



Rector's Award of Excellency in
Academic E-learning

SECOND SEASON
2014

The Rector's Message

Dr. Khalid Saad Al-Mugren

Since the first moments of its progression, the university endeavors to complete the infrastructure supporting the educational process. The first priorities of those actions was to create the Deanship of E-learning and Distance Education, which seeks over its past years competing with time to support the university's needs of the technologically advanced educational facilities, the programs and educational systems, establishing forums, seminars and training courses within varied bunches targeting all employees of the university in authority from various colleges in balanced manner that leads to confirming spreading the culture of e-learning in the academic medium. We still as the university administration hope that this young Deanship gives greater efforts and privilege at all levels of services. Also, we emphasize our commitment to strengthen its work and what it can produce to support academic mobility in the field of e-learning in the various departments at the university. Our support for the work of the Excellence Award in e-learning comes as one of the tributaries to support this movement, and in belief of the importance of developing the interaction and participation of faculty members and students in the fields of e-learning, which will be influential in the future of higher education in our universities.

The Vice Rector & the Supervisor of E-learning Deanship's Message

Dr. Musallam bin Mohammed Al-Dosari

We, in the Deanship of e-learning, are aware that its products will not be effective unless it receives the participation of faculty members and university students in their work. Therefore, the Deanship seeks to develop operational plans to achieve this interaction. In this context, the Rector's Award for Excellence in E-Learning in its second season, in the academic year 2014, continues after achieving a number of goals in the first season in the academic year 2013. Where the most important objective was to encourage creativity in e-learning, to honor distinguished employees of the university in this field, to develop faculty members and students potentials in the fields of e-learning, and to share experiences along with spreading the best electronic applications. Also, it was to contribute in the development of e-learning applications at the university.

The support of the Rector Dr. Khalid Saad Al-Mugren comes mainly in the idea of this award and supports its continuous presence in the university community to be a powerful tool in the development of the academic movement and the skills of the university employees. Also, it encourages them to develop their abilities in E-learning, on which HE the Rector emphasizes in various occasions that it is the future of higher education in our universities.

We hope that this award achieves its goals and that its seasons have active participations from employees of the university of faculty members and students as well.

Award Definition

Is an annual honoring grant supported by the Rector of Majmaah University for creative and talented students and staff in e-learning in appreciation of their creativity and distinctiveness.

Vision

A pioneering Award in supporting excellence and innovation in e-learning fields.

Message

Contribute to the promotion of excellence and innovation in the fields of e-learning and upgrading practices of e-learning and its applications.

Objectives of the Award

- To encourage excellence and innovation in e-learning, and appreciation of the distinguished ones in that field.
- To contribute to the development of e-learning at the university through research and studies on it.
- To develop faculty members and students' abilities in the field of e-learning.
- To share experiences and disseminate the best practices in e-learning.

Categories of the Award

The award is distributed into several categories in order to achieve its integrity, and the award categories are:

- First Category: Excellence in digital courses.
- Second Category: Excellence in creating Learning Objects for university faculty members "LOs".
- Third Category: Excellence in research and studies in e-learning.
- Fourth Category: Excellence in utilizing social networks in academic teaching.
- Fifth Category: Excellence in software quality in e-learning.
- Sixth Category: Excellence in the use of e-learning management system at the university.
- Seventh Category: Excellence in Student participation in e-learning.

First Category: Excellence in digital courses

This category's award has been allocated for the best digital courses designed at Majmaah University, where each college participates through its faculties, with the best Digital Courses that have been designed and produced to enter this competition. These courses will be assessed based on several criteria related to the objectives, content, teaching strategies, learning activities, evaluation and technical design of e-courses regardless of evaluating the course and its use in learning management systems.

Steps involved in the First Category: Excellence in digital courses and the controls of acceptance:

1. E-mailing the Award Category address.
2. Send the digital course and its attachments to the Award Category address with an electronic version.
3. Provide information about the chosen course in no more than 500 words.
4. Mention the software used in the design and operating requirements.
5. Provide a simplified user guide, with the importance of stating passwords if needed.
6. Participation can be with more than one electronic interactive course.
7. Compress the course and provide it in SCORM format.
8. Upload the digital course to the e-learning management system.
9. The course should be scientifically and academically taught at the university.
10. The content should work without any problems or errors.

