LLC Tbilisi Humanitarian University E-learning Rules

Article 1. General Provisions

1. This rule regulates the methods, forms and evaluation criteria of e-learning of Tbilisi Humanitarian University LLC (hereinafter referred to as the "University") and its effectiveness.

2. E-learning (distance learning) allows students to use personalized and flexible (in terms of time and place) methods, while ensuring the achievement of learning outcomes through the use of online information sources, as well as video and audio channels.

3. E-learning components are used in cases of force majeure, in cases of student illness or temporary/long-term disability, in cases of temporary incapacity of professors and teachers, which excludes the simultaneous presence of a lecturer and a student on the territory of the University.

4. In relation to specific student(s) or in general, based on the requirements of paragraph 3 of this article, a decision on the use of the electronic learning system shall be made by order of the rector. The order may determine the form of conducting mid-term/final exams, different terms of the semester, different terms and conditions for specific directions/fields.

5. The electronic learning system shall provide the opportunity to ensure access to learning outcomes.

6. Students shall be informed in advance about the start of electronic learning. During academic registration, the student shall have the opportunity to confirm in the electronic learning management system that he/she wishes to engage in electronic learning or shall have the option to suspend the student status.

Article 2. E-learning planning

1. The main means of e-learning are online courses - a form of distance education, where the main delivery mechanism is the Internet. They can be conducted synchronously and/or asynchronously.
a) Synchronous online courses are courses where students and academic staff participate in classes at the same time, but remotely, not in an educational institution. These courses can be conducted through video conferences, web conferences, audio conferences, etc.
b) Asynchronous online courses - courses where students are not required to participate in classes with a lecturer. These can be print-based courses or online courses using an e-learning management system.

2. E-learning can be provided through blended/hybrid courses. These are courses that aim to use a combination of both online and face-to-face learning.

3. The main mechanism of e-learning is the use of educational resources - materials that are offered

free of charge to students and lecturers.

4. In the process of distance learning, the teaching university uses the following platforms and electronic means: Zoom, Moodle, etc.

5. The administration of the teaching university is obliged to assist students in providing all applications and displaying them on their electronic devices with the appropriate procedures, which the teaching university uses in the process of e-learning. For this purpose, the Information Technologies and Innovations Service of the teaching university, with the involvement of other structures, prepares video/audio/album instructions for the use/installation of electronic means and places them on platforms accessible to students. In the process of e-learning, the teaching university is obliged to ensure unhindered access of students to library resources remotely.

6. The administration of the teaching university ensures the retraining of personnel involved in the planning and implementation of the educational process and equipping them with all technical means necessary for the effective implementation of the e-learning planned for the current period.

Article 3 Academic staff in the process of electronic learning

1. Academic staff shall deliver lecture material asynchronously, and seminars (practical classes, other forms of surveys) - synchronously. Depending on the specifics of the subject, the lecturer is authorized to determine whether to conduct lectures, seminars, practical classes and other forms of surveys synchronously or asynchronously.

2. Academic staff may determine whether to record and play the video from the university building or from another location that is provided with uninterrupted Internet access, is quiet and complies with the standards established for the academic process.

3. In the case of asynchronous delivery of a video lecture, the lecture shall be recorded two weeks in advance according to the schedule and uploaded to the educational process management system according to the schedule no later than the previous day.

4. The format of the video lecture should include:
a) First lecture - introduction to the syllabus (5-10 minutes), explanation of the issue covered by the syllabus (at least 30 minutes), homework/seminar description (5-10 minutes);
b) Second and subsequent lectures - repetition of the previous lecture material (5-10 minutes), explanation of the issue covered by the syllabus (at least 30 minutes), homework/seminar description (5-10 minutes);

4. The video lecture is uploaded by the Information Technology Service, and the trained lecturer himself launches the online lecture.

6. The online activity of students is evaluated by the lecturer of the course by writing down the scores. The general evaluation system must be agreed with the Quality Assurance Service and the Dean of the Faculty.

7. Midterm and final exams are held within the period established by the academic terms.

8. The lecturer uploads the material to be used in the learning and assessment process: Moodle, the university's electronic learning process management system, or another electronic platform approved for a specific time.

9. In order to ensure student involvement in the lecture, seminar and exam process, the technical capabilities of all students must be taken into account. It is not possible to prepare practical or exam material that allows only a personal computer or laptop to work.

10. Any video lectures and electronic learning materials created in the e-learning process belong to the teaching university and the lecturer. The teaching university is authorized to use existing electronic materials in the learning process if the lecturer is employed at the teaching university at the time of use or there is a written agreement on the further use of the materials.

Article 4. Student in e-learning

1. In the e-learning process, students are authorized through a corporate e-mail or an individual username and password, which can be used only by one student.

