



جامعة الملك فهد للبترول والمعادن
King Fahd University of Petroleum & Minerals
DEANSHIP OF ACADEMIC DEVELOPMENT
e-Learning Center

GUIDELINES FOR

AUTHORING ONLINE COURSE GRANTS





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1. INTRODUCTION

1.1 Overview

The Deanship of Academic Development (DAD) is interested in awarding grants to fund the authoring of courses to be developed into an online format. This grant program is part of the general KFUPM strategy of utilizing the benefits of Information Technology in teaching. One of the primary objectives of the grant is to encourage KFUPM faculty members to author courses that are developed as comprehensive online courses and subsequently utilize the courses to enhance teaching and learning at the university.

Every academic year DAD announces its annual Authoring Online Course Grants. DAD invites proposals from KFUPM faculty members interested in this field of education. Faculty members work on authoring content, assessment and other learning activities of the course, which is used to develop the course in an online format by the e-learning Center. The purpose of this document is to provide the information needed by the faculty teams to prepare their proposals.

1.2 Definition of Online Courses

Online courses represent a form of distance education and hence represent an alternative to the customary face-to-face class meeting. The University is interested in exploring, and taking advantage of the potential of this new medium. Online courses are developed and conducted in a variety of formats and extents. For the purpose of consistency, the following definitions will be adopted for all work related to this grant program:

An Online Course is a course that can be delivered completely through the web. The course is comprehensive and covers all course components including lessons, communications, class management, and assessment and feedback. The course contains sufficient motivating elements and is designed to engage the learner actively in the learning process.

An online course consists of the following components:

- Course Contents
- Communications
- Assessment and Feedback
- Management

Course contents form the core of any course. The components and important considerations in the development of contents for the online courses are outlined below:

- Contents should include
 - Syllabus, Course Goals, Course objectives
 - Course Schedules



- Grading Policy
- Any other general information
- Assessment and feedback (self-test, interactive animations, exams, quizzes etc.)
- Course Resources (e.g. Indexes, Glossaries, and Databases etc.)
- External Links and References (Links are made at the point where relevant information interconnects with discussed topic and other information)
- Course Contents should be independent of any assign textbook. This is to ensure the sustainability of the online course contents even when there is a change of the course textbook. Appropriate permissions should be obtained on all material for which the authors/developers are not the originators.

The online course should be designed such that it:

- Puts learners into perspective
- Spells out learning outcomes clearly
- Covers course material adequately
- Contains sufficient motivating elements
- Illustrates concepts adequately
- Engages learners actively
- Promotes Communication and Collaboration
- Contains frequent learning interactions
- Provides regular feedback
- Addresses originality issues adequately. Appropriate written permissions should be sought to all material for which the author is not the originator.

Collaborative effort of the course authoring team and the e-learning Center personnel produces course material that meets these characteristics and is suitable for offering the course completely online.

2. APPLYING FOR THE GRANT

2.1 Eligibility

All KFUPM faculty members are eligible to apply for this grant program. A team of faculty members can propose authoring a course, which is part of the curriculum of the university, to be developed into an online format. The proponents should have an expertise in the subject of the course and an experience in teaching the course. **The proponent must have taught the proposed course at least one time.** Therefore, it is expected that professorial rank faculty members will apply for this grant. Only in very limited circumstances and with strong justifications, lecturers may apply to this grant. Faculty members will be the Subject Matter Experts (SMEs). They will provide the course material and work with the instructional designers, and web content developers of the e-Learning Center to develop the online course.

2.1.1 Course Eligibility

The selection of courses that receive grants is made based on the following criteria:



- a. The concerned academic department shall approve the proposal before submitting it to DAD. The department shall also agree to offer the online course once it is fully developed as proposed in the implementation and maintenance plan in the proposal (see section 5 of this guideline).
- b. The average number of students taking the course per academic year.
- c. The diversity of disciplines served by the course.
- d. The regularity of offering the course.
- e. The extent of flexibility needed by students taking the course (e.g. part time students).
- f. Benefits of putting the course online determined by DAD in accordance with the University vision in promoting online courses.
- g. The evaluation of the online course proposal.
- h. The cycle for updating the course. Courses with longer life will be given priority.
- i. Faculty members are teaching graduate courses also encouraged to submit proposals for developing with same conditions.

After receiving all proposals, DAD ranks the proposals according to the above criteria and decisions on approval of the proposals are made accordingly.