Basic criteria of evaluating the category of excellence in digital courses:

| Criteria | Evaluation Indicators |
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| First Core: The Objectives and Content of Digital Course | |
| A: Evaluation Criteria of Digital Course Character | |
| Course plan should include general educational objectives clearly and particularly. | <ul style="list-style-type: none"> • Clear and can be applied. • Measurable. • Inclusive of different educational fields (knowledge- skill- sentiment) and supports higher-order thinking skills. |
| Course plan determines the educational resources and prerequisites for studying the course. | <ul style="list-style-type: none"> • educational resources are Specified. • prerequisites are identified for studying the course. |
| Each unit of the course includes an overview, objectives, activities and tasks, and evaluation questions. | <ul style="list-style-type: none"> • The content was divided into small learning units each have specific procedural goals. • Each unit has an introduction that describes the objectives and the elements that will be given for the target group. |
| B: Criteria of Accuracy Evaluation of Digital Course | |
| The content includes references and resources that can be reviewed to verify the content. | <ul style="list-style-type: none"> • The presence of references and sources for reference. • Contents are displayed in a manner urges the learner to research and higher. |
| The content is devoid of error. | <ul style="list-style-type: none"> • educational materials (video, photos, graphics) are devoid from mistakes of artistic production. • Content is devoid of spelling and |

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| | grammatical errors, scientific and printing errors. |
| Pictures, charts, illustrations and tables are distinct. | <ul style="list-style-type: none"> Scientifically sound. Provided with sufficient explanations. |
| Digital course is characterized by contemporary modernity. Pictures, charts, illustrations and tables are distinct. | <ul style="list-style-type: none"> Scientific content is modified or updated periodically. Content keeps pace with contemporary developments and events. Education sources are characterized by modernity and contemporary. |
| C: Criteria of Suitability Evaluation for the Digital Course and the Target Group | |
| Digital course is characterized by coverage and comprehensiveness. | <ul style="list-style-type: none"> The content includes a variety of scientific materials (video, music, documents and external websites). The content includes additional and rich sources (additional comments and explanations). summaries at the end of each educational unit are provided. High expectations in course has been communicated clearly. |
| The content is appropriate for the level of the target group. | <ul style="list-style-type: none"> Appropriateness of depth and comprehensiveness of the content. It provides educational alternatives that fit individual differences. The variety of activities and applications for the target group. Content organization leads to target group movement between the different units according to self-learning. |

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| The content reflects many ideas and concepts. | <ul style="list-style-type: none"> • The content stimulates to remind prior knowledge needed to start new unit. • illustrations, charts and maps are Suitable to the level of the target group. • There is a glossary of terms and definitions |
| The digital course is consistent. | <ul style="list-style-type: none"> • The content displays topics in a logical sequence. • There is a unified approach in providing assistance and drafting content. • There is balance between the units of the content in terms of items number, educational objectives, activities and exercises. |
| Second Core: Strategies for Teaching and Learning Activities | |
| A: Criteria of Evaluating Teaching Strategies and Learning Activities and Assessment | |
| Authentic learning activities are used. | <ul style="list-style-type: none"> • Assist the target group to apply the ideas and achieve goals of the content. • Linked to previous experiences of the target group. • Provide sufficient time to apply the skills and mastery. • The diversity of teaching strategies (simulation - Exercise and training -). |
| The digital course includes activities such as external links to be enriched. | <ul style="list-style-type: none"> • Activities provide educational links for remedial and enrichment Information suitable for the performance level of the target group and progress in study. |
| Assessment strategies of the course are consistent with the aims and the objectives and produce its fields clearly and | <ul style="list-style-type: none"> • It measures specific learning outcomes. • Comprehensiveness in measuring all the educational aims of the course. |

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| accurately. | <ul style="list-style-type: none"> Detailed instruction about what is required clearly and accurately. |
| It has a variety of assessment methods for the learner. | <ul style="list-style-type: none"> A variety of assessment questions (True/false, MCQs, Matching....). There is an appropriate assessment for each topic. There is a summative assessment for the learner. Attempts for assessment are allowed. The learner activities are archived and includes all his/her previous applications. |
| The course provides the target group with models and examples of self-assessment. | <ul style="list-style-type: none"> The course provides assessment models available for the learner for self assessment. It provides an explanation of performance evaluation criteria. |
| B: Criteria of Evaluating Interaction and Feedback | |
| The digital course is self- paced learning. | <ul style="list-style-type: none"> There is a list from which the learner chooses the topic he/she wants to learn. Learner controls the level of difficulty in the content. There is enough time for the learner to give his/her response. Information displayed is kept in the pop up window after the learner response until he/she decides to move to a new window. The content can be posed and restarted at the point where the learner stops. |

