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**Al-Qasemi Academic College of Education**

**in Cooperation with**

**the International Center for Innovation in Education (ICIE)**

**Proposal for a Mass Open Online Course – MOOC**

**Course Name: Introduction to Teaching Thinking**

**Lecturer: Prof. Taisir Yamin and Dr. Baha Zoubi**

**Date of Submission: April 18, 2017**

Contents

[1. Prof. Taisir Yamin: Accompanying Letter from the Lecturing Leading the Course “Introduction to Teaching Thinking” 4](#_Toc480187121)

[2. Basic Information 4](#_Toc480187122)

[A. Category 4](#_Toc480187123)

[B. Course Subject 4](#_Toc480187124)

[C. Languages 4](#_Toc480187125)

[D. Partners 4](#_Toc480187126)

[E. Level of Course and Target Population 4](#_Toc480187127)

[Name of Course and About the Course 5](#_Toc480187128)

[F. Syllabus and Detailed Structure of the Course 5](#_Toc480187129)

[H. Summarized Résumé of the Lecturer 6](#_Toc480187130)

[I. Length, Effort Required, and Opening Date 6](#_Toc480187131)

[3. Course Details 6](#_Toc480187132)

[A. Target Population 6](#_Toc480187133)

[B. Lecturer’s Academic Status 6](#_Toc480187134)

[C. Demographic and Gender Diversity 6](#_Toc480187135)

[4. Campus Platform 6](#_Toc480187136)

[5. Digital Aspects of the Course 11](#_Toc480187137)

[A. The Digital Learning Strategy in the Course 11](#_Toc480187138)

[B. Diversity of Techno-Pedagogic Tools 12](#_Toc480187139)

[C. Assessment Tools 13](#_Toc480187140)

[D. Plan/Planning for the Video Production 13](#_Toc480187141)

[E. Forum Discussions 14](#_Toc480187142)

[F. Gamification 15](#_Toc480187143)

[G. Marketing Strategy 15](#_Toc480187144)

[6. Proposed Partners 16](#_Toc480187145)

[7. Estimated Costs 16](#_Toc480187146)

[8. Timetable 16](#_Toc480187147)

[9. Manner in Which the Course Meets the Required Criteria 17](#_Toc480187148)

[10. Independent Production Capabilities 18](#_Toc480187149)

[Appendix B: Course Bibliography 18](#_Toc480187150)

[Appendix C: Feedback on the Lecturer 18](#_Toc480187151)

# 1. Prof. Taisir Yamin: Accompanying Letter from the Lecturing Leading the Course “Introduction to Teaching Thinking”

# 2. Basic Information

## A. Category

Launching a new course, teaching course – compulsory.

## B. Course Subject

Teaching Productive Thinking for Creativity and Innovation

## C. Languages

The course will be launched in Hebrew, Arabic, and English. Based on the experience of recent years (the course is taught in Hebrew to Arab students at Al-Qasemi Academic College of Education), we believe that the course should be translated into Arabic and that Prof. Yoram Harpaz’s videos should include subtitles. As we see it, Prof. Yoram Harpaz’s strength lies in his unique rhetorical style, and the use of a different lecturer would detract from the course’s attractivity. We believe that the addition of carefully-translated subtitles will ensure proper access to the material studied. Regarding English: Prof. Taisir Yamin lectures in English around the world, and the production of the course in English will increase its attractiveness among large audiences abroad.

