



الجامعة السعودية الإلكترونية
SAUDI ELECTRONIC UNIVERSITY
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SEU Learning, Teaching and Assessment Strategy

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Beneficiaries: Students, faculty members, colleges, and academic departments

Responsible Entity for the Guide: Vice Presidency for Planning, Development, and Quality

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Introduction:

The Saudi Electronic University has developed an ambitious strategic plan to fulfil its mission and contribute to meeting the demands of local development and the educational needs of society. The University's foremost strategic objective is to provide high-quality education that empowers learners to achieve their academic and professional aspirations. In support of this goal, the University has developed this Guide, which outlines its Learning, Teaching, and Assessment Strategy as a means of realizing its primary strategic objective. In light of the significant transformation in education, particularly higher education, brought about by the rapid technological advancements of our era and the substantial changes in labour market requirements, the University has deemed it essential to establish a clear and publicly declared strategy for learning, teaching, and assessment. This strategy is designed to align with these developments and to support students in attaining their academic and professional goals.

The purpose of this Guide is to articulate the University's philosophy regarding learning, teaching, and assessment, and to demonstrate how this philosophy is translated into a measurable strategy with clearly defined objectives. It also details the mechanism for implementing the strategy in practice to ensure goal attainment and regular evaluation for the purpose of identifying and addressing areas of weakness. Moreover, the Guide provides academic programs and faculty members with practical direction for its implementation by proposing diverse methods for learning, teaching, and assessment that support the achievement of the strategy's objectives. It further assists the University in shaping its professional development programs for faculty members.



Terminology and Definitions

Traditional Learning (Face-to-Face):

A mode of learning conducted within a defined physical space (i.e., classrooms) according to a fixed timetable, where the core components of the educational process—teacher, student, and lesson—converge in the same place and at the same time.

E-Learning:

A mode of instruction that utilizes digital technologies in either synchronous and/or asynchronous formats.

Blended Learning:

An approach that integrates traditional face-to-face instruction with e-learning at the level of the lesson, course, and/or academic program.

Distance Learning:

A form of e-learning conducted outside the physical classroom, relying on digital technologies for content delivery and communication.

Synchronous Learning:

A type of distance learning in which instructors and students meet virtually at the same time through live digital lecture platforms.

Asynchronous Learning:

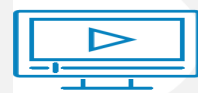
A type of distance learning that does not require live virtual meetings between instructors and students. Instead, learning materials are made available for students to access at any time and from any location according to a structured plan.

Delivery Mode:

The method by which instructional content is delivered to learners and the teaching and learning process is executed.

Gamification:

The application of game-based elements and principles to enhance motivation and engagement within the educational experience.





Strategic Drivers and Objectives

The Learning, Teaching, and Assessment Strategy is guided by the mission of the university, its Strategic Plan (2021–2025), and the defined graduate attributes. The first part of the university's mission emphasizes the provision of high-quality, flexible education for all segments of society, grounded in technology and modern learning models. Likewise, the university's first strategic objective is to "provide quality education that empowers learners to achieve their academic and professional aspirations."

To realize this overarching objective, the university has developed a set of operational goals, one of which is to "develop innovative models and approaches to learning and teaching."

In addition to its strategic orientation, the university has articulated a set of graduate attributes designed to enhance employability and support the academic and professional ambitions of its graduates. Below are the SEU Graduate Attributes and Institutional Learning Outcomes:

- **Depth of Disciplinary Knowledge and Application:** Students will possess broad and in-depth knowledge of key concepts and theories within their field of specialization and be able to apply them in diverse real-life contexts.
- **Self-Directed and Lifelong Learning:** Students will be capable of continuously updating their knowledge and advancing their technical skills in response to changes and developments in their discipline.
- **Critical Thinking and Problem Solving:** Students will be able to analyse and evaluate various forms of evidence, data, and information using logical and critical thinking processes to solve academic and professional challenges.
- **Effective Communication:** Students will be able to communicate effectively with others across multiple modes, including oral, written, and digital platforms.