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| The digital course is interactive for the learner. | <ul style="list-style-type: none"> • The course includes interaction and dialogue with the learner. • The course stimulates the learners' motivation through the presentation of the scientific material. • The course includes multiple methods for the learner interaction (simulation - games- ..). |
| The digital course uses suitable feedback. | <ul style="list-style-type: none"> • Feedback is provided immediately after response. • Positive suitable reinforcement is provided for the learner manner. • Wrong response is described in a positive way. • Appropriate assistance is provided, according to the response provided by the learner. • Additional solution resources are available when needed or when wrong responses happen. |
| Suitable multimedia is used. | <ul style="list-style-type: none"> • Suitable sound, graphics and video are used properly. • The sizes of multimedia files is suitable. • The title of multimedia files is suitable. |
| Third Core: Technical Design | |
| A: Criteria of Evaluating the Ease of Using the Digital Course | |
| The learner uses the digital course without problems. | <ul style="list-style-type: none"> • There are publications (books - Photos - bulletins) attached to the digital course. • The digital course runs easily. • The course is Devoid of programming errors that hinder its use. |

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| <p>The screen design is featured by simplicity and convenience.</p> | <ul style="list-style-type: none"> • Good choice of colors and fonts. • The information displayed on the screen is clear. • The information displayed on the screen follow logical sequence of ideas. • The design avoids crammed display of information on one screen. |
| <p>The design uses suitable methods to display information.</p> | <ul style="list-style-type: none"> • The use of color change property or sound when selecting an item, such as changing the color of a link when passing the mouse. • There is consistent method in the use of color, font type and size from one screen to the other. • Consistency of presentation style and design in a single screen, and among all screens. |
| <p>The design uses functional fonts and sizes.</p> | <ul style="list-style-type: none"> • Important factor in the attraction of some titles and important information. • Use the type and size of font in the text displayed commensurate with the importance of the text. |
| <p>B: The Criteria of Evaluating Navigation Tools within the Digital Course</p> | |
| <p>The screen design keeps clear tools , control panel and browsing locations in the digital course.</p> | <ul style="list-style-type: none"> • Stability of control tools places so that the user is not distracted. • Smoothness and freedom in movement between the digital course parts. • All pages contain home screen button to return to the main page. |
| <p>The digital course uses simple maps for guidelines to view the contents of the digital</p> | <ul style="list-style-type: none"> • The digital course adopts, the pictorial or graphic format for navigation tools |

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| course. | <p>such as graphical icons.</p> <ul style="list-style-type: none"> • The existence of a table or index or map indicate the contents of the course. |
| There are hyperlinks and designed in the digital course. | <ul style="list-style-type: none"> • The existence of hyperlinks for every part of the index to direct move. • The link is distinguished in a different color. • links are sound. • The link color is changed if it is used. |

Second Category: Excellence in creating Learning Objects for university faculty members "LOs"

This category's award has been allocated for faculty members participation in the Learning Objects, where he/she can participate with a learning object to achieve the an educational objective in his/her major, taught at the university. To participate in this award, the faculty member must participate with two learning objects (Video and evaluation), the third object can be either a sound or a picture or drawing and submit it and describe it as an open education resources "OER".

Steps involved in the First Category: Excellence in creating Learning Objects for university faculty members "LOs" and the controls of acceptance:

1. E-mailing the Award Category address.
2. The applicant must be a faculty member of Majmaah University.
3. Participation submitted must be within one of the university learning courses.
4. Time to display the learning object(video and audio), ranges between four to six minutes.
5. The number of the learning object questions (evaluation) is not less than fifteen questions.
6. Participate works without any problems or errors.
7. Participation must be compatible with intellectual property rights.
8. Participation should not be used as part of MA or PhD or applied for this purpose.
9. Commitment to sizes and time specified for each learning object.
10. Files are devoid from viruses.
11. Participation shouldn't be used in the previous award season or similar awards.

| Criteria | Evaluation Indicators |
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| First Core: Objectives and Content of Images | |
| A: Criteria of Evaluating Learning Objectives Description | |
| The learning object must be independent. | <ul style="list-style-type: none"> Deal with it as a single object of education, and not integral. |
| Each picture should have a caption. | <ul style="list-style-type: none"> Provide a caption for the learning object. Image title must be clear and obvious for the user. |
| simplicity, contrast and harmony, and organization to attract the attention of the learner and direct him/her to the details of the image is available in the photos and drawings. | <ul style="list-style-type: none"> The essence of images is characterized by simplicity, harmony and contrast. Attract the attention of the learner to the content of the image. |
| The image or drawing reflects the content. | <ul style="list-style-type: none"> The image expresses content and its objectives. Images used is not public, but relevant to the content and its substance. |
| The image must be unique. | <ul style="list-style-type: none"> The image is special and unusual. |
| B: Criteria of Accuracy Evaluation of Learning Objectives | |
| All images and graphics are legible and clearly defined. | <ul style="list-style-type: none"> The clarity of the image parts. Content of graphics images is clear and legible. |