## D. Partners

## E. Level of Course and Target Population

The course is intended specifically for master’s and doctorate degree students in the teaching colleges and universities (approx. 12,000 students in 2016), as well as for outstanding students in the third year of undergraduate studies (the total number of students of education at undergraduate level is approx. 35,000). In addition to the direct target population, the course subject is also relevant to all teachers in Israel (there is a total of some 150,000 teaching workers in Israel), as well as extensive populations abroad. Furthermore, sections of the course will be used in in-service training programs for teachers led by the Center for Educational Technology (a total of approx. 9,000 teachers a year). The course will be accessible and open for self-learning for teachers, teachers of teachers, and principals in frameworks for in-service training and for other populations that are interested in the development of thinking. The course is given at the level of an introduction to teaching thinking, but will be demanding. It will present the field on the basis of the assumption that the students are not already familiar with the subject, but will require involved and in-depth learning. It should be noted that the presidents of both the academic colleges in Arab society – Sakhnin and the Arab College for Education (Haifa) – have approved the participation of their students in the course, if the College wins the RFP (see Appendix A).

## Name of Course and About the Course

**Goals of the Course**

## F. Syllabus and Detailed Structure of the Course

**Structure of the Units**

**Tasks and Assessment**

Active participation in all units; performance of ongoing tasks during the course; participation in forums; and concluding project. The grade for the course is comprised of:

• Personal median for the interactive tests (20%)

• Median in the thinking tasks and participation in forums (peer assessment, 30%)

• Group median for the concluding project (peer assessment supervised by the lecturer, 50%)

## H. Summarized Résumé of the Lecturer

## I. Length, Effort Required, and Opening Date

This is a semester-long course of nine units, between 3-4 hours of learning activity per unit – 30 hours in total. The students in the course will participate actively in all units; will perform ongoing tasks during the course; and will write a short research project – theoretical and practical – about a given aspect of teaching thinking.

# 3. Course Details

## A. Target Population

As detailed in section

## B. Lecturer’s Academic Status

Prof. Harpaz is a sought-after lecturer in many frameworks who consistently receives positive feedback from his students (see Appendix B). [Link to a sample video of a short lecture by the leading lecturer](http://yoramharpaz.com/videos/%D7%97%D7%99%D7%A0%D7%95%D7%9A-%D7%9C%D7%94%D7%91%D7%A0%D7%94/)

## C. Demographic and Gender Diversity

The course is intended for Arabic and Hebrew speaking students and for both women and men. The course will also be produced in English in order to allow a broader population to study its content.

