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Report of the Benchmarking of Technology-Enabled Learning at Ahsanullah University of Science and Technology



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Introduction and Background

Benchmarking is an important tool to compare and make deliberate progress in any field of human endeavour. For integration of technology for teaching and learning, this is relatively a new field. The Commonwealth of Learning (COL) promotes the use of technology-enabled learning (TEL) for increasing access and improving the quality of education and training in the Commonwealth. The approach has been to support policy development, improve institutional capacities and technological infrastructure to leverage the potentials of TEL. The process follows three-phases systematically – (i) Preparation, (ii) Development and (iii) Maturation.

Benchmarking is part of phase three, which indicates that the educational institution has taken steps to implement TEL in a systematic manner and is ready to take the next leap to continue the cycle of development. As such, the process of benchmarking is important, where it is expected that the institution participate, and the activities are validated by external experts to provide guidance and advice. Therefore, it is as much an internal exercise as an external validation activity.

This report presents the findings of the TEL benchmarking carried out at the AHSANULLAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (AUST) during April - June 2022. It provides an overview of the methodology, the validated self-study report and an action plan developed by the AUST team.

Ahsanullah University of Science and Technology

Ahsanullah University of Science and Technology (AUST) is a non-profit university in Bangladesh. Its vision is “to be a premier center of excellence in science, engineering, technology and business by creating and transferring knowledge with human values to the young generations in such a way that they, in turn, could enhance the quality of life in Bangladesh and beyond.” Its mission is to be “engaged in developing human resources in the fields of science, engineering, technology and business to meet the ever-changing needs of the society in the perspective of the highly complex and globalized world. The curricula of the university are designed to produce quality graduates imbued with the spirit of ethical values and equipped with knowledge and skills appropriate to their professional fields. AUST graduates are taught and trained to accept the challenges in their arena of jobs and to contribute meaningfully to the society and overall development of the country.” AUST has 7,363 students enrolled and 720 staff.

COL signed an agreement with AUST for the implementation of TEL and has already completed a baseline study¹, supported the development of TEL Policy, conducted several capacity building trainings on design, development and facilitation of blended courses, enhanced the Moodle capacity and supported the setting up of an open access repository. A report on the impact of TEL² at AUST is also available, which indicates that during the pandemic TEL support received from COL became very helpful to quickly migrate to online learning, and AUST developed many online courses. The benchmarking report is also timely, as AUST has matured in implementing TEL and the report will help the University to prioritise and mainstream TEL.

¹ <http://hdl.handle.net/11599/3220>

² <http://hdl.handle.net/11599/3925>

Process and Methods

Once AUST agreed to use COL's *TEL Benchmarking Toolkit*³, COL engaged a consultant to support AUST and validate the self-study report. A brief description of the process followed is given below. It may be noted that in contrast to the advice in the Toolkit to use two experts for the validation process, this report used only one expert engaged by COL. This was due to the travel restrictions during the period and there were no other peer institutions available to support this process.

AUST nominated 20 staff members to work on the ten domains of the *Toolkit* with representation for both men and women (Annex-A).

The activities during the Benchmarking exercise had five distinct stages:

- A. Setting-up processes and documentation: The Consultant discussed and agreed with the representative of AUST regarding the protocols of sharing and copying mails. An online storage and collaboration space was created to share the data and reports coming from the 10 domain teams. At this stage, the members of the team also were introduced to the benchmarking process through video conference meeting facilitated by COL in April 2022.
- B. Self-review: This was carried out by the team members and their reports with evidence shared via the online storage and collaboration space.
- C. Validation of self-review: This was carried out by the consultant. In the process, several queries were made to provide additional information and the consultant moderated the scores, where the evidence provided were not sufficiently justifying the scores or aligned with the rationale.
- D. Action Plan Development: A draft three-year action plan was prepared by the teams, and the consultant interviewed three nominated key stakeholders (Annex-B) to discuss the Action Plan. The lead contact at AUST attended the interviews and consolidated the feedback. While the original Action Plan is with AUST, Annex-C presents key actions that are needed to make AUST a strong TEL implementing institution.
- E. The Consultant finally presented the findings in a video conference session with the senior management and key team members of the TEL Benchmarking team on 16 June 2022.