Strategic Drivers and Objectives

- **Digital and Information Literacy:** Students will be proficient in using diverse digital resources to search for, evaluate, and synthesize information accurately and effectively, and will be capable of creating and sharing digital content using a variety of technological tools.
- **Innovation and Entrepreneurship:** Students will be able to generate creative ideas and implement them to develop innovative solutions or new products and transform them into viable entrepreneurial ventures.





The Strategy aims to align learning and teaching practices with the university's graduate attributes:

To achieve this, all academic programs at the university are required to map their intended learning outcomes to the SEU graduate attributes. The Strategy emphasizes the importance of selecting appropriate learning, teaching, and assessment methods that align with the intended learning outcomes at both the program and course levels.

This Guide proposes a variety of strategies to assist academic programs and faculty members in identifying and applying the most effective approaches to support student achievement of those outcomes. The attainment of this objective is measured through the results of institutional assessments evaluating students' achievement of the university's graduate attributes. (For more information on the assessment mechanism, please refer to the "SEU Graduate Attributes" document.)

Providing Students with a High-Quality and Varied Learning Experience:

Diversifying methods of learning, teaching, and assessment—particularly those that promote active learning and foster values of independent and lifelong learning—contributes to the development of a dynamic and engaging learning environment. This environment helps students realize their academic and professional aspirations while addressing individual differences. Accordingly, this Guide includes a wide range of evidence-informed strategies that encourage active learning and learner autonomy, in an effort to enhance the overall educational experience.

This objective is evaluated through the analysis of student satisfaction surveys conducted annually by the Vice Presidency for Planning, Development, and Quality, focusing on the students' perceptions of their learning experiences.





Enhancing the University's Reputation as a National Leader in E-Learning:

The University seeks to reinforce its standing as a premier institution for e-learning by fostering a strong reputation among its graduates, employers, and the broader community. The learning experience and the impact graduates have in their workplaces and communities play a critical role in shaping this perception. The effective implementation of innovative and diverse learning, teaching, and assessment practices contributes significantly to the formation of a positive institutional image. This Strategy was therefore developed to support the university's commitment to the continuous improvement and diversification of instructional methods, helping students achieve their full academic and professional potential. Progress toward this objective is measured by analysing the results of annual employer and graduate surveys conducted by the Vice Presidency for Planning, Development, and Quality, focusing on perceptions of the university's educational outcomes.





The University's Educational Philosophy

In light of the rapid advancements in information and communication technologies, it has become imperative for institutions of higher education to adapt to and harness these developments. Simultaneously, there is growing recognition of the limitations inherent in traditional modes of education, particularly in terms of accessibility and the quality of learning outcomes. Responding to these realities, the university has articulated its mission around maximizing the potential of technology: "To provide high-quality, flexible education to all segments of society, grounded in technology and modern educational models."

The educational philosophy of the Saudi Electronic University is founded on the optimal integration of emerging technologies to support both teaching and learning. It seeks to cultivate an interactive, flexible, and student-centred learning environment that fosters creativity, encourages active learning, and adapts to the individual needs of learners. In alignment with this philosophy, the university aims to:

- Enhance the flexibility and accessibility of the educational process, enabling a broader range of learners across society to pursue higher education.
- Shift the focus from teacher-centered instruction to student-centred learning, where instructors are expected to understand and respond to diverse student needs by creating responsive and inclusive learning environments. In this model, students are empowered to become active participants and assume greater responsibility for their learning journeys.
- Improve learning outcomes through the application of modern, evidence-based strategies such as adaptive learning and self-directed learning.
- Support students in achieving the SEU Graduate Attributes.
- Empower faculty members to implement a wider and more diverse range of teaching strategies, fostering deeper student engagement in the learning process.

SEU's Delivery Mode

The university adopts a blended learning mode across the majority of its academic programs, with the ratio between face-to-face and online instruction varying according to the nature and intended outcomes of each program. In addition, and without compromising learning outcomes, the university also implements fully online learning modes in select diploma programs.





Learning and Teaching Strategies

The university strongly encourages all academic programs and faculty members to adopt instructional strategies that ensure students' attainment of the university's graduate attributes and program learning outcomes. To support this, the Saudi Electronic University delivers a series of intensive training programs for faculty members in the fields of e-learning, curriculum development, and instructional methodologies. Among these are specialized training sessions focused on the effective implementation of learning and teaching strategies, ensuring their alignment with the course-specific learning objectives and, by extension, the overarching program outcomes.

