Regulation for E-Learning

Article 1. General Provisions

1. The Regulation establishes the methods, forms, and evaluation criteria required for the effectiveness of e-learning at Caucasus International University (hereinafter shall be referred to as "the University").
2. E-learning (distance learning) enables students to use personalized and flexible (according to time and place) methods, additionally ensure the achievement of learning outcomes through the use of online information sources as well as video and audio channels.
3. Components of e-learning are used during force majeure, student morbidity or temporary/long-term disabilities, and temporary academic personnel disabilities, which makes the simultaneous presence of a lecturer and a student on the university premises impossible.
4. Due to the requirements of paragraph 3 of this Article, the decision shall be made by the Decree of the Rector, in relation to a specific student(s) or in general, the use of e-learning system. The Decree may define the form of the midterm/final exams, different terms of the semester, different terms and conditions for the specific areas/fields.
5. The e-learning system should provide an opportunity to achieve learning outcomes.
6. Students are informed about the start of e-learning in advance. During academic registration, a student must have the opportunity to confirm his/her willingness to be involved in e-learning through the e-learning management system or must be offered to suspend student status.

Article 2. Planning E-Learning

1. The main tool for e-learning is online course - a form of distance education where the main delivery mechanism is the Internet. They can be performed in a synchronous and/or asynchronous manner.
   - Synchronous online courses are the ones in which students and academic staff participate in the classes at the same time, but remotely, not in an educational institution. These courses can be conducted through video conferencing, web conferencing, audio conferencing, etc.
   - Asynchronous Online Courses - courses where students are not required to attend classes with a lecturer. These may be courses based on printed materials or online courses using an e-learning management system.
2. E-learning is possible through blended/hybrid courses. These are courses designed to use both a combination of online and face-to-face teaching.

3. The main mechanism of e-learning is the use of educational resources - materials offered free of charge to students and lecturers.

4. The University uses the following platforms and electronic tools during the distance learning process: Cisco Webex, Camtasia, Moodle, Goni - Electronic Learning System, Eco System UNI-Voice, etc.

5. The university administration is obliged to provide students with all the applications and procedures in their electronic devices that the university uses during the e-learning process. For this purpose, the University Information Technology and Innovation Service, with the involvement of other structural units, prepares video/audio/album instructions for the use/ installation of electronic media and posts them on platforms available for students. In the process of e-learning, the University shall provide students with uninterrupted access to library resources online.

6. The University administration shall ensure the additional training of the personnel involved in the planning and implementation of the teaching process and shall equip them with all the necessary technologies required for the effective implementation of the e-learning process planned for the current period.

7. The forms of e-learning that are implemented in the academic process should be reflected in the syllabus. If transition to e-learning occurs on the basis of the Rector's Decree, paragraph 3 of Article 1, the process shall be implemented without modification of the syllabus, in accordance with the requirements of this Regulation and the concrete terms and forms specified in the Rector's Decree.

Article 3. Academic Personnel during E-Learning Process

1. Academic personnel provide lecture material by asynchronous method, and conducts seminars (practical lessons, other forms of survey) - by synchronous method. Depending on the specifics of the subject, the lecturer is authorized to determine the lecture, seminars, practical lessons and other forms of the survey synchronously or asynchronously.

2. Due to the specifics of the subject, a lecturer is entitled to determine whether to conduct lectures, seminars, practical lessons and other forms of testing synchronously or asynchronously.

3. Academic personnel may determine for themselves whether to record video from the University or from any other location, which is provided with uninterrupted internet, peaceful situation and is in compliance with the standards established for the academic process.

4. In case of delivering a video lecture in asynchronous form, the lecture shall be recorded two weeks prior to the scheduled class and shall be uploaded in the learning process management system according to the schedule no later than the previous day.

5. The video lecture format should take into consideration the following criteria:
   - First lecture - introduction of syllabus (5-10 minutes), detailed explanation of the syllabus (at least 30 minutes), homework / seminar description (5-10 minutes);
   - Second and subsequent lectures - repetition of the previous lecture material (5-10 minutes), explanation of the topic provided by the syllabus (at least 30 minutes), description of homework/seminar (5-10 minutes);

6. The Information Technology and Innovation Service will provide the uploading of video lecture and the trained lecturer manages to do it on his/her own.
7. Students' online activities are graded by the lecturer of the academic course. The general evaluation system must be agreed with the Quality Assurance Service and the Dean of the Faculty.
8. Mid-term and final exams are held during the period defined by the academic terms, through the University Examination Center, on the territory of the University. If there is a force majeure situation, a student is disabled or there is other condition defined by the Rector's Decree, which allows the student to pass the examinations based on individual rule, mid-term and final exams can be held remotely. A student has to be assigned individual exam tasks, in accordance with the rule defined by the Rector's Decree.
9. The lecturer uploads the material to be used in the teaching and evaluation process through Moodle, the university e-learning management system, the eco-system UNI-Voice or other electronic platforms approved for the particular time.
10. The technical capabilities of all students must be taken into consideration in order to ensure the involvement of students in the lecture, seminar and examination process. It is not possible to prepare such practical or exam material that requires a student to work only with a personal computer or laptop.
11. Any video lecture and e-learning material created during the e-learning process belongs to the university and the lecturer. The University is authorized to use existing electronic materials in the learning process if the lecturer is employed at the University at the time of application or there is a written agreement on the further use of the materials.