Validated Self-Study Report

COL's *TEL Benchmarking Toolkit* has ten domains to ensure that a base level of quality practices is present. Each of the benchmarking domains contains four to six performance indicators (PIs). Inherent within the PIs is the understanding that an institution may score well in one and not in another, but that this information is then used as a stimulus to improve in certain areas.

The benchmarking domains are:

1. Policy
2. Strategic Plan
3. IT Support
4. Technology Applications

³ <http://oasis.col.org/handle/11599/3217>

5. Content Development
6. Documentation
7. Organisational Culture
8. Leadership
9. Human Resource Training
10. Technology-Enabled Learning Champions



Figure 1: Ten dimensions of TEL Benchmarking at AUST

Policy

Score: 4.25

***Description:** The existence of a TEL policy provides direction for the use of technology in learning and teaching. It can be known by other names, such as an eLearning Policy, but its focus is to integrate technology in teaching and learning.*

AUST has developed a AUST TEL policy that has been approved. The policy is applicable to all the departments, which may result in a very good chance to spread rapidly over the institution. At present, it covers only 5% of the courses but the rest of the course teachers are also aware of the policy and showed interest. In the policy, the institution has taken initiative to integrate information and communication technology for teaching and learning. During the pandemic several courses has adopted TEL, and this will further help mainstreaming of TEL.

The mission of AUST supports technology enabled teaching-learning to meet the ever-changing needs, on the other hand, and AUST's mission is to extend the richness of teaching and learning through the effective use of ICT. They are well aligned. AUST has taken initiative to conduct the

TEL project under the guidance of COL. Phase-I and Phase-II have already been completed.

Institutional leaders have a good understanding of the benefits of using ICT for teaching and learning. The COL-TEL and AUST project is highly appreciated by the senior management.

Strategic Plan

Score: 3.75

Description: The strategic plan ensures the commitment to TEL is implemented in a time-bound manner.

AUST has a clear and well-defined plan for the implementation of the COL-TEL AUST project and has already progressed to the third phase of the project.

The COL-TEL initiative was introduced by the governing authority of AUST, the Honorable Chairman of Board of Trustee, AUST. All the top management of the organisation, all Deans, and Department Heads were present in the TEL workshops conducted by the TEL implementation committee at AUST. The Vice Chancellor is committed to strengthening TEL at AUST, and is the individual governing authority and the Treasurer, AUST is the Director (Management) of this COL-TEL AUST Project.

The TEL AUST policy has six specific objectives, each with measurable outcomes, stated clearly in the 'Action Plan for Implementation of the TEL Policy' section of the TEL AUST policy.

IT Support

Score: 4.83

Description: The IT support department or a similar department is responsible for a centralised or decentralised approach to providing infrastructure support in the institution.

AUST has an ICT Centre to develop, promote, and provide ICT-related services to the entire university such as providing internet, email, maintenance, and storage facilities for the university website's, result processing, student information, automated admissions management, online payments through selected banks, finance and accounts management, and HR management activities. AUST has provided a server to host the course developed with COL TEL. University-wide Wi-Fi system with moderate bandwidth is available for TEL use.

There is a well-established ICT policy that is aligned with the Mission and Vision of the University. The head of the ICT Centre reports to Vice-Chancellor and the Board of Trustees on regular basis.

The ICT Centre is equipped with a highly secure Data Centre to provide services to the software and network division. Any software requirements related to the management of the university are developed and maintained by the dedicated experts under the supervision of the director of ICT. The Board of Trustees and Syndicate oversees the ICT policy.

The head of the ICT Centre is highly qualified with huge experience and keeps pace with the rapid development in IT, continually introducing cutting-edge technologies.

Technology Applications

Score: 3.75

Description: Appropriate technologies are deployed for teaching, learning and assessment as per standard academic practices.

AUST is well equipped with hardware infrastructure for teaching. Most of the teachers have access to electronics devices like desktop, laptop and smart phone. More than 80% of teachers own desktop computers provided by AUST. But learners are not sufficiently linked with the infrastructure provided by AUST. AUST has 15 ICT related laboratories. Students have access to those devices during the defined laboratory time. Most of the students use their own devices on campus. All ICT laboratories and classrooms are well equipped with multimedia projectors. However, AUST has further scope to improve the access to desktop facilities for learners.