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| | <ul style="list-style-type: none"> Colors are consistent. |
| The displayed images and graphics are functional and integrated with text. | <ul style="list-style-type: none"> Text and images are complementary for each other. Avoid the use of information crammed in the photos. |
| The learning object is devoid from errors. | <ul style="list-style-type: none"> Image content is devoid from mistakes of technical production. Content is devoid from spelling and grammatical errors, scientific and printing errors. |
| Second Core: Technical Design | |
| A: The Criteria of Evaluating the Easy of Learning Objects | |
| Colors in images are characterized by realism. | <ul style="list-style-type: none"> Choose realistic photos related to the content. Do not use tricks that show things non realistically. |
| Learning objects are characterized by modernism and commonness . | <ul style="list-style-type: none"> Image is modern. Learning object content is contemporary with the events and developments. |
| The images are of high quality. | <ul style="list-style-type: none"> Images are clear Images are accurate. |
| Images and static pictures are functionally used as the educational need requires. | <ul style="list-style-type: none"> The picture describes the educational content is provided. Takee into account the consistency and |

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| | <p>balance between pictures, drawings and texts.</p> <ul style="list-style-type: none">• Takee into account the use of images that are commensurate with the content without exaggeration. |
| <p>Do not increase the size of the image more than 500 kilobytes (KB).</p> | <ul style="list-style-type: none">• The size of the learning object is 500 kilobytes or less. |

Criteria of Sound design as a learning object:

| Criteria | Evaluation Indicators |
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| First Core: Objectives and Content of sound | |
| Criteria of Evaluating Learning Objectives Description | |
| Sound commensurate with the educational objectives. | <ul style="list-style-type: none"> • Sound reinforces the educational objectives. |
| Comprehensible clear sounds must be used. | <ul style="list-style-type: none"> • sound is clear • Sound is ccomprehensible |
| Criteria of Accuracy Evaluation of Learning Objectives | |
| The learning object is devoid from errors. | <ul style="list-style-type: none"> • The learning object is devoid from technical production errors. • The content is devoid from errors. |
| Avoid using more than one sound effect at the same time and direct it properly. | <ul style="list-style-type: none"> • use one sound effect. • Eco sounds does not exist. • Use non artificial sound effects. • Use attracting sound for the user. |
| Sound effects should emerge in the beginning gradually and disappearance gradually. | <ul style="list-style-type: none"> • Sound effects should emerge and disappear gradually. |

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| The learning object is appropriate for the level of the target group. | <ul style="list-style-type: none"> • Appropriateness of depth and comprehensiveness of the content. • Appropriateness of sound speed with target group level. |
| Second Core: Technical Design | |
| The Criteria of Evaluating the Easy of Learning Objects | |
| The learner uses the sounds without problems. | <ul style="list-style-type: none"> • Sound operates easily. • The digital course runs easily. • The content is Devoid of programming errors that hinder its use. |
| Use the sound appropriately. | <ul style="list-style-type: none"> • Use appropriate sounds for the content. • The size of the file does not exceed 2 mega. • Use appropriate captions for the sound files. • Use the suitable sound extension that goes along with (مكنز). |

Criteria of video design as a learning object:

| Criteria | Evaluation Indicators |
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| First Core: Objectives and Content of Video | |
| A: Criteria of Evaluating Learning Objectives Description | |
| Videos commensurate with the educational objectives. | <ul style="list-style-type: none"> Videos reinforces the educational objectives. |
| <p>Video captures are Comprehensible and clear.</p> <p>Use video captures related to the learning content.</p> | <ul style="list-style-type: none"> Sound is clear and comprehensible. Video captures are ccomprehensible. There is a relationship between the video capture and the content. The sound is simultaneous with the video. |
| Use continual video captures. | <ul style="list-style-type: none"> Video captures are unified but not in more than one segment. |
| B: Criteria of Accuracy Evaluation of Learning Objectives | |
| The video is devoid from errors. | <ul style="list-style-type: none"> The video is devoid from technical production errors. The captures are expressing and has meaning. The content is devoid from errors. |
| Good directing of the video. | <ul style="list-style-type: none"> Video with high quality of content and directing. |