# 4. Campus Platform

|  |  |
| --- | --- |
| **Initiation and Development** |  |
| **Subject** | Timetable and Implementation |
| Team building | Within 1 month from receipt of approval, the team will include:  • Content expert – Prof. Yoram Harpaz  • Training developers from the team of the Online Learning Administration in the Center for Educational Technology  • Video study team at the Center for Educational Technology  • Techno-pedagogic expert from Al-Qasemi College (Ms. Abir Watad)  • Academic and pedagogic consultants from Al-Qasemi and the Center for Educational Technology |
| Training for the course presenter in appearing before camera | At the video studio of the Center for Educational Technology, headed by producer Gidi Yehoshua. The studio team includes directors, screenwriters, makeup artists, sound technicians, editors, graphic artists, lighting technicians, etc. |
| Allocation of content expert | Prof. Yoram Harpaz |
| Concept document | Within 2 months from the receipt of approval. The document will include:  1. The goals of the course  2. Detailed syllabus on the resource level: content resources + multimedia and techno-pedagogic means for presenting the content |
| Assessment plan | The assessment plan will be formulated in broad terms within 2 months from the receipt of approval. The plan will be refined and deepened during the development process with reference to the overall format of the course |
| Preparing Gantt chart | Within 3 months from the receipt of approval, at the level of detail of the units and their components |
| Filming, recording, and editing | Immediately after completing the Gantt, the stage of writing scenarios will begin according to the concept document. The filming will take place from the end of the fourth month after receipt of approval through the end of the 10th month, led by the staff from the video studio at the Center for Educational Technology |
| Creating a prototype | Within 5 months from receipt of approval |
| Linguistic proofreading | Hebrew: Al-Qasemi team + team from the languages section in the Center for Educational Technology  Arabic: Al-Qasemi College  English: Al-Qasemi team + team from the languages section in the Center for Educational Technology |
| Ongoing update of development status | Developing a mechanism for cooperation between the campus team and the course development team, updated online, and detailing the status of each of the implementation components acc. to the milestones in the development process. |
| Inculcating third party content | Implementation will be in accordance with copyright rules and in cooperation with the Copyright Department in the Center for Educational Technology |
|  |  |
| **Declaration and Marketing** |  |
| **Subject** | Timetable and Implementation |
| Writing an about page | Within 3 months from the receipt of approval. Based on the course goals and structure, the syllabus, and the concept document. |
| Attachment of syllabus and grading criteria for the course handouts section | Within 4 months from the receipt of approval, based on the structure of the units as detailed in the proposal document (section 2). The syllabus and grading criteria will be refined and elaborated at a later stage, following the completion of the development process during agile development. |
| Forwarding all information requirement to produce a certificate and approval of its format by the campus team | Within 6 months from the receipt of approval |
| Approval of the components of the about page, including application of SEO considerations by the digital learning expert | Within 4 months from the receipt of approval – the Al-Qasemi team, in consultation from the Digital Campus team. |
| Creating a trailer for the course | Within 5 months from the receipt of approval – Video Department in the Center for Educational Technology |
| Developing the marketing strategy for the course | Publicity will be adapted to the course accreditation and target populations, in Hebrew, Arabic, and English. The publicity letter will include target audiences, goals, themes, and a trailer offering a peek at the course and the subjects studies, a taste of the lecturer’s style and an introduction to the learning processes in the course. The letter will be published on the College’s website, the teaching workers website of the Center for Educational Technology, the college CRN system, and the CRN system of the Online Learning Administration. |
| **Control and Accessibility** |  |
| **Subject** | Timetable and Implementation |
| Meeting accessibility standard – AA level ([link to WCAG document](https://www.w3.org/WAI/WCAG20/quickref/)) | All the course content will meet WCAG standards and the requirements of the Accessibility Law. In order to make the course content accessible, we will use clear content and legible typefaces. We will add alternative written content for all the graphical elements on the website. Presentations and documents will be made accessible and will appear on the course website.  We will ensure color contrast in texts and graphics according to the standard.  We will undertake transcription and add subtitles to the video clips on the website. |
| Creating synchronized captions for all the course content | Prof. Harpaz will give his lectures in Hebrew. All the clips will include captions according to the course language – Hebrew, Arabic or English. Multimedia components will appear in the course interface language (Hebrew, Arabic or English), with subtitles. The Video and Media Department of the Center for Educational Technology will be responsible for synchronization. |
| Link from the course home page to the course, demo, support, tab link | Will be implemented around the marketing date in an accessible, clear, and attractive manner |
|  |  |
| IP issues and use of freebie content | The main content of the course will be developed specifically for the course itself. The course will use freeware applications and additional materials, legally and in consultation with the Copyright Department of the Center for Educational Technology |
| **Launch and Run-In** |  |
| **Subject** | Timetable and Implementation |
| Operating team  Allocation of team members for ongoing operation of the course (inc. managing forums, providing a rapid response to questions, deleting inappropriate comments, forwarding important issues to the lecturer, contacting the campus team when problems arise, etc.) | A techno-pedagogic expert will be appointed by Al-Qasemi College and will closely supervise the students’ learning process, helping with their questions and with difficulties as they arise. In the first year of the course, supervision will also be provided by the training development team from the Online Learning Administration in the Center for Educational Technology. In the first year, when the course uses an instructor-led format, Prof. Harpaz will be involved on a level of at least twice a week. In the repeat runnings, we will gradually reduce the lecturer’s involvement in the course. |
| Managing ongoing email correspondence with students | The techno-pedagogic and academic team, Al-Qasemi College – under the supervision of the team from the Center for Educational Technology during the first year |
| Ongoing updates on the course info page | Through the campus platform, as the responsibility of the techno-pedagogic expert from Al-Qasemi – under the supervision of the team from the Center for Educational Technology during the first year |
| Implementation upgrading and corrections after the first run-in, or several full run-ins of the course, in accordance with the data and feedback received | Through cooperation between Al-Qasemi College and the online learning team from the Center for Educational Technology, based on the insights raised by feedback and the assessment process. |