AUST is providing Moodle as the learning management system by hosting a Moodle server locally. Students and teachers of selective courses from different departments can access Moodle. All the faculties and students have email addresses within the aust.edu domain and managed by Google. Both teachers and students are using G Suite for education with sufficient storage option and can access most Google products using the aust.edu email address. Access of learning and teaching application software and educational resources has further room for improvement.

AUST is providing well organised network infrastructure for both teachers and learners. Adequate bandwidth is available for teachers but most of the students only have broadband connection in the labs. AUST provides free Internet support through 50 WiFi access points for both teachers and students. Students report that the allocated bandwidth is insufficient to meet their learning related requirements.

At present, AUST supports a fully automated university management system, that preserves all the information for teachers and students without any security breaches. Depending on the applications, the ICT centre takes appropriate precautions to secure personal and corporate data by performing the necessary backups.

Content Development

Score: 3.75

Description: Availability of both infrastructure and human resource support for digital content development is crucial for effective TEL implementation.

The support available to teaches for digital content creation is limited. Teachers at AUST are enthusiastic about utilising open educational resources (OER). AUST has set up an OER repository using DSpace. Teachers can save materials (e.g., presentations, class notes, video, and so on) in the open repository and share them from the Moodle LMS using DSpace. The resources will be visible to the public, and others will be able to use them if the teachers allow it using the appropriate license. In addition, AUST's Integrated University Management System (IUMS) allows instructors to submit course materials and share them with students.

The COL supported training programmes has supported the faculty to develop courses and programmes using digital technologies. There are also internal departmental seminars, such as Teaching for Active Learning (TAL), that help teachers build active learning course frameworks. Furthermore, AUST's Institutional Quality Assurance Cell (IQAC) has hosted a number of

workshops on creating online teaching and learning content. As a result of attending these seminars, instructors are familiar with basic technologies for developing eLearning content.

During the 2020 lockdown, AUST was able to access and engage in free online courses from Coursera.org through their "For Campus program." AUST is also a member of the University Grants Commission Bangladesh Digital Library (UDL), which provides access to online content through its databases. AUST currently has access to the ACM Digital Library, IEEE, and Emerald databases through these databases.

A centralised content development centre could provide teachers with support on teaching and learning.

Documentation

Score: 3.75

Description: There is adequate documentation in the form of guidelines, handouts, and manuals available (online/offline) for use by the stakeholders.

AUST provides DSpace (Digital Repository of AUST) and Koha ILMS to upload and store e-resources for all faculty members. Faculty members can also access different e-resources like UDL-UGC digital Library, and other resources subscribed by AUST. The AUST IT department also provide support for IUMS, Moodle and wifi related issues. There is scope to improve the documentation by providing more guidance to teachers and students in use of OER, and various digital tools. Such facilities could be possible with a centralized approach to teaching and learning with technology and a dedicated team.

All lessons/reports of TEL implementation are available on the COL-TEL AUST Project website. All the blended courses designed in the TEL implementing project are stored in the local Moodle. Every faculty member is using unlimited Google drive space for storing and sharing the materials with others.

The workflow processes and responsibilities to implement TEL are well documented and have been approved by the BOT Chairman and the Vice-Chancellor of AUST. All the documents of TEL implementation are preserved to the organisation, i.e., the main documents are kept in the Registrar Office, a copy to in the Treasurer Office and another copy to main contact COL-TEL AUST Project.

Organisational Culture

Score: 4.5

Description: The organisational culture supports and fosters innovation, teamwork, learning and sharing to strengthen TEL.

Participation in ICT learning workshops proves the willingness of Faculty and staff members to learn new teaching and learning technologies.

Before the COVID-19 Pandemic, the AUST authority trained all its faculties to take online classes and technologies. As a result, AUST could complete about three semesters during this pandemic. That was possible due to the willingness of faculties and staff to learn about new teaching and learning technologies.

Faculty and professionals have willingness to support each other in using technology but this is limited because of their workloads. Support for digital content creation could further strengthen their efforts in mainstreaming TEL.

The main way of knowledge creation is research. Every year, AUST calls for research proposals from the faculties. Faculty from various departments can form a research team and submit their proposal. There is high degree of inter-departmental collaboration for use of technical instruments.

Leadership

Score: 4.25

Description: Leaders in the organisation are enthusiastic about TEL and support an evidence-based approach to decision making in relation to technology adoption.