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| The learning object must suit the level of the target group. | <ul style="list-style-type: none"> • Video attracts the attention of the user. |
| Second Core: Technical Design | |
| The Criteria of Evaluating the Easy of Learning Objects | |
| The learner should use the video with ease. | <ul style="list-style-type: none"> • Video easily works. • Content is free of technical errors that hinder its use. |
| Appropriate use of the video. | <ul style="list-style-type: none"> • Video is appropriately used. • File size is suitable. • Clear titles for the file. • The use of the appropriate Operating extension for the Thesaurus. • The use of a file format to increase the operating speed. |
| Video timing | <ul style="list-style-type: none"> • Video should be no less than four minutes; and no more than six minutes. |

Standards for the design of the learning object evaluation:

| Criteria | Evaluation Indicators |
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| Objectives and Content of Evaluation :First Core | |
| A: Criteria of Evaluating Learning Objectives Description | |
| The objective of evaluation must be achieved | <ul style="list-style-type: none"> Focusing of the objective and fulfilling it. The evaluation is limited to only one topic. |
| Packaged with SCORM using one of the authoring tools | <ul style="list-style-type: none"> The evaluation must be packaged with SCORM |
| B: Criteria of arbitration of the accuracy of the evaluation content | |
| The content should be free of errors . | <ul style="list-style-type: none"> Evaluation content should be free of production problems. It should be free of spelling & grammatical errors as well as typos and mistakes in content. |
| The exercises and evaluation criteria must be technically accurate. | <ul style="list-style-type: none"> Exercises and evaluation criteria should be free of technical problems. Evaluation questions must be accurate. |
| Educational standards must be followed while composing the evaluation. | <ul style="list-style-type: none"> The utilization of the basics and strategies of education for preparing the evaluation questions. |
| Learning object must reflect a unified idea and concept . | <ul style="list-style-type: none"> Evaluation content serves as a good warm-up Graphs and maps should be suitable for the target group. |
| Second Core: learning strategies; and learning and evaluation activities | |
| A: The Criteria of the arbitration of the learning strategies and the activities for learning and | |

| education | |
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| Providing learners with instructions on how to do the evaluation. | <ul style="list-style-type: none"> • Providing how-to's for the evaluation process |
| The learning object evaluation must contain various ways to evaluate the learner. | <p>The evaluation questions must include various formats:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Drag and drop • Fill in the blanks • True or false • MCQ |
| Possibility to re-do the quiz for couple times . | <ul style="list-style-type: none"> • Allows attempts to do exercises and evaluation and a re-do of the quiz. |
| Criteria of Arbitration of reaction and feedback | |
| Learner must control the evaluation route | <ul style="list-style-type: none"> • Enough time is provided for the learner to produce the answer. • The window of the answer must remain opened until the learner decides to move into another window. |
| The evaluation must depend on the reaction of the learner | <ul style="list-style-type: none"> • The evaluation must contain a conversation and a reaction of the learner. • Evaluation raises motivation of the learner through the presentation of the content. |
| Provide learners with feeding feedback based on their activities with the assessment | <ul style="list-style-type: none"> • Evaluation must utilize a suitable feedback. • Provide feedback immediately after the answer is provided. • provide positive reinforcement for the learner. • the wrong attempts must be pointed out in a positive manner. • help is provided depending on the answer |

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| | that the learner provides. |
| Second Core: Technical Design | |
| A: Criteria of Arbitration of the ease of the use of learning objects | |
| Learner uses the evaluation without difficulty. | <ul style="list-style-type: none"> • Evaluation is easily operated. • Evaluation content is free of programming errors that hinder its use. |
| Display design must be simple. | <ul style="list-style-type: none"> • Good choice of fonts and colors. • Information displayed is clear. • Information displayed is logically organized. • The design must not include too much information. |
| The design must employ suitable ways to view the information. | <ul style="list-style-type: none"> • An organized use of colors; font size and type. • A harmony between viewing style and design. |
| The design includes a functional use of the fonts and sizes | <ul style="list-style-type: none"> • Titles and important information must attract the attention. • A suitable utilization of the font size and type with accordance to the text priority. |
| The display design must maintain suitable locations for the controlling and viewing tools in the learning object . | <ul style="list-style-type: none"> • Controlling tools locations are fixed in order not to distract the user. • Smoothness and freedom in controlling the learning object as well as the ease to move between its parts. |

Third Category: Excellence in eLearning studies and researches

The award of this branch has been allocated to the best paper or research done by the MU staff, students and employees. The research and studies in this regard must be aimed at the application of the eLearning and the educational techniques in the content. As well as the eLearning applications and brand-new creations, or any paper pertaining to the development of the eLearning high quality.