2. A student can listen to a lecture at any time through a video recording available in the system. During an interactive lecture, a student has the opportunity to directly participate in the lecture and ask questions.

3. A student is obliged to participate in the direct mode from a quiet space and follow the norms of Internet etiquette, in accordance with Article 6 of these Regulations.

4. A student attends a practical lesson/participates in a survey by direct participation, in a prescribed electronic format or performs an individually determined task for him.

5. A student confirms participation in the seminar by entering the online space and participating. Video participation in the seminar is a mandatory requirement.

Article 5. Quality Assurance in E-Learning

1. The institutional policy of e-learning at the educational university contains quality assurance elements, which include: a) institutional support;
b) development of e-learning courses; c) structure of e-learning courses;
d) teaching and learning process during e-learning;
e) transparent assessment of students during e-learning, based on the specifics of a specific course, in accordance with the forms and criteria planned by the professor, agreed with the quality assurance service and the program director; as well as the process of conducting midterm and final exams;
f) support of academic, invited and support staff involved in the implementation of programs by the school and providing them with mandatory training in e-learning;
g) support of students and providing them with the necessary instructions and rules in e-learning;

h) facilitating the smooth and proper functioning of technological infrastructures;
i) electronic security measures.

2. The e-learning process at the university is evaluated by: a) a student, in accordance with Appendix N1 to these Regulations;
b) a professor, in accordance with Appendix N2 to these Regulations;
c) a program director, in accordance with Appendix N3 to these Regulations;
d) a quality assurance service, in accordance with Appendix N4 to these Regulations.

3. External quality assessment of e-learning is carried out with the consultation and involvement of foreign and Georgian experts.

Article 6. Monitoring of e-learning

1. The e-learning process is monitored by the Learning Process Management Service through the electronic learning process management system, which includes control over the placement of audio-video lectures, learning materials and seminar materials according to the study schedule;

2. The content of the materials used in the e-learning process is monitored by the program manager in coordination with the Information Technology Service.

3. The Information Technology Service provides assistance, retraining, and control over the uploading of materials to academic staff in the e-learning process.

Article 7. Internet etiquette and protection of personal information

1. Internet etiquette in the e-learning process includes: a) mutual respect between the professor and the student;
b) attention and adherence to the time limit;
c) refraining from humor and sarcasm; d) not sharing personal information;
e) Prohibition of sending or sharing personal patient diagnoses or other information online by healthcare students; f) Prohibition of academic fraud in the remote assessment process, which means performing an assignment by another person, copying, assisting another person, etc.
g) Other actions that do not comply with the general rules of conduct in the educational space and interfere with the normal implementation of learning and teaching.

2. In the process of e-learning, the etiquette of the discussion panel must be observed, which means asking only questions related to the issue, clarifying issues with the instructor and not with group members, respecting the opinions of others, expressing a reasoned position and not just a "I agree, I disagree" position. Active involvement in the discussion is the main motivation for participation.

3. In the process of e-learning, the etiquette of electronic messages must be observed, which means:
a) the subject of the electronic message (e-mail, correspondence in the learning process management system, correspondence in another platform used in the learning process) must be short and to the point;
b) the most important information in the message must be placed at the beginning;

c) indicating personal regalia/identity and return address; d) verifying recipients before sending;
e) refraining from sending electronic messages in an unstable emotional state;
f) verifying that the recipient can open the attached document format.

4. The principle of personal data protection must be observed in the process of e-learning. Academic staff is obliged to inform students in advance that a lecture is being recorded. Lecture recordings may be used only for internal university use (monitoring and quality control).

Article 8. Final Provisions

1. The electronic learning rule is applied within the period determined by the order of the Rector or within the scope determined by the syllabus.

2. Amendments and additions to the said rule may be made by decision of the Academic Council.

Appendix N1. Student Evaluation Form for the Online Course

1. Please, use a five-point system to evaluate the extent to which the online lecture covers the syllabus and the topic planned for a specific week.
(Note)
_____
_____

2. Please, use a five-point system to evaluate the clarity of the online lecture topic.
(Note)
_____
_____

3. Please, use a five-point system to evaluate the extent to which the issues raised in the lecture interested you.
(Note)
_____
_____

4. Please, use a five-point system to evaluate the audio-visual aspect of the lecture. (Note)
_____
_____

5. Please, use a five-point system to evaluate the clarity of the lecture and the assignment.
(Note)
_____
_____

6. Please, use a five-point system to evaluate the accessibility of the course materials and required literature to you.
(Note)
_____
_____

7. Please rate your mood using a five-point system, you listened to the lecture repeatedly.
(Note)

8. Rate your satisfaction with communication with lecturers using a five-point system.
(Note)
_____
_____

9. What means of electronic communication do you use during distance learning.
_____
_____

10. How accessible is unlimited Internet access to you?
_____
_____

11. What would you like to change or improve in the distance learning of the course?
_____
_____

Please note that 5 is the highest rating, 1 is the lowest rating. The Quality Assurance Service wishes you success!