The Vice-Chancellor and Treasurer of AUST regularly take review about the implementation of TEL. The TEL project in charge regularly reviews and monitors the progress directly by conducting physical meetings and regularly communicates through email and WhatsApp groups.

The Chairman of the Board of Trustees at AUST, the Vice Chancellor, the Pro Vice Chancellor and Treasurer of AUST all are very supportive of implementing TEL at AUST.

The active participation of the senior management in training programmes on TEL serves as a motivating factor for the teachers to use TEL and take interests in developing courses. Moreover, the university leadership decided to provide a laptop to all team members of the COL TEL AUST project to ensure effective blended teaching.

Human Resource Training

Score: 3.5

Description: Human resources are treated as key in delivering quality teaching and learning using technology. Staff training to strengthen the adoption of TEL is a regular feature in the institution's professional development programmes.

During the pandemic, all the teachers were trained in the use of Google Classroom. Throughout the TEL implementation supported by COL, over 100 teachers have participated in various training programmes and oriented to use OER, design and develop blended courses using a range of tools and offer using Moodle and facilitating blended and online learning.

The TEL project at AUST is administered and supported by a small number of people. There is further no special department dedicated to generating TEL content. There is a need to further strengthen instructional design support to develop quality courses at AUST. However, the support received from COL so far has helped TEL implementation.

TEL Champions

Score: 3.5

Description: The existence of a group of teachers to champion TEL initiatives helps create a supportive environment for the adoption and scaling up of different technologies.

As indicated above, some faculty members have been trained to develop and offer blended learning courses. Some of them have also been involved in training other faculty members in their

respective departments. The majority of the faculty members are highly interested in TEL applications in their courses.

Teachers involved in delivering blended learning courses for the past few semesters have become experienced with TEL applications and could be able to provide necessary insight from personal experience in developing appropriate TEL strategies.

A sizeable number of early adopters of TEL using the Moodle LMS have been involved in disseminating good practices in TEL and further training other faculties with the Moodle LMS. It should also be mentioned that before the Covid-19 pandemic, very few teachers at AUST were aware about TEL practices. Given the pandemic situation, the Director of IQAC, AUST, carried out training sessions for online learning. The Director ICT shared knowledge on how to learn and manage Moodle, Google classroom, the Zoom platform and Audio/Video lecture creation. This resulted in everyone receiving a reasonable level of training in conducting online classes leading to exchanges between the faculties on best TEL practices.

Key Observations from the Report

The overall score of 3.98 on a scale of 5 shows that AUST is well placed to increase the quality of TEL. The TEL benchmarking team at AUST thus has identified several recommendations in the action plan (Annex-C) to make further progress with TEL implementation. There is also strong buy-in to these from the senior management.

Some of the key recommendations that AUST must focus are:

- Create a dedicated separate department/centre for TEL with associated facilities to support digital content development.
- Strengthen documentation related to context development, standards and quality assurance by adopting relevant guidelines for multimedia and OER creation.
- Organise regular training programme for teachers to mainstream TEL by developing a training calendar.
- While the action plan developed must be implemented, as systematic plan to annually develop blended courses regularly must be a priority beyond the COL-TEL project.
- Implement TEL policy by taking steps related to ICT integration at curricular level.
- Support TEL champions at AUST by recognising best practices.

Annex-A: The AUST Benchmarking Team

Domain	Name
1. Policy	Dr. Mohammad Shafiul Alam Mr. Rana Das Ms. Raqeebir Rab Mr. SM Shafiul Alam (Domain Leader)
2. Strategic Plan	Mr. Siyam Quddus Khan Ms. Rukaia Islam Mr. Mohammad Imrul Jubair Mr. Md. Arif Mahmud Shuklo Shoshe (Domain Leader)
3. IT Support	Mr. Md. Ershad Khan Mr. Amanat Ur Rahman Dr. Md. Shahnewaz Bhuiyan Dr. Md. Zaman Molla (Domain Leader)
4. Technology Applications	Mr. Md. Asif Hossain Ms. Nasima Sultana Dr. Mohammad Shafiul Alam Ms. Raqeebir Rab (Domain Leader)
5. Content Development	Dr. Md. Zaman Molla Dr. Samar Kumar Guha Mr. Hasib Md. Abid Bin Farid Mr. Mohammad Imrul Jubair (Domain Leader)
6. Documentation	Mr. Habib Ibrahim Rahmatullah Mr. SM Shafiul Alam Mr. Md. Shak Forid Mr. Md. Adnan Quaium (Domain Leader)
7. Organizational Culture	Dr. Samar Kumar Guha Dr. Md. Masum Billah Mr. Rana Das Mr. Hasib Md. Abid Bin Farid (Domain Leader)
8. Leadership	Mr. Md. Adnan Quaium Mr. Siyam Quddus Khan Dr. Md. Masum Billah Dr. Md. Shahnewaz Bhuiyan (Domain Leader)
9. Human Resource Training	Mr. Amanat Ur Rahman Mr. Habib Ibrahim Rahmatullah Mr. Md. Ershad Khan Mr. Md. Shak Forid (Domain Leader)
10. Technology-Enabled Learning Champions	Ms. Nasima Sultana Mr. Md. Arif Mahmud Shuklo Shoshe Ms. Rukaia Islam Mr. Md. Asif Hossain (Domain Leader)