2.1.2 Faculty Eligibility

- a. The Principal Investigator (PI) must have taught the proposed course at least one time.
- b. A faculty member or a team of maximum of two faculty members can apply for the grant. A three member team can also be considered based on a strong justification for the need of three members.
- c. A faculty member cannot participate in more than one team for authoring online course grant proposals submitted in the same year.

2.2 Responsibilities

Faculty members involved in authoring online course grant will be working closely with the e-Learning Center staff to develop the online course. Although all development will be carried out by the e-Learning Center staff, faculty members are expected to carry out the following duties:

1. **Providing Online Course Material:** The course material should be provided in **MSWord format**. Course material includes:
 - a. Course Information
 - b. Course content as specified in section 1.2, only in **text** format. Figures, animations, simulation, etc. will be developed by the e-Learning Center staff.
 - c. Any available practical demonstrations.
 - d. Any Media elements collected or created by the SME (Images, videos, animations, etc.)
 - e. Preparation and submission of the course materials.



- f. Development of the course blueprint with the help of the team members at e-Learning Center.
- g. Reviewing the storyboards developed by the team members at e-Learning Center and suggesting corrections, if any.
- h. Continuing with the development team and revising the comments if any and make the online course in final form.

* A sample of blueprint may be viewed at the following link:

<http://www1.kfupm.edu.sa/dad/elearn/services/OCGrants/OCG.Sample.Course.Blue.Print.pdf>

2. **Participating in Designing the Online Course:** Faculty members will work with the instructional designer in the e-Learning Center at different stages in the project to design the online course. Before faculty members begin to write course content, they will work with the instructional designer to design the online course and determine the best approach in writing and communicating the subject. Course blueprint will be developed at this stage and a schedule for delivering course content will be determined. This phase is expected to take about two weeks.
3. **Development Phase:** In which team members shall author the content of the online course. The duration of this phase is eleven working months plus one month in the summer.
 - a. Based on teaching strategy, faculty members will complete each topic the on specific dates determined in the schedule for delivering course content. It is expected that about one fifth of the material will be delivered to the e-Learning Center each month.
 - b. Faculty members will work with the instructional designer to produce multimedia elements (video recording, storyboard for animations, ideas for figures, etc.).
 - c. Detailed review of course material that has been developed by the e-Learning staff.
 - d. The team shall submit one progress report and a final report.
4. **Implementation and Maintenance of Online Course:** After completing the development of the online course, faculty members will utilize the course in teaching. In which one member of the team is nominated to be responsible to coordinate the implementation of the online course after the development phase of the grant is completed. The period of this phase of the grant is three years (See section 5 of this guideline). Once the course is completed, it shall be made accessible, continuously, to all students registered in the course.
5. **Assessment:** The team should work with e-Learning Center to assess the online course and implementation. The course evaluation and maintenance report should be as described in section 3.1 in this document.



3. WRITING THE PROPOSAL

3.1 Format:

All submitted proposals to this grant program must be written according to the format described below (Please provide 5 copies of the proposal):

- a. **Title Page:** The title page of the proposal should include: the course title; all team members in the project; academic department and date of submittal of the proposal.
- b. **Introduction:** This section should provide a general summary of the course, including items such as: course title, course format, general course content. Also, *frequency of offering the course* and *number of students taking the course per semester* should be included in this section of the proposal.
- c. **Rationale:** This section should provide the rationale and justifications of offering the proposed course online (rather than in the typical classroom format), and the impact on the educational objectives of the proposed course to be developed online. *A list of expected benefits of offering this course online* should be provided. The team should conduct a survey of existing online material in the subject of the course and should provide justification for developing the course online at KFUPM rather than in adopting already existing online material.
- d. **Statement of Work:** This section should provide a detailed *description of all the major tasks to be carried out by the team* during the project lifespan. It is expected that this section will reflect the realization/understanding of the team of all the steps needed for the authoring and development of the course in an online format. The approach to develop the online course should be clearly mentioned under this section.
- e. **Implementation and Maintenance Plan:** This section should *provide a detailed description for implementing the course and updating it* after the course is fully developed. The plan should follow the general guidelines of the implementation and maintenance plan described in section 5 of this guideline. The plan must be reviewed and approved by the department before submission to DAD.
- f. **Required Resources:** This section should provide a detailed list of all the resources (software, copyright ...etc) that will be required for the development of the online course. This section should also explain how the project team plans to acquire each of the listed resources (Kindly note that the grant does not have provisions for acquiring any new software or hardware for a particular course). The copyrighted material that might be needed in the course development and requires copyright clearance shall also be mentioned here.
- g. **Schedule:** This section should provide a schedule of all the main activities. It should show all the milestones during the authoring/development stage of the online course and the contribution of each member to the tasks of the project.
- h. **Budget:** This section should provide a detailed budget for the proposed work. The budget must follow the guidelines provided in Section 3.2.
- i. **Resume:** Each team members should provide resume including background, teaching history/list of taught courses and any experience related to online course development.