Article 4. A Student during E-Learning

1. In the process of e-learning, students are authorized via a corporate e-mail or an individual user and a password that can only be used by one student.
2. The student can listen to the lecture any time through the video recording in the system. During the interactive lecture, the student has the opportunity to participate in the live lecture and ask questions.
3. The student is obliged to engage in live lectures from the quiet place and follow the norms of Internet etiquette, in accordance with Article 6 of this Regulation.
4. The student attends the practical classes / participates in the live survey, in the established electronic format or completes an individual task assigned for him/her.
5. The student confirms his/her participation in the seminar by joining the online space and engaging in activities. Video engagement during a seminar is a must.

Article 5. Quality Assurance during E-Learning

1. The institutional policy of e-learning at the University contains the following components of quality assurance:
   a. Institutional support;

b. Developing e-learning courses;
c. Structure of e-learning courses;
d. Teaching and learning process during e-learning;
e. During the e-learning period, based on the specifics of the concrete academic course, students' transparent assessment in accordance with the evaluation forms and criteria planned by the professor and agreed with the Quality Assurance Service and the program supervisor; in addition, the process of conducting midterm and final exams;
f. Supporting the academic, invited and supportive staff engaged in the implementation of the program and their mandatory training in relation to e-learning from the faculty;
g. Support students and providing them with the necessary instructions and rules regarding e-learning;
h. Promoting smooth and uninterrupted operation of technological infrastructure;
i. Electronic security measures.
2. The evaluation of e-learning process at the university is implemented by:
a. A student, in accordance with Annex 1 of this Regulation;
b. Professor, in accordance with Annex 2 of this Regulation;
c. Program Supervisor, in accordance with Annex 3 of this Regulation;
d. Quality Assurance Service, in accordance with Annex 4 of this Regulation;
3. The evaluation of the external quality of e-learning is carried out with the consultation and involvement of foreign and Georgian experts.

Article 6. Monitoring of E-Learning

1. The monitoring of e-learning is implemented by Monitoring Service through e-learning management system, which includes the control over the uploading of audio-video lectures, study materials and seminar materials according to the schedule;
2. The content of the materials used in the e-learning process is monitored by the Program supervisor in coordination with the Information Technology and Innovation Service.
3. The Information Technology and Innovation Service provides assistance, training and control over the uploading of materials to the academic staff during 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 Professor and a student;
b. Attention and time limit protection;
c. Avoiding humour and sarcasm;
d. Refraining from sharing personal information;
e. Prohibiting sending electronically a patient's personal diagnosis or other information by students specializing in healthcare;

f. Banning academic dishonesty in the process of online assessment, which involves the performance of the assignment instead of another person, copying one's assignment, assisting another person, etc.

g. Other actions that do not comply with the general rules of conduct in the educational sphere and hinder the normal implementation of teaching-learning.

2. The etiquette of the discussion panel should be preserved in the e-learning process, which refers only to the questions asked in relation to the issues. The topics should be clarified with the instructor and not with the group members. In addition, other's opinions shall be respected, and one has to express reasoned position and not just "I agree, disagree". Active involvement in the discussion is the main motivation for participation.

3. The e-mail etiquette must be observed during the e-learning process, which means:
   a. The subject of the e-mail (e-mail, correspondence in the learning process management system, correspondence used in other teaching process platforms) should be short and purposeful;
   b. The most important information should be placed at the beginning;
   c. Personal regalia/identity and return email address must be indicated;
   d. Checking the addressees before sending the email;
   e. Refraining from sending an e-mail in an unstable emotional state;
   f. Verifying that the format of the attached document can be opened by the addressee.

4. The principle of protecting personal data must be preserved in the process of e-learning. Academic personnel are required to inform students in advance that a lecture is being recorded. The lecture record can only be used for internal university use (monitoring and quality control).

Article 8. Final Provisions

1. The e-learning regulation is applied during the period specified by the Rector's Decree or within the framework specified in the syllabus.
2. Amendments and additions to this regulation may be made by the Chancellor's Decree.

Student's Online Course Evaluation Form

1. Please, rate the extent to which an online lecture covers a specific topic of the week indicated in the syllabus on a scale of 1 to 5.

    5   4   3   2   1

(Comment) --

1. Please, rate how clearly the topic of the online lecture was delivered on a scale of 1 to 5.

    5   4   3   2   1

(Comment) --
2. Please, rate how interested you were in issues raised during the lecture on a scale of 1 to 5.