Annex-B: Interviews conducted by the Consultant

1. Prof. Dr. Muhammad Fazli Ilah, Vice-Chancellor
2. Prof. Dr. Mahbubur Rahman, Pro-Vice-Chancellor; and
3. Dr. S.M.A. Al-Mamun, Professor of CSE Dept. & Dean, Faculty of Engineering.

Note: Prof Dr Kazi A Kalpoma, key contact at AUST, attended the interviews and consolidated the feedback.

Annex-C: Action Plan

Important: 1) These are some of the key actions identified by the AUST staff. 2) All figures estimated are not reviewed/verified.

	From When (month and year)	By when (month and year)	By who	With what resources (technical and monetary)	Indicators of success (quantify where possible)
Policy					
1. Enhancing understanding of the TEL Policy	August 2022	September 2023	TEL experts (Blended Course Developers) of AUST and ICT Department	TEL and ICT experts, Adequate fund	Well understanding of the TEL Policy by all the stakeholders.
2. Implementation of the TEL Policy	October 2022	June 2023	All the faculty members through Department Heads with the support of ICT Department	Adequate IT infrastructure and corresponding fund allocation	Technology-enabled teaching-learning environment
Strategic Plan					
3. Develop annual plan for blended course development	Every academic year	Complete courses before the semester starts	Head of Departments discuss with faculty members and prepare the annual plan for approval of the Vice Chancellor.	Technical Support	List of courses to be developed annually. Course developed and offered to students in each of the semesters.
IT Support					
4. Upgrade Moodle server.	May 2022	June 2023	ICT Centre	ICT Centre and office of the Treasurer	Smooth functioning of Moodle with sufficient bandwidth
5. All classrooms should be internet-connected	May 2022	June 2023	ICT Centre	ICT Centre, office of the treasurer, and university engineer's office	All classrooms with internet connection
6. Laptop or Desktop should be provided to all faculty members.	June 2022	June 2024	University authority [like VC, Treasurer] through the ICT Centre	ICT Centre and the Finance Committee of AUST	Every faculty member has access to technology at AUST.
Technology Applications					
7. Develop, enforce and update a comprehensive data protection plan. Security policies and procedures should be clearly defined in written format.	June 2022	June 2023	University management, Library, and ICT Centre	Allocated budget for data security to enhance data protection procedures, software, and management. Integrate leveraging Machine learning procedure for data	Secure automation process, and increase trust and credibility among the stakeholders.