# 5. Digital Aspects of the Course

## A. The Digital Learning Strategy in the Course

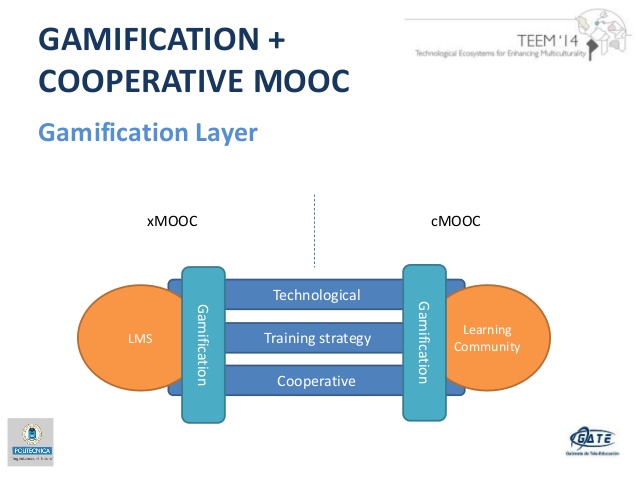
The course will be fully on line. In the first year, the course will mainly consist of asynchronic units, together with two synchronic sessions of the lecturer and students. After completion of the first implementation of the course, we will evaluate the effectiveness of the synchronic sessions in the learning process. The structure of the units and learning strategy are detailed in section 2.

**The MOOC Model**

As will be recalled, MOOC includes two key models – cMOOC and xMOOC. This course will be a cooperative MOOC1 course combining both models:

• The cMOOC (connective MOOC) model is based on a connectivist pedagogic approach in which the study material is not defined in advance, but is collected by the course participants during the course as a result of the interaction between the course participants. The model is based on learning groups, cooperation, and joint projects, usually using Web 2.0 tools.

• The xMOOC model is based mainly on academic and formal learning and the transfer of a body of knowledge from the lecturer to the learners. xMOOC courses are mainly based on LMS systems, together with forums for requesting help from the supervisors, the lecturer, and other learners in the course.

• The cooperative MOOC1 will integrate these models, including the adaptation2 of the model to include elements of gamification:

The cooperative model combines xMOOC and cMOOC, drawing on techno-pedagogic tools (LMS system + Web 2 tools), together with a learning approach (in our case – teaching thinking according to the unit structure, in order to create a cooperative user experience.

## B. Diversity of Techno-Pedagogic Tools

• Environment for managing the course learning

• Video including questions to be answered while viewing the session, pausing the video and continuing viewing after answering the question

• Various types of interactive questionnaire/problem/test forms confirming the students’ understanding, with immediate feedback and links to ancillary material enabling students to improve their grade

• Forums for managing discussions among the students

• Google docs for preparing cooperative documents during the course

• Individual/group blog enabling the raising of insights that develop during the course and the presentation of arguments

• Tool for conceptual mapping, such as [Mindmeister](https://digitalpedagogy.co/category/mindmeister/), [Mindmup](https://digitalpedagogy.co/category/mindmup/), [Mindomo](https://digitalpedagogy.co/category/mindomo/), to facilitate ideas and concepts

• Virtual environment for synchronized sessions, such as Zoom or Centra

• Poll tools such as Mentimeter or Polleverywhere to obtain data and facilitate analysis by the students and supervisors

## C. Assessment Tools

As noted in section 2, the course grade is based on the median grade for the ongoing tasks (interactive tests following the video clips in each unit and performance of tasks for enhancing thinking – 50%) and the grade in the collective concluding project (50%).