3.2 Budget

Faculty members proposing to author an online course can request financial support for the project duration. The monthly compensation for the project team members and associated supporting staff is as follows:

ITEM	MAXIMUM AMOUNT (SR)
Project Duration	11 months plus one month summer
Principal investigator	1,200 per month
Co-investigator	1,000 per month
Graduate student/Research assistant	1,000 per grant
Secretary	1,000 per grant
Stationery	1,000 per grant
*Implementation and Maintenance after development (for one member only)	
First year	5,000
Second year	1,000
Third year	1,000

*The faculty involved for implementation and maintenance (PI/Co-I) should teach the course using developed material according to the **criteria** described in **section 5.2**.

Notes:

1. Summer compensation will be provided to all team members (PI/Co-I) who intend to work in the summer (only the first summer followed by approval of the project). The detailed plan for the work to be completed during summer should be provided.
2. All resources needed for the course development should be included in the proposed budget.

4. GRANT PROCESS

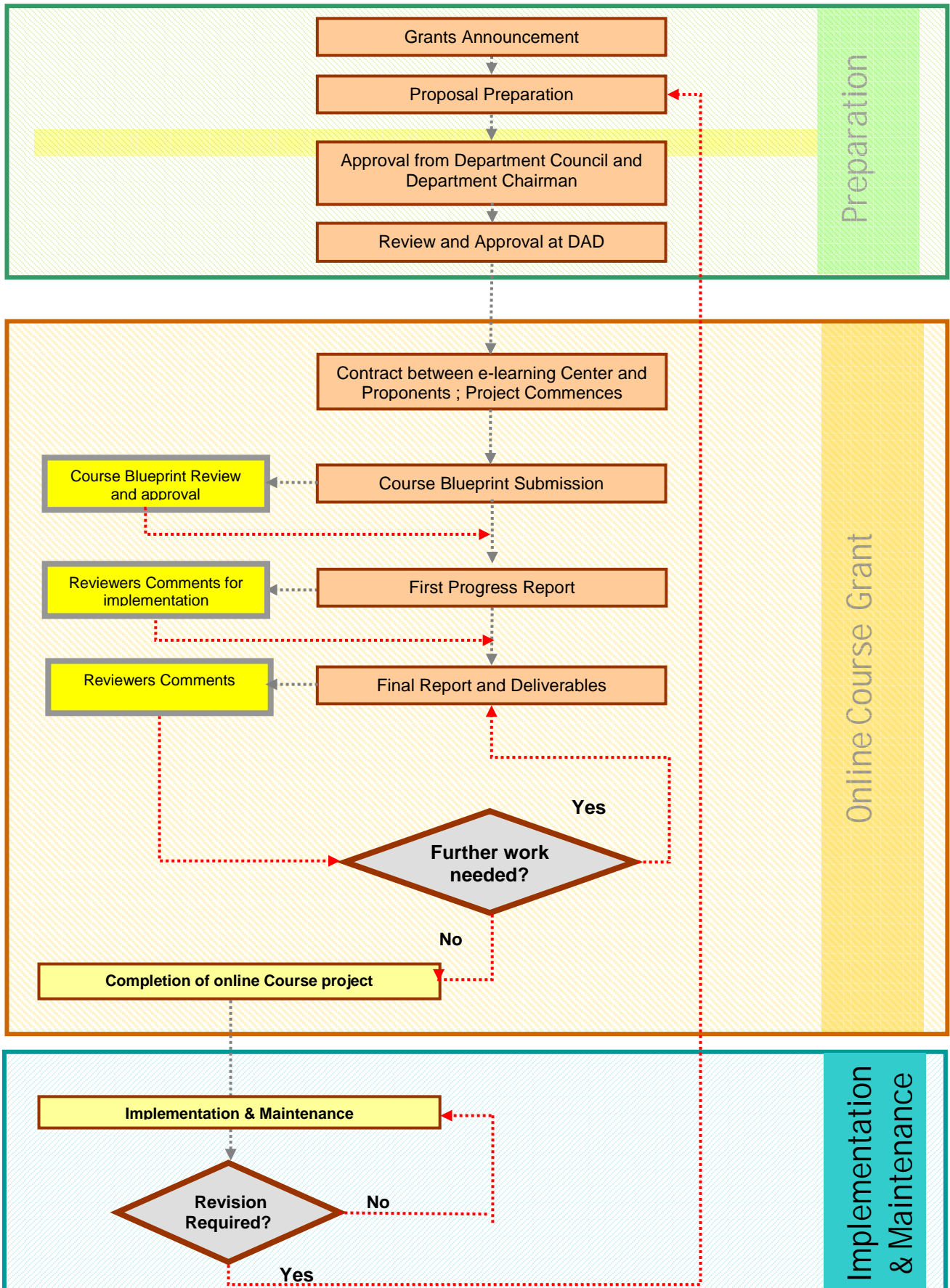
The main phases of the grant are shown in the chart below. Every academic year, the e-learning Center of DAD announces its annual Authoring Online Course Grants. Faculty members who are interested in applying for this grant should prepare their proposal according to the guidelines, and then submit the proposal to their department Chairman. The department Chairman will then send the proposal for internal departmental evaluation and will obtain department support and approval of the proposal. Once approved, the proposal, departmental evaluation, and approval form (see Appendix (C)) should then be sent, through the academic dean, to the e-Learning Center for evaluation.

