50 % of faculty and staff participating in needs survey	March 2021
OUTCOME 7.2. Support professors in designing assessment methods suitable to the digital environment in accordance with the Guideline for Student Assessment of College ESLG;	Guideline developed	Develop Guidelines for Students Assessment including assessment methods suitable for both physical and digital environment too	Document approved	April 2021
OUTCOME 7.3. Offer professional development training for faculty in online teaching;	2 trainings on online learning such as Foundations of Online Learning and Creation of Videos, audio, and infographics to boost online learning	Organize two trainings for Faculty	At least one training organized	May 2021
OUTCOME 7.4. Develop the Online Learning Mentor Program that will provide automatic answers to various questions made during	Virtual Mentor covering 70 % of Q&A in 40 % of courses	Develop a Virtual Mentor in the Electronic Grading System	40 of courses covered with 70 % of course content covered	May 2021

the course delivery;				
OUTCOME 7.5. Develop virtual support for student engagement;	Implementing Google Chats	Applying Google Education for	Using Google Chats for student engagement in 50 % of courses	March 2021