    5   4   3   2   1

(Comment) --

3. Please, rate the audio-visual side of the lecture on a scale of 1 to 5.

    5   4   3   2   1

(Comment) --

4. Please, rate how clearly the lecture and assignment were provided on a scale of 1 to 5.
    5   4   3   2   1

(Comment) --

5. Please, rate the availability of course materials and required literature on a scale of 1 to 5.

    5   4   3   2   1

(Comment) --

6. Please, rate your willingness to listen to the lecture again on a scale of 1 to 5.
    5   4   3   2   1

(Comment) --

7. Please, rate how satisfied you are of communication with lecturers on a scale of 1 to 5.

        5   4   3   2   1

(Comment) --

8. What means of electronic communication do you use during distance learning?

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9. To what extent is unlimited internet available to you?

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10. What do you want to change or improve in distance learning?

Please, note that five being the highest, 1 – being the lowest.

Quality Assurance Service wishes you success!

**Professor's Assessment / Self-Assessment Form
for an Online Course**

1. Please, indicate the number of students attending the lecture

   _____
   __

2. Please, rate the readiness of the student group for the lecture on a scale of 1 to 5.
   5   4   3   2   1

(Comment) --

2. Please, rate students' readiness for weekly activities envisaged by the syllabus on a scale
   of 1 to 5.
   5   4   3   2   1
(Comment) --

3. Please, rate students' engagement in lecture-seminars on a scale of 1 to 5.
   5   4   3   2   1
(Comment) --

4. Please, rate whether the necessary resources for teaching-learning are provided (delivery
   of study materials, etc.) on a scale of 1 to 5.
   5   4   3   2   1

   (Comment) --

5. What problems have you faced during e-learning?

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6. After watching the recorded lecture, which part do you find problematic and would like
   to improve, record again?
   • Presentation part
   • Narration part
   • Assigning tasks part
   • Seminar part
   • None of them
7. What else would you like to be changed or improved in distance learning?

Please, note that five being the highest, 1 – being the lowest.

Program Supervisor's Online Course Evaluation Form

1. Please, rate the audio-visual side of the lecture (in case of rating the lecture with not the maximum point, please explain the defect of the lecture in the comments section) on a scale of 1 to 5.

   5   4   3   2   1

   (Comment) --

2. Are the deadlines for recording a lecture and uploading it in the learning process system "Goni" met?

   Yes   No

   (Comment) --

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

   Yes   No

   (Comment) --

4. Please, rate the lecturer's presentation skills and the techniques of delivering information during the online course on a scale of 1 to 5 (5 being the highest)

   5   4   3   2   1

   (Comment) --

5. Does the professor check how clearly the material has been passed on to the students and, if necessary, make adjustments in the teaching process?

   Yes   No

   (Comment) --

6. Does the professor identify the resources needed for teaching and provide students with compulsory literature and study materials?

   Yes   No

   (Comment) --

7. Does the professor summarize the lecture and give clear, detailed instructions?

   Yes   No

   (Comment) --

8. Does the professor effectively conduct the seminar, logically move from one activity to another?

   Yes   No

   (Comment) --

9. Does the professor manage to engage all the students attending the seminar?

Yes   No

(Comment) ---
10. Does the professor use adequate survey forms for online teaching during seminars?
   Yes   No

(Comment) ---
11. Does the professor objectively assess each student at the seminar?
   Yes   No

(Comment) ---
12. Does a professor manage to identify each student's flaws and weaknesses during the
    seminar?

   Yes   No
(Comment) ---
13. Does the professor give students recommendations on how to improve their weaknesses?
   Yes   No

(Comment) ---

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

Online Course Evaluation Form by Quality Assurance Service

1. Please, rate the audio-visual side of the lecture (in case of rating the lecture with not the maximum point, please explain the defect of the lecture in the comments section) on a scale of 1 to 5.

       5   4   3   2   1

    (Comment) --

2. Are the deadlines for recording a lecture and uploading it in the learning process system "Goni" met?

       Yes   No

    (Comment) --

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

       Yes   No

    (Comment) --

4. Please, rate the lecturer's presentation skills and the techniques of delivering information during the online course on a scale of 1 to 5 (5 being the highest)

       5   4   3   2   1

    (Comment) --

5. Does the professor check how clearly the material has been passed on to the students and, if necessary, make adjustments in the teaching process?

       Yes   No

    (Comment) --

6. Does the professor identify the resources needed for teaching and provide students with compulsory literature and study materials?

       Yes   No

    (Comment) --

7. Does the professor summarize the lecture and give clear, detailed instructions?

       Yes   No

    (Comment) --

8. Does the professor effectively conduct the seminar, logically move from one activity to another?

       Yes   No

    (Comment) --

9. Does the professor manage to engage all the students attending the seminar?

       Yes   No

    (Comment) --

10. Does the professor use adequate survey forms for online teaching during seminars?

     Yes   No

   (Comment) --

11. Does the professor objectively assess each student at the seminar?

     Yes   No

   (Comment) --

12. Does a professor manage to identify each student's flaws and weaknesses during the seminar?

     Yes   No

   (Comment) --

13. Does the professor give students recommendations on how to improve their weaknesses?

     Yes   No

   (Comment) --

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