



الرِّيلُ الْجَنْسُ لِلْفَوْعَ وَرَقْبَهُ خَرْجَهُ نَعْلُمُ الْبَرَاجِ

جامعة قطر | مكتب التعليم الأكاديمي وضمان الجودة

برنامج البكالوريوس في القانون | كلية القانون

مخرجات التعلم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعارف والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. فالمخرجات تعتبر طريقة واضحة وقابلة للقياس تضمن أن البرنامج يلبي أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح. كما أنها تمكّن البرنامج من وسائل التحسين المستمر لتلبية الاحتياجات المتغيرة للطلاب وسوق العمل. تعتبر مخرجات التعلم للبرنامج بمثابة خارطة طريق لتطوير منهج البرنامج، كما توفر إطاراً لنقديم البرنامج وتحسينه. من ناحية أخرى، تضمن مخرجات التعلم مواصفة البرنامج مع سمات خريجي الجامعة وكفاءتهم الداعمة.

3. البحث العلم:

- 1.3 القدرة على جمع مراجع البحث من مصادر متعددة وتصنيفها.
- 2.3 القدرة على إعداد خطة بحثية متماسكة.
- 3.3 القدرة على تقييم مصادر البحث.
- 4.3 القدرة على كتابة بحث قانوني منكامل.

4. التواصل:

- 1.4 القدرة على التواصل بفعالية شفهياً.
- 2.4 القدرة على التواصل كتابة.

5. الأخلاق والالتزام المهني:

- 1.5 القدرة على التعرف على القواعد الأخلاقية لممارسة المهن القانونية.
- 2.5 الالتزام بالدور الجوهري للمهن القانونية.

6. الإدارة الذاتية والتعاون:

- 1.6 القدرة على انجاز المهام بشكل مستقل.
- 2.6 القدرة على التعاون مع الزملاء.

مصفوفات التقويم



تم تصميم الأمثلة التالية لمصفوفات التقييم وتهدف إلى تطبيقها بشكل متسق وموحد عبر أي مقررات مختارة من البرنامج. وهي توفر إطاراً شاملأً لتقدير تحقيق الطلاب مخرجات التعلم على مستوى البرنامج، بغض النظر عن المقرر أو الأداة

مخرجات التعلم للبرنامج



يحتوي برنامج البكالوريوس في العقيدة والدعوة على مخرجات التعلم التالية:

1. المعرفة:

- 1.1 الفهم للأصول التاريخية القواعد القانونية وتطور النظام القانوني القطري.

- 2.1 الإدراك للمبادئ الكلية والقواعد الموضوعية والإجرائية للنظام القانوني القطري.

- 3.1 الاطلاع على الأنظمة القانونية المقارنة وقواعد القانون الدولي.

2. التفكير القانوني:

- 1.2 القدرة على تحليل الواقع وتحديد الواقع المنتجة قانوناً.

- 2.2 القدرة على تحليل نصوص القانون وأحكام القضاء وآراء الفقهاء.

- 3.2 القدرة على تطبيق القواعد القانونية على الواقع.

- 4.2 القدرة على تقييم النصوص وأحكام القضاء وآراء الفقهاء.





مخرج 3: البحث العلمي

مؤشر الأداء 1.3: القدرة على جمع مراجع البحث من مصادر متعددة وتصنيفها.

مخرج 2: التفكير القانوني

مؤشر الأداء 1.2: القدرة على تحليل الواقع وتحديد الواقع المنتجة قانونً.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب قدرة استثنائية على تحليل الواقع وتمييز الواقع المنتجة قانونًا.
- جيد (3): يظهر الطالب قدرة جيدة على تحليل الواقع وتمييز بينها.
- متوسط (2): يظهر الطالب قدرة مقبولة على التحليل والتمييز.
- يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على التحليل والتمييز.

مؤشر الأداء 2.2: القدرة على تحليل نصوص القانون وأحكام القضاء وأراء الفقهاء.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب قدرة استثنائية على تحليل النصوص وأحكام القضاء بدقة عالية.
- جيد (3): يظهر الطالب قدرة جيدة على تحليل النصوص وأحكام القضاء بشكل منطقي.
- متوسط (2): يظهر الطالب قدرة مقبولة على تحليل النصوص وأحكام القضاء.
- يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على تحليل النصوص وأحكام القضاء.