Steps involved in the third Category: the Excellence in eLearning studies and researches courses and the controls of acceptance:

1. To send the paper through the Award Email
2. The research content must serve the eLearning objectives
3. The paper must meet the terms and conditions of the compilation of scientific researches.
4. The paper must not have been published whether within the university level or outside.
5. The research must not be part of a master's, PhD dissertation; and not a part from a published book.
6. Rresearches and papers are only accepted in Arabic or English
7. The paper must be written in a correct language
8. The paper must be sent in PDF and DOCX formats
9. A one-page CV of the participant must be sent

Specified description of the papers:

1. In the first page of the research paper, it should be pointed out that it is prepared for the eLearning Deanship, academic year 1435 Hijri.
2. The abstract must appear on the second page and it should be between 200- 300 words.
3. Margins should be a size 2.5 (before, after, right and left).
4. In the middle of the first page, the title and author name (along with the academic title), as well as their work place must be provided using Traditional Arabic Font, Size 16.
5. The headlines must be written in Traditional Arabic font for the Arabic papers and a Courier for the English ones, with a 16 size in both languages. The same fonts are used for the subtitles using a 14 size. Arabic Alignment must be right and the English must be left.
6. Also by using the aforementioned font types for the Arabic and English papers, the text is written using a size 14 and the spacing must be 1.5 with balanced margins on both sides.
7. The enumeration is included in the middle of the footer starting from the first page, not including the cover page.
8. The sixth edition of the APA must be followed, www.apastyle.org.
9. The total number of pages must not extend 25 pages, including the references and appendices.

Fourth Category: Excellence in utilising social networks in academic teaching

This award is directed at the role of the MU staff in utilizing social networks to keep in touch with their students. Also, the use of social networks in the educational process by providing a collection of learning resources and activities which require the students participation. The staff will be required to present their websites and social networks for certain courses as well as related electronic resources. Educational activities must be added like quizzes, surveys and forums, with active participation on the part of students by following the provided conditions.

Steps involved in the fourth Category: Excellence in utilizing social networks in academic teaching and the controls of acceptance:

1. sending an email through the award email.
2. the network must be activated throughout academic year 1434/1435 and until the day of submission.
3. the participant could include one or more social networks
4. the participant must be a MU staff.
5. the network must be active without any technical problems.
6. the participation must meet with the copyrights.
7. the method used must not be part of an MA or PhD thesis.
8. the social network account must be an initiative and it should not be a university requirement.
9. the participation must be brand-new, that is, it was never used for any awards before.

10. the social networks accounts must belong to the MU staff member.
11. the social network must be used with one course and on.

Basic Standards for the Excellence in the utilisation of Social Networks in higher education Award

| Practices | Application of practices |
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| Evaluation ratio | |
| First Branch: the Activation of Social Networks Use | |
| Standards for the arbitration of the application of the technology | |
| <ul style="list-style-type: none"> The social network must meet the decided objectives | <ul style="list-style-type: none"> Clear objective Objectives are achievable Objectives suit the target group |
| <ul style="list-style-type: none"> It must encourage creativity and the use of higher thinking patterns | <ul style="list-style-type: none"> The participations must open up gates for creativity Participations should point out how to utilize the higher thinking patterns |
| Standards for the Arbitration of interaction among the target group who are using the network | |
| Interaction between the student and the staff member should happen through various educational activities | <p>AT LEAST THREE OF THE FOLLOWING</p> <ul style="list-style-type: none"> Publishing the course news Publishing various MMS which are related to the course Publishing studies and documents which pertain to the course Publishing electronic surveys and quizzes Publishing related websites |

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| Must include interactive participations | <ul style="list-style-type: none"> • Students views and comments • Staff taking part in interacting with comments of students • Variety of participations provided by students • Participations must motivate the students |
| Arbitration of the content and the technique for activating the technology | |
| The participation must be published in a suitable interactive way | <ul style="list-style-type: none"> • Content and participations are current • Amount of the content uploaded by the staff • The size of the content provided by students • Participations are sent at least on a weekly basis |
| It should serve the educational process | <p>The content and activities provided to students should include at least five of the following:</p> <ul style="list-style-type: none"> • Discussions • Submission of assignments • Quizzes • Writing reports • Student assistance • Feedback • Problem solving |
| It should minimize the dependence on the staff with consideration to individual differences | <ul style="list-style-type: none"> • Nurtures self-learning • Encourages cooperative and interactive learning • Takes into consideration the individual differences • Motivates the different mental skills of students • The availability of effective MMS |

| Second Genre: Stylistic Qualities of the Technology | |
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| Standards for the arbitration of the general stylistic qualities | |
| Easy to get | <ul style="list-style-type: none"> • Available • Reasonable price/free • Easy for students to access and take part |
| Easy to use | <ul style="list-style-type: none"> • Easy for students to access and take part • Free of technical problems |
| Standards for the arbitration of the general layout and language accuracy | |
| Content is presented in a good way on the part of staff | <ul style="list-style-type: none"> • Attractive display • Texts, photos, and videos are clear • Good choice of colors and fonts • Active URL's |
| Accuracy of content and language | The content presented must be free of spelling and grammatical mistakes, as well as it must abide by the ethical teachings of Islam |