These strategies are not mutually exclusive; rather, they are often integrated and may be employed collectively—or in various combinations—within a single course, depending on the course design, learning objectives, and the nature of the subject matter. The primary strategies include:

1. Lecture strategy

Lectures at the Saudi Electronic University are delivered through a variety of formats, including:

a. Traditional In-Person Lectures in Physical Classrooms

In this mode, faculty members meet with students on campus in physical classrooms following a pre-set schedule. During these lectures, course content is presented, discussed, and applied through interactive activities. Students are assessed, and direct, face-to-face feedback is provided. These classrooms are equipped with essential educational technologies—such as internet access, smart boards, projectors, and audio systems—to enhance the teaching and learning experience.





b. Synchronous Online Lectures via Virtual Learning Programs

Faculty members also deliver live online lectures through the university's learning management system. These synchronous e-learning sessions are conducted according to a scheduled timetable and allow for real-time explanation of course content, discussion, activity facilitation, assessment, and the provision of immediate feedback. Virtual classroom platforms support a wide range of interactive tools, including video, audio, text chat, digital whiteboards, breakout groups, participant permissions, and attendance tracking. These features create a highly interactive environment that often surpasses traditional lectures in monitoring student engagement and participation, enabling precise and automated tracking of student progress.

c. Asynchronous Recorded Lectures via Virtual Lecture Programs

Virtual lecture platforms provide the functionality to record live sessions. These recordings are automatically archived by the Learning Management System (LMS) according to the date and time of delivery. Faculty members can relocate or copy these recordings to designated course folders to integrate them with other instructional tools and references, facilitating student access anytime and from any location. The availability of recorded lectures allows students to revisit and rewatch sessions as needed, reinforcing key concepts and aiding in comprehension and retention. Moreover, this approach ensures that absent students are still able to benefit from the session content.





2. Discussion Strategy

Faculty members lead the discussion strategy before, during, and after lectures, facilitating student engagement in constructive and objective dialogue that aligns with the lesson's intended outcomes. Instructors pose questions and present ideas that stimulate interest and gradually guide students toward deeper understanding and interpretation. This strategy fosters the development of analytical, reasoning, and critical thinking skills. To maintain focus and ensure that discussions are productive, faculty members retain control over the process. Simultaneously, they encourage both group discussions and smaller breakout conversations under their supervision.

3. Brainstorming Strategy

The brainstorming strategy aims to foster students' ability to generate and extract novel ideas, encouraging them to think boldly and without hesitation. Faculty members meticulously plan the implementation of this strategy—whether during lectures or integrated into other teaching and learning methods. Typically, students are divided into small groups and are presented with a topic, problem, or concept that is entirely new and slightly beyond their current knowledge level. They are then asked to interpret, analyse, critique, or express their opinions on the topic. In some cases, students may be assigned to research the subject using various academic resources and present their findings in the form of individual or group projects or presentations. This strategy enhances cognitive engagement, activates memory, and ignites student enthusiasm for discovering new information and embracing innovative perspectives. It ultimately cultivates critical thinking, creativity, and innovation skills.





4. Projects Strategy

The Projects Strategy aims to equip students with new knowledge and skills through engagement in real, practical projects that are directly linked to their academic disciplines, professional experiences, and personal interests. The faculty member plans the strategy, its requirements, and implementation timeline before the beginning of the semester and shares this plan with the students to ensure their readiness. Students are tasked with the detailed planning and execution of their projects, aligning them with course objectives and their own personal goals, while being granted a degree of autonomy in managing their projects, provided they remain within the overall scope. The faculty member ensures that the projects are aligned with relevant scientific and technical standards and promotes a culture of project-based learning, encouraging independent thinking, originality, quality, and precision. The faculty member also manages the project development process by setting a timeline to monitor students' progress and by providing the necessary resources and references. Student projects are evaluated using various assessment methods, diagnostic, formative, and summative, and continuous feedback is provided. Students are also guided to conduct self-assessment and peer assessment using a clear and detailed rubric. The duration of each project may vary, ranging from one academic week to an entire semester. Upon submission of the final project, students are directed, based on their performance and the quality of their work, toward expanding and developing their projects, identifying potential partners or sponsors to launch their projects to the public, or creating new projects using the same approach they acquired in the course. This strategy contributes to enhancing students' self-directed and lifelong learning skills, and fosters innovation, creativity, and entrepreneurial competencies.