مؤشر الأداء 3.2: القدرة على تطبيق القواعد القانونية على الواقع.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب قدرة استثنائية على تطبيق القواعد بدقة على الواقع.
- جيد (3): يظهر الطالب قدرة جيدة على تطبيق القواعد بشكل ملائم.
- متوسط (2): يظهر الطالب قدرة مقبولة على تطبيق القواعد على الواقع.
- يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على تطبيق القواعد بدقة.

مؤشر الأداء 4.2: القدرة على تقييم النصوص وأحكام القضاء وأراء الفقهاء.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب قدرة استثنائية على تقييم النصوص وأحكام بذمة ويمكّنه تقديم حلول بديلة.
- جيد (3): يظهر الطالب قدرة جيدة على تقييم النصوص وأحكام ويمكّنه تقديم تقييم متوازن.
- متوسط (2): يظهر الطالب قدرة مقبولة على تقييم النصوص وأحكام.
- يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على تقييم النصوص وأحكام.

المستعملة، ومن خلال الاستفادة من مصروفات التقويم هذه، فإننا نضمن اتباع نهج موحد على مستوى البرنامج لقياس مدى تقدّم الطالب في تحقيق مخرجات التعلم للبرنامج. يتيح هذا الاتساق الحصول على رؤى مفيدة حول الفعالية الشاملة للبرنامج في إعداد الطلاب للنجاح في المجال الذي يختارونه.

مخرج 1: المعرفة

مؤشر الأداء 1.1: الفهم للأصول التاريخية للقواعد القانونية وتطور النظام القانوني القطري.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب فهماً عميقاً للأصول التاريخية ويمكّنه تحليلها وشرحها بدقة.
- جيد (3): يظهر الطالب فهماً جيداً وقدر على شرح التطور التاريخي بشكل منطقي.
- متوسط (2): يظهر الطالب فهماً مقبولاً ويمكّنه تقديم معلومات أساسية.
- يحتاج إلى تحسين (1): يظهر الطالب فهماً ضعيفاً ولا يمكنه شرح الأصول بشكل دقيق.

مؤشر الأداء 2.1: الإدراك للمبادئ الكلية والقواعد الموضوعية والإجرائية للنظام القانوني القطري.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب إدراكاً عميقاً للمبادئ الكلية ويمكنه تحليل القواعد بدقة.
- جيد (3): يظهر الطالب إدراكاً جيداً وقدر على تقسيم القواعد بشكل مقنع.
- متوسط (2): يظهر الطالب إدراكاً مقبولاً ويمكنه تقديم معلومات أساسية حول القواعد.
- يحتاج إلى تحسين (1): يظهر الطالب إدراكاً ضعيفاً ولا يمكنه تقسيم القواعد بشكل مقنع.

مؤشر الأداء 3.1: الاطلاع على الأنظمة القانونية المقارنة وقواعد القانون الدولي.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب قدرة استثنائية على المقارنة بين الأنظمة القانونية وتحليل القواعد الدولية.
- جيد (3): يظهر الطالب قدرة جيدة على المقارنة وتحليل القواعد الدولية.
- متوسط (2): يظهر الطالب قدرة مقبولة على المقارنة وتقديم معلومات أساسية.
- يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على المقارنة وتحليل القواعد الدولية.

مخرج 4: التواصل

مؤشر الأداء 1.4: القدرة على التواصل بفعالية شفهياً.

مستويات المعرفة:

- ممتاز (4): الطالب يتفاعل بشكل ممتاز مع النظارء ويظهر احتراماً للآراء المخالفة ويمكنه الاستماع الجيد والرد بحجج قانونية ومقنعة.
- جيد (3): الطالب يتفاعل بشكل جيد ويظهر احتراماً للآراء المخالفة ويمكنه الاستماع والرد بحجج قانونية بشكل منطقي.
- متوسط (2): الطالب يتفاعل بشكل مقبول ويظهر احتراماً للآراء المخالفة ويمكنه الاستماع والرد بحجج قانونية بشكل أساسي.
- يحتاج إلى تحسين (1): الطالب يتفاعل بشكل رديء وقد يظهر عدم الاحترام للآراء المخالفة ويمكن أن يكون ردوده غير مقنعة.

مؤشر الأداء 2.4: القدرة على التواصل كتابة.

مستويات المعرفة:

- ممتاز (4): يتفاعل الطالب بشكل ممتاز بالكتابة ويظهر مهارات صياغة ممتازة في الوثائق القانونية المختلفة.
- جيد (3): يتفاعل الطالب بشكل جيد بالكتابة ويظهر مهارات صياغة جيدة في الوثائق القانونية.
- متوسط (2): يتفاعل الطالب بشكل مقبول بالكتابة ويظهر مهارات صياغة مقبولة في الوثائق القانونية.
- يحتاج إلى تحسين (1): يتفاعل الطالب بشكل رديء بالكتابة وقد يظهر أخطاء لغويةً وصياغيةً.