Fifth Category: Excellence in the eLearning Qualitative Programs

The award in this genre is aimed at the best eLearning training program carried out by the MU academic staff. The program could be designed for either MU or any other university, taking into consideration the great role done by the programs in providing the eLearning awareness through the practical training.

The training program is going to be evaluated according to different standards which pertain to the organization, content of the program and presentation. It should be from the academic year 1434/1435 and on.

Basic Steps for participation, terms and conditions

1. Sending an email through the Award Email.
2. The participation must be carried out throughout the two academic years (1434/1435 & 1435/1436)
3. In case of winning the award, the Training Program will be an eLearning and distance learning Deanship Property, the deanship can use it to take part in either local or international awards.
4. The program should be between 10- 30 training hours.
5. The training program must be about the eLearning.
6. The training program must include activities and application.
7. All participations are subject to the decision made by the committee

Basic Standards for participating in the Excellence in Workshops or Training Programs

| Actions | Actions Application |
|---|---|
| Evaluation Indicator | |
| First Genre: Training Program Content | |
| Standards for the Arbitration of the description of the program, its content and objectives | |
| 1. Suitable title | <ul style="list-style-type: none"> Title is creative and eye-catching Title reflects the topic of the training program |
| 2. Program description is accurate and objectives are achievable | <ul style="list-style-type: none"> The program is described in a clear abridged way Target group is decided Pre-requisites are clarified for the trainee Training requirements are clarified (laptops or software) |
| 3. The program objectives must be accurate and to-the-point | <ul style="list-style-type: none"> Clear and accurate objectives Objective can be achieved Objectives are completely related to the content Outcomes are clearly and completely in accordance with the program objectives |
| 4. The content is prepared in a suitable and interactive method | <ul style="list-style-type: none"> Content is up-to-date Content is interactive within the training environment Content allows time to practice, take part and exchange ideas and |

| | |
|--|--|
| | experiences |
| | <ul style="list-style-type: none"> • The availability of various interactive activities with relation to the training program • Creative ideas in the eLearning field • Activates the use of multimedia to support the explanation • The time and content are balanced |
| Standards for the arbitration of the presentation and the presenter | |
| 1. Presentation must be creative, attractive and neat | <ul style="list-style-type: none"> • The initial 30 seconds are attractive • One idea per slide • Unified font and alignment for all slides • Good use of colors and pictures |
| 2. Program is presented in a creative way, with group activities, and taking into consideration the individual differences | <ul style="list-style-type: none"> • The activation of group work with reasonable numbers • The use of a variety of presentation methods (discussion, role-play and case study etc) • Presentation includes group activities • A consideration of the individual differences • A consideration of the special needs |
| 3. The program presenter must be talented | <ul style="list-style-type: none"> • Trainer is experienced in the topic discussed |

| | |
|---|--|
| | <ul style="list-style-type: none"> Trainer is well-read about the topic |
| Second Genre: Production and Layout | |
| Standards for the arbitration of language and references page | |
| 1. Writing style must be unique | <ul style="list-style-type: none"> Style is logical and neutral Ideas are organized Content is free of typos and grammatical mistakes Suitable production (design and style) |
| 2. Availability of suitable scientific references | <ul style="list-style-type: none"> A list of scientific resources and references which depend on the content The use of updated references The use of international references with relation to the content |
| Standards for the Arbitration of the training case | |
| 1. Includes detailed description of the contents | <ul style="list-style-type: none"> List of contents, topics, objectives, applications, activities and the DO's Training program timeline |
| 2. Includes execution requirements and various resources | <ul style="list-style-type: none"> Application requirements of tools, formats and activities Various enforcement resources |

Sixth Category: Excellence in the use of e-learning management system at the university

This award is specifically designed as a continuation of the Deanship's efforts in encouraging the effective use of the learning management system (Desire2Learn) among the MU staff and the active communication between students and their instructors through the Desire2Learn system, particularly to follow students' learning progress.