5. Problem-Solving Strategy

Problem-Solving Strategy is one of the oldest instructional strategies known to humanity. Faculty members apply this strategy while taking the following into consideration:

- Solving textbook exercises does not constitute problem-solving, as it involves applying pre-learned procedures and theories. The problem presented to students must be novel, authentic, and directly related to the academic content, enabling students to engage in deep thinking, exploration, and the pursuit of original solutions that may not yet exist.
- A list of proposed problems related to the course material should be made available, while also allowing students the freedom to identify and propose problems from their own contexts, disciplines, or interests, provided that these problems meet criteria defined by the faculty member to ensure their alignment with the course objectives and intended learning outcomes.





- Students are oriented and made aware of the approach through examples, role modelling, and live demonstration. Emphasis is placed on the fact that the Problem-Based Learning Strategy requires patience, persistence, and multiple attempts before arriving at an appropriate solution.
- Students are involved in identifying the objectives behind engaging in the problem-solving process.
- Faculty members engage in prior planning for implementing the Problem-Based Learning Strategy by establishing clear objectives, a timeline, the necessary resources, and by ensuring continuous support is available to students.

6. Collaborative Learning Strategy

The Collaborative Learning Strategy is fundamentally student-centred and serves as an effective approach for developing students' knowledge, skills, and experiences during and beyond their university education.

In this strategy, students are divided into groups, and each group elects a leader through internal voting. The group leader is typically responsible for managing the team and submitting the group's collaborative outputs. Responsibility in Collaborative work is both collective and individual, as each student receives an individual evaluation in addition to a comprehensive group evaluation—thereby increasing students' sense of responsibility.

Careful planning by the faculty member is essential for the successful implementation of the Collaborative Learning Strategy. Several key considerations must be addressed:

- Some students prefer individual work, others prefer group work, and some may not participate adequately or may delay task submission without regard for output quality. To address this, the faculty member initiates the course by fostering a collaborative and integrative learning environment, explaining the collaborative learning strategy in detail, and discussing students' individual and group responsibilities. Students are involved in certain planning decisions, including the formation of teams, to promote communication skills, leadership, and mutual trust. The assessment and feedback policy is clarified, with an emphasis on the presence of both individual and group evaluations to reinforce fairness and transparency.
- The faculty member is responsible for forming the collaborative learning teams, ensuring diversity in students' interests, skills, personalities, abilities, and experiences. Students are allowed to vote for their team leader. Teams are kept consistent throughout the semester to foster cohesion and enable accurate evaluation.





- The faculty member provides a precise, clear, and detailed plan for managing the implementation of the Collaborative Learning Strategy. They activate their role as a facilitator, supervisor of the educational process, and manager of the student teams, ensuring that students remain on the right track, that all team members are engaged and interact positively, and that the overall performance of the teams aligns with the predetermined learning objectives.

7. Self-Learning Strategy

The university allocates part of its course offerings to the Self-Learning Strategy, enabling students to learn and achieve the intended learning outcomes independently, without the presence of an instructor. This is facilitated by providing the educational content through asynchronous e-learning via the Learning Management System (LMS) in accordance with the course plan. The content is divided into small, manageable units to facilitate student comprehension and is delivered through interactive video segments. Each video is followed by an assessment to ensure student understanding and to measure progress in the self-learning content. Feedback is provided to students automatically.

The faculty member prepares the self-learning course plan prior to the beginning of the semester and shares it with the students to prepare them for the self-learning experience. Additionally, the faculty member maintains communication with students through available channels to address their questions and inquiries and to offer feedback as needed. The Self-Learning Strategy aims to equip students with the skills of autonomous and lifelong learning and the effective use of digital technology and information.

8. Flipped Classroom Strategy

The Flipped Classroom Strategy requires students to engage with the lesson's concepts and content prior to attending class. Typically, students are provided with a collection of visual, audio, and written materials to study independently.