مخرج 5: الأخلاق والالتزام المهني

مؤشر الأداء 1.5: القدرة على التعرف على القواعد الأخلاقية لممارسة المهن القانونية.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب معرفة عميقة بالقواعد الأخلاقية ويمكنه تطبيقها بشكل ممتاز في القرارات الأخلاقية.
- جيد (3): يظهر الطالب معرفة جيدة بالقواعد الأخلاقية ويمكنه تطبيقها بشكل جيد في القرارات الأخلاقية.
- متوسط (2): يظهر الطالب معرفة مقبولة بالقواعد الأخلاقية ويمكنه تطبيقها بشكل مقبول في القرارات الأخلاقية.
- يحتاج إلى تحسين (1): يظهر الطالب معرفة ضعيفة بالقواعد الأخلاقية وقد يتعامل بشكل غير أخلاقي.

مؤشر الأداء 2.5: الالتزام بالدور الجوهري للمهن القانونية.

مستويات المعرفة:

- ممتاز (4): يتلزم الطالب بالدور الجوهري للمهنة بشكل ممتاز ويخدم المجتمع القطري بأعلى مستوى من العدالة والمساعدة القانونية.
- جيد (3): يتلزم الطالب بالدور الجوهري للمهنة بشكل جيد ويسعى لخدمة المجتمع القطري بعدلة ومساعدة قانونية.
- متوسط (2): يتلزم الطالب بالدور الجوهري للمهنة بشكل مقبول ويسعى لخدمة المجتمع بأسلوب قانوني.

ممتاز (4): يظهر الطالب مهارات استثنائية في جمع المراجع من مصادر متعددة وتصنيفها بشكل دقيق ومنطقي.

جيد (3): يظهر الطالب مهارات جيدة في جمع المراجع وتصنيفها بشكل منظم.

متوسط (2): يظهر الطالب مهارات مقبولة في جمع المراجع وتصنيفها بشكل أساسي.

يحتاج إلى تحسين (1): يظهر الطالب مهارات ضعيفة في جمع المراجع وتصنيفها.

مؤشر الأداء 2.3: القدرة على إعداد خطة بحثية متماسكة.

مستويات المعرفة:

ممتاز (4): يظهر الطالب قدرة استثنائية على إعداد خطة بحثية متماسكة ومنطقية.

جيد (3): يظهر الطالب قدرة جيدة على إعداد خطة بحثية متماسكة.

متوسط (2): يظهر الطالب قدرة مقبولة على إعداد خطة بحثية متماسكة.

يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على إعداد خطة بحثية.

مؤشر الأداء 3.3: القدرة على تقييم مصادر البحث.

مستويات المعرفة:

ممتاز (4): يظهر الطالب قدرة استثنائية على تقييم مصادر البحث بدقة ويمكنه توفير تقييمات علمية موضوعية.

جيد (3): يظهر الطالب قدرة جيدة على تقييم مصادر البحث ويمكنه توفير تقييمات متوازنة.

متوسط (2): يظهر الطالب قدرة مقبولة على تقييم مصادر البحث ويمكنه توفير تقييمات أساسية.

يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على تقييم مصادر البحث.

مؤشر الأداء 4.3: القدرة على كتابة بحث قانوني متكامل.

مستويات المعرفة:

ممتاز (4): يظهر الطالب قدرة استثنائية على كتابة بحث قانوني متكامل بالالتزام بالقواعد اللغوية والعرض المنطقي والتوثيق العلمي.

جيد (3): يظهر الطالب قدرة جيدة على كتابة بحث قانوني ويمكنه الالتزام بالقواعد اللغوية والعرض المنطقي والتوثيق العلمي.

متوسط (2): يظهر الطالب قدرة مقبولة على كتابة بحث قانوني بالالتزام بالقواعد اللغوية والعرض المنطقي.

يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على كتابة بحث قانوني.



- العروض الشفهية أو المناقشات التي تطلب من الطالب شرح والدفاع عن فهمهم للنظام القانوني القطري ومبادئه أمام أقرانهم والمدرسين.
- مهام تحليل الحالة التي تتطلب من الطالب تطبيق معرفتهم بالنظام القانوني القطري على سيناريوهات الحياة الواقعية وتقديم الحلول بناءً على القانون.
- أنشطة لعب الأدوار والمحاكاة التي تطلب من الطالب العمل كمحامين وتطبيق المبادئ القانونية التي تعلموها على مواقف الحياة الحقيقة.