The e-learning Center will evaluate all submitted proposals for an academic year in one group. The evaluation will be based on the selection criteria set in section 2.1.1 of this guideline. e-Learning Center review and recommendation procedure is expected to take about 2 months, after which the courses approved for funding will be announced. The team



will sign a contract with the e-learning Center (on behalf of KFUPM), after which the project will commence. During the development phase of the grant, the team will submit the material and will work with the e-learning Center in developing the online course. The e-Learning Center staff, in collaboration with the team, will develop the instructional design course blueprint. The team will submit one progress report and a final report at the end of the development phase. After each submission, reports will be reviewed and comments of the reviewers will be sent to the team for implementation.

Once the online course is successfully developed, the team will be informed about the completion of the development phase of the grant. The nominated member of the team will then start implementing the online course as planned. After each semester, the member in charge of the implementation plan will submit a report on the course implementation and maintenance. At the end of the implementation phase of the grant, the e-Learning Center will evaluate the implementation of the online course and will declare the end of the online course project upon successful completion of the implementation tasks.





5. IMPLEMENTATION AND MAINTENANCE PLAN

The goal of the implementation and maintenance plan is to ensure effective utilization of the online course once it is fully developed and to make sure that the objectives set for this grant have been fulfilled. Upon the implementation of an online course and onwards, errors, problems and improvements may be identified. Such issues can be identified based on the feedback of students or the instructors who used the online course in teaching. The objective of the maintenance plan is to facilitate addressing such issues and to find proper ways to resolve them. More details on maintenance and major revisions of the online course are described in Appendix (A).

This section provides a general framework for the proponents and the concerned department to plan for implementing the online course and maintaining it once it is developed. The team of investigators, who plan to get involved in working on an online course, should prepare, as part of their proposal, a complete implementation and maintenance plan **for a period of three years** from the date of completion of the development phase of the online course (see section 2.2). The plan should be consistent with the framework, which is presented below.

5.1 Implementation Plan Framework:

1. After the completion of the development phase of the grant, the online course is offered initially as supplementary material for one semester (see Appendix (B) for definitions of different delivery modes). The objectives of offering the course as a supplementary material are to test the effectiveness of the online material and to get feedback from students. A further objective is to enable faculty members teaching the course to become more familiar with the online course.
2. The course shall be offered for at least three years. All lessons of the course must be used, at least once, during the offering.
3. During the phase described in (2) above, the course shall be offered to a reasonably large number of students representing a reasonable sample of students registered in the course.
4. The online course authoring team shall to work in the implementation and maintenance phase. Description of tasks to be carried out during the implementation and maintenance phase are described below.
5. DAD will provide financial support for the implementation and maintenance of the online course for the first, second and third year to the nominated person @ SR 5000, SR 1000 and SR 1000 respectively.

5.2 Description of Implementation and Maintenance Tasks:

The persons who shall be assigned the responsibility of online course implementation and maintenance will carry out the following tasks during the implementation and maintenance phase:

- Coordinate with the academic department to implement the course as planned.
- The maintenance team has to utilize the online material in teaching.