Class time is then dedicated to activities, discussions, and applications related to the lesson. In this approach, students prepare thoroughly for the lecture by reviewing the educational materials available on the Learning Management System, and they may revisit the content, whether viewing, reading, or listening, at their convenience in terms of time and place.

The Flipped Classroom Strategy supports students in better understanding and comprehending lessons, as it provides them with extended time during class for discussion, inquiry, and application, enhancing their communication skills and critical thinking abilities.





Assessment Methods

The process of measuring and assessing students' performance, progress, and attainment of learning objectives and outcomes constitutes an essential component of the educational process, complementing the teaching and learning activities at the university. Given the university's adoption of active, student-centred learning, most student performance assessments are directed toward measuring the knowledge, skills, and attributes acquired by students that support their academic and professional aspirations.

Assessment strategies and methods are precisely defined within program and course specifications and are aligned with learning outcomes as well as teaching and learning strategies. Teaching and learning strategies are designed to support students in achieving the intended learning outcomes, while assessment methods and tools measure the extent to which students have attained these outcomes. This alignment ensures the quality of educational outputs and helps identify strengths and weaknesses in academic programs to inform appropriate improvement plans.

To ensure the quality, comprehensiveness, diversity, and accuracy of the assessment process in measuring learning outcomes, all academic programs and faculty members must adhere to the following requirements:

- Alignment of assessment methods and tools with the targeted learning outcomes and the educational models adopted by the university.
- Clear communication of assessment procedures to students at the beginning of the course.
- Coverage of all intended learning outcomes through assessment tools, ensuring that each learning outcome is appropriately evaluated.
- Diversity in assessment methods to enhance the accuracy of outcome measurement and ensure that all learning outcomes are assessed without exception.
- Provision of appropriate feedback to students following each assessment, to support and enhance the learning process.
- Assurance that learning outcomes are assessed at both the course and program levels, with verification that students have achieved the intended outcomes.





The University adopts various assessment methods and techniques to measure the effectiveness of teaching and learning strategies in helping students achieve the intended learning outcomes for each course and academic program. Among the most prominent assessment methods used by the University are the following:

1. Formative Assessment

This type of assessment involves the use of continuous assessment techniques to support active and collaborative learning throughout the academic term. It is intended to evaluate students' performance and provide them with feedback in order to improve their academic performance and ensure the effectiveness of the teaching and learning strategies used in the course. Various tools are employed in formative assessment, including:

Discussion Boards

These involve engaging students with each other and with the course instructor in discussing a specific scientific issue or academic topic. Discussions may take place asynchronously via the Learning Management System (LMS) or synchronously during face-to-face classroom sessions.

Polling

This refers to creating direct and interactive voting and opinion survey models on a particular issue or topic, collecting instant responses, and displaying them to all participants. This helps the instructor make informed decisions and aims to encourage students' participation and engagement during synchronous virtual sessions by measuring their reactions to questions.

Muddies Point

This involves asking students to identify the most complex or unclear point they encountered during synchronous virtual lectures or face-to-face sessions. This tool assists the course instructor in gauging the students' understanding. It may be implemented synchronously during virtual classes via the LMS or asynchronously through the electronic discussion board.





2. Summative Assessment

This type of assessment involves the use of final assessment tools to determine the extent to which students have achieved the intended learning outcomes at the end of a defined instructional period (such as the conclusion of a project, course, academic term, program, or academic year). This assessment method utilizes various tools aligned with the targeted learning outcomes and the University's instructional models. These include:

Midterm Exam: An assessment covering a specific portion of the course, typically conducted in the middle of the semester. It is administered in-person in the classroom using an electronic system, which facilitates quick and objective grading and ensures the provision of appropriate feedback to students.

Final Exam: A comprehensive exam administered once at the end of the academic term. It is used in most courses and constitutes a major component in evaluating students' achievement of learning outcomes. This type of exam is conducted face-to-face in classroom settings.

Assignments: Refers to any academic tasks completed by the student outside the classroom to ensure the achievement of specific learning outcomes. Assignments may vary in type and may be completed individually or in groups. They are submitted electronically through the University's Learning Management System (LMS).