مخرج 2:

- مهام تحليل الحالة التي تتطلب من الطالب تحديد القضايا القانونية، والتمييز بين الحقائق ذات الصلة وغير ذات الصلة، وتطبيق القواعد القانونية على مجموعة معينة من الحقائق من أجل التوصل إلى الاستنتاجات المناسبة.
- أسئلة مقالية تطلب من الطالب تحليلاً وتقدير الأحكام القانونية وأحكام المحاكم ووجهات النظر العلمية حول قضية قانونية معينة.
- مهام الأوراق البحثية التي تتطلب من الطالب تقييم المواد البحثية القانونية وزورتها والتوفيق بينها أو تقديم وجهات نظر بديلة.
- العروض الشفهية أو المناقشات التي تطلب من الطالب الدفاع عن تحلياتهم واستنتاجاتهم القانونية أمام أقرانهم ومعلميهم.
- تمارين المحكمة الصورية، حيث يعمل الطلاب كمحامين ويقدمون الحجج القانونية في بيئة محاكاة لقاعة المحكمة.
- أنشطة لعب الأدوار والمحاكاة التي تتطلب من الطالب تطبيق مهارات التفكير القانوني لديهم على سيناريوهات قانونية واقعية.
- مهام مراجعة الزملاء التي تساعدهم على تقييم التفكير والتحليل القانوني لزملائهم في الفصل.

مخرج 3:

- مهام الأوراق البحثية التي تتطلب من الطالب جمع المواد البحثية القانونية من المصادر التقليدية والإلكترونية، وتصنيفها حسب أهميتها وملاءمتها.
- مهام مقترنات البحث التي تتطلب من الطالب إعداد خطة بحث متماضكة ومتوازنة.
- العروض التقديمية أو المناقشات الشفهية التي تطلب من الطالب الدفاع عن نتائج واستنتاجات أبحاثهم أمام أقرانهم ومعلميهم.
- مهام مراجعة الزملاء التي تساعدهم على تقييم منهجية البحث والعرض التقديمي لزملائهم في الفصل.
- مهام تحليل الحالة القائمة على الأبحاث والتي تتطلب من الطالب تطبيق مهاراتهم البحثية القانونية على سيناريوهات قانونية واقعية.
- مهام الكتابة القانونية القائمة على الأبحاث والتي تتطلب من الطالب إثبات قدرتهم على كتابة تقرير بحث قانوني شامل (مقال) يجسد القواعد اللغوية المعمول بها، والعرض المنطقي للحجج، ويستشهد بدقة بالمصادر والمراجع.
- مشاركة الفصل في ورش العمل والندوات البحثية حيث يناقش الطلاب ويشاركون نتائج أبحاثهم مع أقرانهم ومدرسيهم.

- يحتاج إلى تحسين (1): لا يلتزم الطالب بالدور الجوهري للمهنة بشكل كافي وقد يقدم خدمة قانونية ضعيفة.

مخرج 6: الإدارة الذاتية والتعاون

مؤشر الأداء 1.6: القدرة على انجاز المهام بشكل مستقل.

مستويات المعرفة:

- ممتاز (4): يظهر الطالب قدرة استثنائية على انجاز المهام بشكل مستقل ويتعلم ذاتياً بفعالية.
- جيد (3): يظهر الطالب قدرة جيدة على انجاز المهام بشكل مستقل ويتعلم بفعالية.
- متوسط (2): يظهر الطالب قدرة مقبولة على انجاز المهام بشكل مستقل.
- يحتاج إلى تحسين (1): يظهر الطالب قدرة ضعيفة على انجاز المهام بشكل مستقل.

مؤشر الأداء 2.6: القدرة على التعاون مع الزملاء.

مستويات المعرفة:

- ممتاز (4): يتعاون الطالب بفعالية مع الزملاء في إطار فريق العمل ويظهر احتراماً للآخرين ومهارات قيادية.
- جيد (3): يتعاون الطالب بشكل جيد مع الزملاء ويظهر احتراماً للآخرين
- متوسط (2): يتعاون الطالب بشكل مقبول مع الزملاء ويظهر بعض المهارات التعاونية.
- يحتاج إلى تحسين (1): يتعاون الطالب بشكل ضعيف وقد يظهر عدم الاحترام للزملاء.