				recovery and integration system.	
8. Improve the network infrastructure by updating the network hardware with high-speed Wi-Fi routers for maximum utilization of Internet bandwidth.	June 2022	June 2025	ICT Centre, AUST Management, and IQAC	Allocated budget for updating network More recent routers IEEE 802.11 and router with a speed of 6.7Gbits/s. Fiber-optic broadband technology. Optimize the efficiency of the TCP protocol.	More percentage of students will be able to access the internet with sufficient bandwidth.
9. Ensure students access university computers and networks by deploying computers connected with high-speed broadband Internet in different places like students' common rooms, library, etc.	June 2022	June 2024	ICT Centre, AUST Management + IQAC	Allocated budget for buying High performance and fully customized desktops.	Enhance the students 'experience through the effective and advanced use of technology and enable students to participate in online learning assessment activities from AUST.
10. On-campus high-speed Internet facility	May 2022	July 2023	ICT Department	Financial support provided by the AUST Finance Committee	1. Total Bandwidth 2. Number of IDs accessed 3. Bandwidth uses report
11. Dedicated server support	June 2022	July 2023	ICT Department	Financial support provided by the AUST Finance Committee	1. Improved server availability report
Content Development					
12. Creating a centralised facility with relevant hardware and software for digital content creation	June 2022	June 2025	The Institutional Quality Assurance Cell (IQAC) ICT Centre	Financial support.	Centralised facility used by faculty members
13. Providing individual instructors or groups of instructors with content development software and hardware.	June 2022	June 2023	Departments, ICT Centre, IQAC	ICT Centre, and the Finance Committee of AUST	Conducting surveys and monitoring the courses by the COL-TEL AUST authority. It should be a continuous process
14. More professionals engaged for instructional design and Moodle support	July 2022	July 2023	Respective authority, IQAC, ICT	Financial support from the office of the Vice-Chancellor	More courses available..
Documentation					
15. Guidelines for use of Moodle LMS,	May 2022	June 2023	ICT Department and the	ICT Centre and the Finance	More guidance available

OER and DSpace developed.			respective Heads of all departments TEL coordinator	Committee of AUST	on use of TEL Number of faculties offering their courses in blended form using the Moodle
16. Quality assurance guidelines for blended courses developed and adopted.	May 2022	June 2023	ICT Department and the respective Heads of all departments IQAC and TEL Coordinator	ICT Centre and the Finance Committee of AUST	Quality assured courses available.
17. A proper documentation site (e.g., wiki) that will include the workflow processes and responsibilities to implement TEL, and lessons learned in the implementation of the TEL.	May 2022	June 2023	ICT Department Library	ICT Centre, the office of the Vice-Chancellor and the office of the Treasurer, AUST	Feedback from the faculties and students about the documentation site
Organisational Culture					
18. More faculty share their work related to integration of technology in teaching and learning.	July 2022	June 2025	ICT Centre, Departments, IQAC, Library, and Management	TEL and ICT experts, Adequate fund	More per-to-peer sharing More publications and seminar participation on TEL
Leadership					
19. More courses from different programmes should be added to the Moodle LMS	July 2022	August 2023	Head of Departments	Logistic support from the respective academic departments	This would be a priority to bringing all the courses of the university under LMS
20. Ensuring that the students should use Moodle for their learning by making and/or updating university policy	June 2022	July 2023	ICT Department, Moodle administrator, and the respective Heads of all departments	Logistic support from the respective academic departments	Students should be encouraged to use Moodle for learning
21. Modify the assessment method to adopt formative assessment by upgrading university policy related to examinations.	June 2022	August 2024	Senior management, IQAC, Heads of the departments	Logistic support from the respective academic departments	Adoption of authentic assessment practices.
Human Resource Training					
22. All the teachers may be included to get training on the use of Moodle. Intensive and in-depth LMS training for all faculties followed by incorporating TEL in their respective courses	July 2022	December 2025	AUST Authority, ICT, IQAC, Library	Monetary incentive for Trainers, Appropriate hardware support for faculties Training, Technical Equipment	Percentage of Teachers, Frequency of Training, More contents in Dspace, Feedback survey from faculties on level of expertise and comfort

					with LMS
23. Conducting more workshops and seminars for educators on content production tools and methods.	June 2022	June 2025	The Institutional Quality Assurance Cell (IQAC)	Logistic and financial support	The influence of the workshops on the courses may be monitored by the COL-TEL AUST authority.
TEL Champions					
24. Promoting TEL among faculties and students	June 2022	June 2023	Representatives from TEL team	Seminars/Webinars Monetary incentive for speakers	Survey to judge the level of interest at the end of promotion period about conducting/participating in TEL courses
25. Update/ modify university curriculum (specially assessment methodologies) to accommodate best TEL practices with input from TEL champions.	June 2023	June 2025	All the Dept., IQAC, Academic Council, Syndicate, BOT, and UGC	ICT Centre and Logistic support from the respective academic departments	Increase the level of Student Participation and performance in TEL oriented courses
26. Recognise champions by providing incentives/ reward for excellence in TEL	September 2022	July 2023	University Senior Management	Treasurer	Availability of a scheme to reward best practices.



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