- Active usage of the developed material in delivering the course.
- Use of discussions between faculty and students and among students to enforce learning and reflect on the material learned.
- Use of active learning techniques to enhance the student learning experience.
- Providing evidence of the use of developed material, discussions, active learning techniques has enhanced the student learning experience through submitted report.
- Providing a list of suggested enhancements to enhance the quality of the developed course.
- Participate in conducting a student's survey to evaluate the quality of the course.
- Provide a report with include the list of issues identified from the feedback of students or instructor of the course.
- Organize activities to obtain course evaluation data in coordination with the e-Learning Center. This will generally be done in the form of surveys.
- Interpret the evaluation data collected from the previous semester and identify the issues which need to be revised.
- Make arrangements with the e-learning Center to update/modify the course to remedy the identified issues.
- Provide details of the steps taken to remedy these problems.



Appendices

APPENDIX (A): POST-DEVELOPMENT MAINTENANCE

APPENDIX (B): ONLINE COURSE DELIVERY MODES

APPENDIX (C): AUTHORIZING ONLINE COURSE APPROVAL FORM

APPENDIX (D): PROPOSAL CHECKLIST



APPENDIX (A)

Post-Development Maintenance



POST-DEVELOPMENT MAINTENANCE

In the context of this document, maintenance refers to updating or modifying any part of an online course such that its main characteristics remain the same, where main characteristics include the course learning objectives, outline of the course and the format of the media and the technology used in the course. Maintenance is usually inevitable in any online course. However careful instructional design and adopting practices to ensure quality during the course development may reduce the need for maintenance.

In contrast to maintenance, the case where the main characteristics of an online course require updating or modification will lead to the revision of the online course. The indicators that a course needs revision include:

- The need to revise the subject matter of the course, including course learning objectives and/or course outline due to the advancements in the field of the subject or other similar reasons.
- New formats of media or technologies have become available, which can significantly improve the effectiveness of the course.
- The feedback from the implementation indicates that there are flaws in the design of the course, which significantly interfere with its effective use and require major modifications.

The maintenance of the course shall be carried out as described in the section 5 above.



APPENDIX (B)

ONLINE COURSE DELIVERY MODE



ONLINE COURSE DELIVERY MODES

Three delivery modes of the online course are identified below:

Supplementary Mode: The online course is made accessible to the students, as a supplement to the traditional face-to-face teaching. There is no reduction in the classroom time. The use of web-based resources is a required component of the course, which also includes the use of web-based communication tools.

Blended Mode: The classroom instruction of a segment of the course is completely replaced with the online learning. The segment should be a complete self-contained part of the course based on a top level topic included in the course. The rest of the course is conducted based on the supplementary mode.

Completely Online Mode: The classroom time of the whole course is replaced by the online learning activities. All the course components including lectures, communications, class management, and at least part of the students' work, are delivered completely online. There can still be some face-to-face meetings during the course for necessary discussions and assessments.



APPENDIX (C)

Authoring Online Course Grant Approval Form



Authoring Online Course Grant Approval Form

I. Project Data

- Online Course Title : _____
- Principal Investigator : _____
- Project Duration : _____
- Total Proposed Budget : _____
- Department : _____ Date: _____

II. Department Recommendation

By recommending this proposal, the department confirms its commitment to offer the online course as proposed by the project team

- Department Council Recommendation: ☐ Recommended ☐ NOT Recommended
- Justification: _____

- Chairman : _____ Signature: _____ Date: _____

III. Dean of Academic Development Recommendation

- Deanship of Academic Development: ☐ Recommended ☐ NOT Recommended
- Total Recommended Budget : _____
- Justification: _____

- DAD Dean: _____ Signature: _____ Date: _____

IV. Rector Approval

☐ Approved ☐ Approved as noted below ☐ NOT Approved

Rector of the University,

Dr. Khaled S. Al-Sultan _____ Date: _____



APPENDIX (D)

PROPOSAL CHECKLIST



PROPOSAL CHECKLIST

The proponents should submit the checklist along with the proposal. This checklist must contain all the data required for reviewing the proposal.

- a. The proposal follows the **format** required / described in the guidelines (Section 3.1).
- b. What are the **benefits** from putting this course Online (based on the *Rationale + Justifications*)
- c. The **description** of all major tasks to be carried out.
- d. The **approach** to develop the online course.
- e. The implementation and maintenance plan follows the **framework** described in the guidelines (Sections 5).
- f. The **contribution** of each team member to the tasks for the online course development.
- g. The number of students registered for the course in each semester (frequency of course) should be mentioned.
- h. The grant approval form attached with department chairman approval.
- i. The detailed resume of the team members are enclosed which reflects how many time they have taught the proposed course.