أدوات التقويم



من المهم ملاحظة أن الأمثلة المذكورة أدناه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم.

مخرج 1:

- اختبارات الاختيار من متعدد والإجابات القصيرة لاختبار معرفة الطالب بالأسس التاريخية لقواعد القانونية وتطور النظام القانوني القطري، وكذلك فهمهم للمبادئ الأساسية للنظام القانوني القطري وقواعده الموضوعية والإجرائية.
- أسئلة مقالية تطلب من الطالب المقارنة بين الأنظمة القانونية المختلفة أو تحليل أسس القانون الدولي.
- مهام الأوراق البحثية التي تتطلب من الطالب إثبات معرفتهم بالجوانب التاريخية والمقارنة للنظام القانوني.



- مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطلاب تغذية راجعة حول تأثير النصوص والأحكام العقائدية والدعوية على تشكيل الهوية الإسلامية.
- مهام التقييم الختامي: امتحان نهائي يتم فيه تقييم الطلاب على مدى فهمهم لأثر النصوص الفقهية والدعوية والأحكام على تشكيل الهوية الإسلامية.

مخرج 6:

- دراسات الحالة والسيناريوهات الأخلاقية التي تتطلب من الطلاب التعرف على القواعد الأخلاقية الأساسية التي تحكم مهنة المحاماة وتطبيقها لاتخاذ القرارات التي تتعلق بالقضايا الأخلاقية التي من المحمول أن تنشأ في سياق الحياة المهنية.
- أسئلة مقالية تطلب من الطلاب تحليل وتقييم المعضلات الأخلاقية والقضايا القانونية في سياق مهنة المحاماة.
- مهام الأوراق البحثية التي تتطلب من الطلاب التحقيق في القضايا الأخلاقية ومسؤوليات المحامين ومهنة المحاماة.
- العمل الجماعي والمشاريع القائمة على الفريق والتي تتطلب من الطلاب العمل معًا وتطبيق المبادئ الأخلاقية في بيئه مهنية.
- أنشطة لعب الأدوار والمحاكاة التي تتطلب من الطلاب العمل كمحامين وتطبيق المبادئ الأخلاقية في السيناريوهات القانونية الواقعية.
- مهام التأمل الذاتي والتقييم الذاتي التي تطلب من الطلاب تقييم سلوكهم الأخلاقي وسلوكهم المهني.
- المشاركة الصحفية والمناقشات حول الأخلاقيات القانونية والمهنية، حيث يمكن للطلاب التفكير في قيم العدالة والمساعدة القانونية والتزامهم بخدمة المجتمع القطري ككل.

عملية التحليل واقتراح إجراءات التحسين



من المهم إشراك الطلاب في هذه العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس في عملية التحليل واتخاذ القرار لضمان أن إجراءات التحسين المقترنة والتغييرات التي تم إجراؤها فعالة ومستدامة.

عندما لا تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم لم تتحقق، وهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

- تحليل نتائج التقييم بالتفصيل، بما في ذلك أداء الطلاب الفرديين، تحديد نقاط الضعف والمفاهيم الخاطئة الشائعة.

- العروض الشفهية والمناظرات التي تتطلب من الطلاب التواصل بشكل فعال مع أقرانهم والآخرين في إطار المناقشة القانونية من خلال إظهار الاستماع الدقيق والقدرة على الرد على الحاجة القانونية بطريقة واضحة ومقنعة تحترم وجهات النظر البديلة.
- مهام الكتابة القانونية مثل صياغة المستندات القانونية المختلفة، وتحديداً العقود ومذكرات المحكمة والتشريعات، التي تتطلب من الطلاب التواصل بفعالية في شكل مكتوب.
- العمل الجماعي والمشاريع القائمة على الفريق والتي تتطلب من الطلاب العمل معًا لإكمال مهمة قانونية والتواصل بشكل فعال مع أعضاء فريقهم.
- المحاكمات الصورية، والمفاوضات الصورية، وأنشطة لعب الأدوار التي تتطلب من الطلاب التواصل بشكل فعال في سياق قانوني.
- تقييمات الأقران والتقييمات الذاتية التي تسمح للطلاب بتقييم مهارات الاتصال الخاصة بهم وتحديد مجالات التحسين.
- تعليقات شفهية أو كتابية من المدرسين حول أداء الطلاب في المناقشات الصحفية، والعروض التقديمية، ومهام الكتابة القانونية.
- تسجيلات فيديو أو صوتية للعروض التقديمية الشفهية التي يقدمها الطلاب، والتي يمكن استخدامها كدليل على مهارات الاتصال لديهم..