Projects: These are tasks carried out by students either individually or collaboratively to develop specific skills, such as graduation projects. This tool is designed to assess students' performance and confirm the acquisition of the targeted skills. Projects are evaluated using descriptive rubrics to ensure objective assessment and are typically submitted via the University's LMS.

Quizzes: Short tests covering limited content as determined by the course instructor. These can be conducted at any point during the academic term and are commonly administered electronically through the University's LMS.

Presentations: Oral presentations delivered by students to their peers and course instructor, using visual aids that support the content in order to assess specific competencies. Presentations may be conducted in-person in classroom settings or during synchronous virtual sessions. Students' performance is evaluated using descriptive rubrics to ensure objectivity.





Assessment Methods

The assessment process serves as a mechanism for determining the extent to which the objectives and learning outcomes of academic programs and courses have been achieved. Assessment methods vary from one program to another depending on the nature of each academic program. Therefore, assessment methods must be carefully designed to align with the specific needs of each program while taking into account the following standards when selecting various assessment tools:

Validity: The assessment tool must measure what it is intended to measure in order to determine the extent to which students have achieved the targeted learning outcomes. One of the mechanisms to ensure the validity of assessment methods is to directly align them with the learning outcomes. For example, examination questions are linked to specific course learning outcomes to ensure that the "validity" criterion of the assessment method is met. Faculty members may also be consulted to provide feedback on the validity of the designed tool.

Reliability: Assessment tools must demonstrate consistency and stability, meaning they should yield the same results when administered under similar conditions, thereby reflecting the true level of student achievement. Several factors must be considered to enhance the reliability of assessment tools, such as ensuring adequate time for assessment and the clarity and precision of questions and instructions.

Objectivity: Assessment tools must evaluate student performance objectively by minimizing the degree of personal judgment by the faculty member. Objective-type questions, such as multiple-choice questions, and the use of descriptive rubrics contribute to increasing the objectivity of assessment tools.

Comprehensiveness: Assessment tools must cover all domains and targeted learning outcomes in a balanced manner. A matrix may be developed to map all assessment methods to the learning outcomes at both the course and program levels to ensure that assessment methods are comprehensive and appropriately cover all intended learning outcomes.

Feasibility of Administration: Assessment tools must be practically applicable, meaning that all necessary resources and expertise are available to ensure the successful implementation of the assessment.





Support

Professional Development for Faculty Members:

To effectively implement the learning, teaching, and assessment strategy, a structured professional development program must be in place to support faculty members in applying the proposed instructional and assessment mechanisms and in achieving the strategy's objectives. Accordingly, the Deanship of Human Resources takes into consideration the Learning, Teaching, and Assessment Strategy Guide when designing professional development programs for faculty members at the university. These programs are based on faculty evaluation results, their feedback, and the outcomes of achieving the objectives of the strategy.

Facilities and Technical Support:

The university ensures that students and faculty members are provided with the appropriate and sufficient facilities and technical support to enhance student learning processes, teaching activities, and assessment practices. The university periodically assesses, through feedback from students and faculty, the adequacy and suitability of its facilities and electronic systems for learning, teaching, and assessment processes, and undertakes the necessary continuous improvement actions.

Student Training:

The university ensures that students are trained on how to make the most effective use of its electronic and technical systems to support their learning and achievement of learning outcomes and graduate attributes.

Monitoring and Improvement:

The university regularly follows up on the achievement of the objectives of this strategic plan using the following measurement tools:

Graduate Attributes Achievement:

Assessed through satisfaction surveys distributed annually to students expected to graduate and to employers.





Provision of a Distinctive and Diverse Learning Experience:

Assessed through satisfaction surveys distributed to students expected to graduate from the university.

Contributing to Enhancing the University's Positive Image as a Local Leader in E-Learning:

This is assessed through satisfaction surveys distributed by the university to graduates and employers.

The strategy is reviewed in two phases: annually and every five years in alignment with the university's strategic plan. In the annual phase, the achievement of the strategy's objectives is measured using the assessment tools mentioned above, and the necessary improvement actions are taken. In the phase aligned with the university's strategic plan, it is ensured that the objectives of the Learning, Teaching, and Assessment Strategy are consistent with and contribute to the achievement of the university's strategic goals.





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