

College UBT

**ONLINE TEACHING
AND LEARNING
STRATEGY OF 2023-
2028**

September 2023

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1. INTRODUCTION

As a result of pandemics COVID-19 and new circumstances arising in the global higher education and higher education in Kosovo and pursuant to the Law on Higher Education and the Statute of College UBT, the Academic Council, at the meeting of the held on 20.08.2023, appointed a professional commission for drafting the online teaching and learning strategic plan of UBT in the following composition: Edmond Hajrizi (Chairperson), Visar Hoxha (member), Murat Retkoceri (member), and Betim Gashi (Industry Board representative).

While drafting the online teaching and learning strategic plan of UBT College, the Commission was based on the following Theories:

1. Kolb's Learning Theory;
2. John Dewey's theory;
3. Jack Mezirows transformative learning theory;
4. Jean Piaget's theory

Kolb's Learning Theory "conversational learning" approach, enables learners to make meaning and convert experiences into knowledge through the exchange of conversations (Kolb et al., 2002). Video tutorials, video conferences, and virtual labs are one way to achieve the conversational learning approach in Kosovo's digital environment. The challenge remains with the students with lower levels of English.

Based on John Dewey's theory of experiential learning self-directed learning is guided and applied resulting in a meaningful experience that helps gain knowledge that can be applied in future contexts. Experiential learning of Interdisciplinary Activity simulating development projects must be taken into consideration. At UBT College, the curriculum re-design must be taken into account to implement the experiential model into account to develop the skills that increase the employability of students. Simulations, role-play interaction with clients, and video content produced by students can be used to nurture the Experiential Learning Model.

According to Jack Mezirows (2003), in transformative learning theory, learning begins with an experience called a disorienting dilemma (cognitive dissonance, which happens on realizing that your current understanding of the world does not fit with the current evidence). The cognitive dissonance can be alleviated with the transformative learning experience such as Interdisciplinary Activity, where students in several courses can be given a project in which blended learning applies. The assessment of the project takes place in several courses by several professors all at once, supported by the Industry.

Using Jean Piaget's theory the courses can be offered with many of the requirements included in similar digital courses provided by Coursera and EdX, where students can create their own pace of learning for certain formal education course requirements.

2. MISSION, VISION AND VALUES

The Mission

The mission of the Online Learning and Teaching Strategy during pandemics and in general is to achieve excellence in accessible online instruction for all students.

The Vision

The UBT College strives to become a champion of excellence in online and digital teaching without compromising the teaching and learning integrity and public trust.

Values

The values of UBT College are as follows:

1. Commitment to online teaching and learning excellence;
2. Highest online teaching integrity
3. Effectiveness in the achievement of learning outcomes through digital and online resources;
4. Digital teamwork environment to nurture social skills of students, professors, and other stakeholders;

3. STRATEGIC GOALS AND OUTCOMES

Based on the theoretical framework analyzed by the Working Group, the following strategic goals and outcomes were formulated:

STRATEGIC GOAL 1: INCREASE THE CONVERSATIONAL LEARNING EXPERIENCES IN A DIGITAL ENVIRONMENT

OUTCOME 1.1. Create video tutorials and video conferences as a way to achieve the conversational learning approach in Kosovo's digital environment;

OUTCOME 1.2. Develop Virtual Labs either proprietary or in cooperation with the Coursera for Campus as a way to achieve the conversational learning environment;

OUTCOME 1.3. Develop virtual meetings, live chats, and video tutorials to maintain human connection

STRATEGIC GOAL 2: DEVELOP THE EXPERIENTIAL LEARNING EXPERIENCE IN A DIGITAL ENVIRONMENT

OUTCOME 2.1. Adapt curriculum to embrace the experiential learning model, especially with respect to learning activity and assessment methods that are suitable in a digital environment to achieve the course learning outcomes;

OUTCOME 2.2. Develop Interdisciplinary Activity with real-life project-based learning as a learning activity and assessment method as a way to achieve experiential learning in a digital environment;

OUTCOME 2.3. Include video presentations of students, virtual projects, and virtual role-play interactions for students in course syllabi in order to produce content that nurtures Experiential Learning and develops skills needed to increase the employability of students such as presentation skills, project management skills etc;

STRATEGIC GOAL 3: DEVELOP TRANSFORMATIVE LEARNING IN A DIGITAL ENVIRONMENT

OUTCOME 3.1. Develop transformative learning and teaching model that transforms the way of learning and teaching in Kosovo and in a digital environment such as Interdisciplinary Activity and include it as an assessment method in transdisciplinary courses;

OUTCOME 3.2. Develop blended learning especially with respect to tutorship with industry as far as Interdisciplinary Activity is concerned;

OUTCOME 3.3. Develop Industry representatives to develop case studies and participate as tutors for Interdisciplinary Activity and as multiple assessors in the courses where Interdisciplinary Activity is applied;

STRATEGIC GOAL 4: DEVELOP SELF-DIRECTED LEARNING IN A DIGITAL ENVIRONMENT

OUTCOME 4.1. Integrate parts of the Coursera for Campus online courses requirements as part of the courses in the formal accredited programs of UBT to nurture self-directed and independent learning of students;

STRATEGIC GOAL 5: IMPROVE DIGITAL PEDAGOGICAL METHODOLOGY OF STAFF AT UBT COLLEGE

OUTCOME 5.1. Increase project-based learning to promote purposeful learning through digital methods;

OUTCOME 5.2. Increase inquiry-based learning to the purposeful learning through digital methods and problem-solution;

STRATEGIC GOAL 6: ADVANCE ADAPTIVE E-LEARNING TO IMPROVE STUDENT ENGAGEMENT AND INTERACTION IN THE DIGITAL ENVIRONMENT

OUTCOME 6.1. Design an adequate adaptive e-learning environment with personalized instruction to reinforce the course learning outcomes;

OUTCOME 6.2. Study the impact of adaptive e-learning on the increase of student engagement and interaction;

OUTCOME 6.3. Offer supplemental instruction adaptable to different groups of students to increase their interaction and engagement;

OUTCOME 6.4. Establish Learning to Learn in a Digital Environment Tutorship Program to assist the lagging students;

STRATEGIC GOAL 7: DEVELOP POSITIVE LEARNING EXPERIENCES

AND FACILITATE STUDENT SUCCESS AND RETENTION IN ONLINE COURSES AND PROGRAMS BY PROVIDING RESOURCES TO BOTH FACULTY AND STUDENTS TO DEVELOP THEIR SKILLS IN A DIGITAL ENVIRONMENT

OUTCOME 7.1. Asses the faculty and student needs regarding online teaching and learning;

OUTCOME 7.2. Support professors in designing assessment methods suitable to the digital environment in accordance with the Guideline for Student Assessment of College UBT;

OUTCOME 7.3. Offer professional development training for faculty in online teaching;

OUTCOME 7.4. Develop the Online Learning Mentor Program that will provide automatic answers to various questions made during the course delivery;

OUTCOME 7.5. Develop virtual support for student engagement;