Appendix N2. Evaluation/Self-Evaluation Form for Professors Conducting Online Courses

1. Please indicate the number of students who attended the lecture.

   _____

   _____

2. Please rate the readiness of the student group for the lecture on a five-point scale. (Note)

   _____

   _____

3. Please rate the readiness of students for the weekly activities provided for in the syllabus on a five-point scale?

(Note)_____

_____

4. Please rate the activity of students at lectures and seminars on a five-point scale

(Note)_____

_____

5. Please rate the provision of resources necessary for learning and teaching (providing learning materials, etc.) on a five-point scale

_____

_____

6. What problems did you encounter in the e-learning process?

_____

_____

7. After listening to the recorded lectures, which part do you find problematic and would you like to improve, re-record? · Presentation part · Narration part · Assignment part · Seminar part · None

_____

_____

8. What else would you like to change or improve in the distance learning of the course?

_____

_____

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Note that 5 is the highest rating, 1 is the lowest rating

Appendix N3. Online Course Evaluation Form by the Program Director

1. Please rate the audiovisual aspect of the lecture on a five-point scale (five being the highest rating) (if the rating is less than the maximum, please explain the lecture's shortcomings in the comments column).
(Note)_____
_____

2. Are the deadlines for recording lectures and posting the learning process in the "Dzoom" system observed? Yes / No

(Note)_____
_____

3. Did the professor introduce the students to the requirements of the syllabus and the evaluation system during the first lecture?

Yes / No (Note)_____

4. Please rate the lecturer's presentation skills and information delivery techniques during the online lecture on a five-point scale (five being the highest rating).

(Note)_____
_____

5. Does the professor check how clearly the material was conveyed to the students and, if necessary, make corrections in the teaching process?

Yes / No (Note)_____

6. Does the professor identify the resources necessary for teaching and provide students with mandatory literature and learning materials?

Yes / No (Note)_____

7. Does the professor summarize the lecture and provide clear, detailed instructions? Yes / No

8. Does the professor effectively implement the seminar process, logically transitioning from one activity to another?
Yes / No (Note)_____

9. Does the professor manage to involve and question all students in the seminar process?
Yes / No (Note)_____

10. Does the professor use adequate survey forms for online teaching in seminars?
Yes / No (Note)_____

11. Please rate on a five-point scale (five is the highest grade) how objectively the professor evaluates each student in the seminar?
(Note)_____
_____

12. Please rate on a five-point scale (five is the highest grade) Evaluate how well the professor identifies each student's shortcomings and weaknesses during the seminar?
(Note)_____
_____

13. Does the professor give students recommendations to correct their weaknesses?
Yes / No (Note)_____

Please share with us what you would like to change or improve in the e-learning process.

Appendix N4. Online Course Evaluation Form by the Quality Assurance Service

1. Please rate the audiovisual aspect of the lecture on a five-point scale (five being the highest rating) (in case of a rating less than the maximum, explain the lecture's shortcomings in the comments column). (Note)_____

_____

2. Are the deadlines for recording lectures and posting the learning process in the "Dzoom" system observed?

Yes / No (Note)_____

_____

3. Did the professor introduce the students to the requirements of the syllabus and the evaluation system during the first lecture?

Yes / No (Note)_____

_____

4. Please rate the lecturer's presentation skills and information delivery techniques during the online lecture on a five-point scale (five being the highest).

(Note)_____

_____

5. Does the professor check how clearly the material was conveyed to the students and, if necessary, make corrections in the teaching process?

Yes / No (Note)_____

_____

6. Does the professor identify the resources necessary for teaching and provide students with mandatory literature and learning materials?

Yes / No (Note)_____

_____
_

7. Does the professor summarize the lecture and provide clear, detailed instructions? Yes / No

8. Does the professor effectively implement the seminar process, logically transitioning from one activity to another?
Yes / No

(Note)_____

_____

9. Does the professor manage to involve and question all students in the seminar process?
Yes / No
(Note)_____

_____

10. Does the professor use adequate survey forms for online teaching in seminars?
Yes / No (Note)_____

11. Please rate on a five-point scale (five being the highest grade) how objectively the professor evaluates each student in the seminar?
Yes / No (Note)_____

12. To what extent does the professor Identifying gaps and weaknesses in the seminar?
Yes / No (Note)_____

13. Does the professor give students recommendations to correct weaknesses?
Yes / No (Note)_____-

Please share with us what you would like to change or improve in the e-learning process?
_____
_____
_____