Assessment tools:

• Use of assessment tools of the learning management environment enabling the monitoring of performance of tasks by students

• Monitoring the viewing time of videos (5% of final grade).

• Weighting the grades in the interactive tests/questionnaires, 20% of final grade.

• Involvement and participation in cooperative learning interactions on the forum and the blog, encouraging the sharing of deep thinking insights relating to the unit content, 25% of the course grade.

• Concluding task and providing feedback according to a matrix for 2 peers, 50% of the course grade. The peer assessment will be examined on a random basis by the lecturer or course assistant.

## D. Plan/Planning for the Video Production

The video clips with Prof. Yoram Harpaz will be filmed specially for the course at the studio of the Center for Educational Technology in Ramat Aviv. This is an HD studio equipped with the latest K4 cameras and an advanced TriCaster production system. The lectures themselves will be edited to include graphic elements, icons, and graphics based on Premier and after-effect systems in order to highlight complex and abstract parts of the material (see sample [video](http://yoramharpaz.com/videos/%D7%97%D7%99%D7%A0%D7%95%D7%9A-%D7%9C%D7%94%D7%91%D7%A0%D7%94/)).

Each video clip will be directed by a supervising director who will work with the lecturer, both to develop the message into a scenario and to work on the presentation methods.

Use will also be made of technological tools that help maintain attentiveness while viewing and test the understanding of the course themes. “Video halt” stops the video to allow for questions and answers examining understanding; “video safe” prevents the student from continuing to next unit before completing the learning in the current one; other tools will also be used.

## E. Forum Discussions

Several forums will be operated simultaneously throughout the course:

• **General discussion forum**: general discussion and technical questions about the course themes, forum activities, and concluding task.

• **Introductory forum** where each participant in the course introduces himself/herself

• **Thinking community forum**: questions for discussion based on understanding and applying the weekly theme. In this forum, the lecturer and students can raise issues for discussion, and the students can raise questions relating to difficulties in understanding. A gamification component will encourage students to add reactions and to attempt to respond to the difficulties of other learners (see section F).

Additional forums will be developed in some of the units according to different needs, such as a feedback forum for the course, including open questions sent by the academic team in the course to assess satisfaction.

Students will be able to gain credit points for participation in the various forums entitling them to different benefits, such as bonus points in their final grade and badges confirming different levels of expertise.

## F. Gamification

• Personal progress bar for each unit and personal progress bar for the whole course, enabling students to track their progress in the course tasks and the scores they have received.

• Collective score bar – the combination of the individual scores of all the group members.

• Stop videos – inculcation of questions during pauses in the video, and safe videos – the next video opens only after the questions embedded in the current one have been answered.

• Interactive quizzes with immediate feedback through multimedia components, links to the learning material, and an option to take the quiz again and improve the grade.

• Announcement of the 3 leading participants on completing each unit.

• Course students can gain points for the various tasks and can be awarded points by their peers. The points entitle them to badges confirming different levels of expertise, which can be displayed on the student’s public profile. These points can also lead to a bonus in the final grade.

Points can be gained in the different course tasks (watching the video, reading an additional article and answering questions, correct answers in the interactive quiz, etc.), and particularly by receiving stars in the various forums.

• In each unit, each student receives 5 stars to allocate to their fellow students in response to comments, questions, and answers on the forums. In order to encourage the students to help each other, students who award a star for an answer to a difficulty raised by one of their peers will receive extra stars.

## G. Marketing Strategy

Al-Qasemi College will publicize to its students, as will teachers participating in in-training programs in the Center for Educational Technology, and educators, teachers, and teachers’ teachers. The publicity letter will be published in Hebrew, Arabic, and English and will include the following: target audiences, goals, themes, and a trailer offering a peek at the course and the subjects studies, a taste of the lecturer’s style and an introduction to the learning processes in the course. The letter will be published on the College’s website, the teaching workers website of the Center for Educational Technology, the college CRN system, and the CRN system of the Online Learning Administration.