The evaluation in this award will be dependent on specific standards. The system has an electronic feature of checking all courses in the MU. Arbitration will take into consideration the following: students numbers, system tools, quizzes, assignments, students login stats, staff information, content etc)

The participation will be evaluated depending on different D2L standards according to the following terms:

Steps to win the Desire2Learn Excellence award- terms and conditions:

1. Sending an email to the award email with the course title .
2. A report with sufficient snapshots of the use of all the tools must be provided (PDF) .
3. The course must be taught in the academic year 1435/1436 .
4. The course should include an interactive content that suits the nature of the course .
5. The course must be divided according to the weeks.
6. The participant must abide by the following Desire2Learn tools:
 - Use of course ads.
 - Use of assignments and quizzes which must cover the course contents .
 - Use of release conditions in the course contents .

- Use of virtual classes .
- Making a forum for discussions with students .
- Use of students performance tracking within the course .
- The course contains a full administration of points which are connected to the aforementioned tools .
- The use of smart phones to use the system .
- A report with sufficient snapshots of the use of all the tools must be provided (PDF).

Seventh Category: Excellence in Student participation in e-learning

This award is specific for the MU students. It is directed to the best educational applications in the field of eLearning which were used within university as well as the research that students have conducted to utilize the eLearning techniques.

The participation will be evaluated according to many standards related to the technology and its contents as well as the use of the technology, production and layout.

Basic Steps to take part in the students eLearning excellence award- terms for acceptance:

1. Sending an email to the award email.
2. The participation must cover the programming, smart devices, websites or studies.
3. Abiding by the research composition requirements in the eLearning researches excellence award. And the participation must be applied throughout the two academic years 1434/1435 & 1435/1436) and it must be activated up to the date of submission.
4. A report about the participation must be provided including (documents, pictures and videos) for documentation .
5. The technology must be designed by the participant, or they should have utilized it in their study.
6. Upon winning, the participant must abide by presenting a training session about the technology used .
7. And the participation must be applied throughout the two academic years 1434/1435 & 1435/1436) and it must be activated up to the date.

Basic Terms for accepting the participation:

- The technology must be designed by the participant and they must have used it in their study .
- The participation must be about programming, smart devices, websites or studies.
- The participant must commit to presenting a training session upon winning the award .
- A recommendation from a staff member should prove the student use of the technology.
- The committee have the right to interview the participant for an explanation of the technology .

General Conditions for the award:

1. The participations must only be sent through the award email e-award@mu.edu.sa.
2. Participation dates and results issuing could be changed to it is recommended to refer to the deanship website for finalized dates .
3. The deadline for receiving participations for the award (first to the fifth genres) is 26-29/11/1435 and no participation will be admitted after this Date.
4. The deadline for receiving participations for the award (sixth to the seventh genres) is Sunday 14/7/1436; and no participations will be accepted after this date.
5. The participations are sent to the award email and no update will be accepted.
6. The participant must receive a confirmation email of their participation; and the participant must notify the deanship in case of not receiving the conformation.
7. Abiding by the content without any off-topic information .

8. Some genres of the award would require the participant presence to make a presentation (which will be of 30 minutes length). The participant will be notified.
9. No re-used participations will be accepted .
10. Copyrights are reserved for the participant but the deanship owns the right to publish the participation through its ads and website and provide information about it. The deanship has the right to participate with the winning participation in both local and international awards.
11. The participations are reserved for the deanship, the participant cannot retrieve/delete it.
12. One participation cannot be used in more than one genre.
13. The participant or the college itself can take part in more than one genre but not in the same genre.
14. Any participation could be eliminated and the deanship is not responsible for any consequences.
15. The mere participation doesn't guarantee any benefits for the participant; and the university is free of any consequences .
16. The participant is considered accepting the terms of the award upon completion of registration .
17. In case the participations in a certain genre did not match the expectations of the deanship, the award will be eliminated.
18. The award is right to the winner and it can not be given to others, the winner has the right to print its logo on the documents or products.

19. The participation must be brand-new.
20. The Award is solely for Majmaah University Staff.
21. There are terms and conditions for each and every genre .

Awards

The awards will be according to the following schedule

| Awards from the first until the sixth genres | |
|---|-------------|
| Colleges and staff | |
| SR 20,000 plus a certificate of appreciation | First rank |
| SR 15,000 plus a certificate of appreciation | Second rank |
| SR 10, 000 plus a certificate of appreciation | Third rank |
| Seventh Genre Award University Students | |
| SR 5,000 plus a certificate of appreciation | First rank |
| SR 4,000 plus a certificate of appreciation | Second rank |
| SR 3,000 plus a certificate of appreciation | Third rank |
| SR 2,000 plus a certificate of appreciation | Fourth rank |
| SR 1,000 plus a certificate of appreciation | Fifth rank |

With Kind Regards
Distance and eLearning Deanship

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