# 6. Proposed Partners

The development and operation of the course will be undertaken in cooperation with the development team of the Online Learning Administration and the Video Department of the Center for Educational Technology. The team members include pedagogic experts and digital pedagogic experts, all of whom have skills and experience acquired over two decades in planning, supervising, and producing thousands of online learning units and hundreds of online courses for diverse target populations, including high-school students, teachers, and teachers’ teachers. The technological and media team will also be recruited for the course, together with advanced development means, such as a video studio, graphic designers, and so forth.

# 7. Estimated Costs

See the attached appendix

# 8. Timetable

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| Assembling the team |  |  |  |  |  |  |  |  |  |  |  |  |
| Concept document |  |  |  |  |  |  |  |  |  |  |  |  |
| Assessment plan |  |  |  |  |  |  |  |  |  |  |  |  |
| Preparing detailed Gantt |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing scenarios, filming, recording, editing |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating prototype |  |  |  |  |  |  |  |  |  |  |  |  |
| Presenting prototype to campus team |  |  |  |  |  |  |  |  |  |  |  |  |
| Trial run |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing about page + SEO considerations |  |  |  |  |  |  |  |  |  |  |  |  |
| Attaching syllabus and grading criteria |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating certificate and approval of format by team |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating course trailer |  |  |  |  |  |  |  |  |  |  |  |  |
| Developing the course marketing strategy |  |  |  |  |  |  |  |  |  |  |  |  |
| Developing and inculcating additional multimedia and Web 2 means |  |  |  |  |  |  |  |  |  |  |  |  |
| Course goes on air |  |  |  |  |  |  |  |  |  |  |  |  |

# 9. Manner in Which the Course Meets the Required Criteria

Prof. Yoram Harpaz is a world expert in teaching thinking. He has published dozens of articles and several books on the subject, and these are studied at institutions of higher education and teaching colleges in Israel and around the world. He recently wrote the chapter on teaching thinking in the handbook *Teaching Thinking* (Routledge). He is in demand as a lecturer in Israel and abroad, and consistently receives high assessments from student bodies. The course was developed in cooperation with the Center for Educational Technology and is offered in Hebrew, Arabic, and English.

The course addresses the following central question: How can we teach students to think efficiently, critically, and creatively? The direct target population of the course are students of education, teachers, and teachers’ teachers. In addition, the course may be of interest to anyone concerned with the development of thinking in different frameworks. The course is innovative and necessary. It brings together a large number of models and approaches to the development of thinking, and makes “order out of chaos” by presenting an innovative meta-theory developed by Prof. Harpaz that enables the practical application of the development of thinking. The cooperative MOOC model used for the development of the course is innovative in its own right.

We propose an advanced MOOC model that combines the professional production of video clips and sophisticated techno-pedagogic tools in order to enhance formal and group learning. The learning experience in the course is active and interactive, inviting students to be involved in profound, effective, critical, and creative thinking relating to the course content. This is also the message of the course: good learning of the course content is the product of active thinking about this content.

The course participants will enjoy a broad-based support system, including interactive tools examining understanding; techno-pedagogic tools for enhancing thinking; placement and work in learning groups; and forums for raising questions and for group discussions. In the first year, the course is supervised intensively by an experienced and professional techno-pedagogic team from the Center for Educational Technology and Al-Qasemi College.

The course offers a range of learning and assessment tools in a model combining xMOOC and cMOOC. This enables an in-depth comparison of the impact of the different tools on the learning experience, involvement, and the students’ learning achievements.

# 10. Independent Production Capabilities

The partners in this proposal are not interested in producing the course from independent sources and in uploading it to the national campus for free.

Sincerely,

**Prof. Bashar Saad President, Al-Qasemi Academic College of Education**

**Muhammad Katani, CPA Deputy CEO – Finance, Al-Qasemi College**

# Appendix B: Course Bibliography

# Appendix C: Feedback on the Lecturer