مخرج 5:

- الامتحانات الكتابية: اختبار متعدد الخيارات حيث يُطلب من الطلاب تحديد التفسير الصحيح لنص عقائدي معين أو نص أو حكم، وهو اختبار قصير الإجابة حيث يُطلب من الطلاب شرح تأثير نص عقائدي معين أو نص دعوي أو حكم تشكيل الهوية الإسلامية.
- العروض الشفهية: يقوم الطالب عرضاً تقديمياً عن تأثير نص عقائدي أو دعوي معين أو حكم على تشكيل الهوية الإسلامية، والإجابة على أسئلة الجمهور.
- مقالات مكتوبة: مقال يقوم فيه الطالب بتحليل وشرح أهمية نص عقائدي معين أو نص دعوي أو حكم على تشكيل الهوية الإسلامية.
- مناقشات أو مناظرات جماعية: مناقشة جماعية حيث ينافش الطلاب أهمية وتفسير نص عقائدي معين أو نص أو حكم في تشكيل الهوية الإسلامية.
- المشاريع البحثية: مشروع يحثي يوضح فيه الطالب فهمهم لأثر النصوص الفقهية والدعوية والأحكام على تشكيل الهوية الإسلامية من خلال تحليل حالة أو حدث معين.
- مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم فهمهم لأثر النصوص العقائدية والدعوية والأحكام على تشكيل الهوية الإسلامية.
- مهام تقييم الأقران: مهمة مراجعة الأقران حيث يقيم الطالب فهم بعض البعض لتأثير النصوص والأحكام العقائدية والدعوية على تشكيل الهوية الإسلامية.



التأكيد على تنمية مهارات التفكير النقدي والاستدلال القانوني، وخلق فرص للطلاب للمشاركة في مناقشات أكثر تنظيماً، ومحاكم صورية، وغيرها من عمليات المحاكاة القانونية.

مخرج 3:

تحليل نتائج التقييم بالتفصيل، بما في ذلك أداء الطلاب الفرديين،

لتحديد نقاط الضعف والمفاهيم الخاطئة الشائعة.

مراجعة محتوى الدورة والمناهج الدراسية للتأكد من أنها تتماشى مع منظمة التحرير الفلسطينية 3 وتغطي جميع المهارات الازمة للبحث العلمي مثل جمع المواد البحثية القانونية، وتحطيط البحث، والتحليل، وكتابة التقارير.

تحديد ومعالجة أي فجوات في الأساليب التعليمية المستخدمة، مثل المحاضرات والقراءات ودراسات الحالة والمناقشات، وربما دمج أنشطة تعليمية أكثر تفاعلية ونشطة مثل ورش العمل والندوات والمشاريع القائمة على البحث.

توفير موارد ومواد إضافية للطلاب لاستخدامها في الدراسة الذاتية والتعلم المستقل مثل البرامج التعليمية والأدلة وأمثلة لتقدير البحث القانونية.

تقديم جلسات مساعدة إضافية أو ساعات مكتبة للطلاب الذين يواجهون صعوبات في المادة، وتقديم التوجيه بشأن منهجية البحث ومصادره.

تقييم فعالية أدوات وأنشطة التقييم وإجراء التعديلات حسب الحاجة لقياس مدى إتقان الطالب لمنظمة التحرير الفلسطينية 3.

توفير التغذية الراجعة للطلاب حول أدائهم وتقديمهم، وتقديم التوجيه حول كيفية تحسين مهاراتهم البحثية.

التعاون مع المعلمين الآخرين والمهنيين القانونيين للتأكد من أن محتوى الدورة والتعليمات محدثة ذات صلة بالمجال القانوني.

التأكيد على أهمية الاستشهاد الدقيق، والمراجع، والعرض المنطقى للحجج، وإتاحة الفرص للطلاب لممارسة هذه المهارات.

مخرج 4:

تحليل نتائج التقييم بالتفصيل، بما في ذلك أداء الطلاب الفرديين، لتحديد نقاط الضعف والمفاهيم الخاطئة الشائعة.

مراجعة محتوى الدورة والمناهج الدراسية للتأكد من أنها تتماشى مع منظمة التحرير الفلسطينية 4 وتغطي جميع المهارات الازمة للتواصل الشفهي والكتابي الفعال ضمن السياق القانوني.

تحديد ومعالجة أي ثغرات في الأساليب التعليمية المستخدمة، مثل المحاضرات والقراءات ودراسات الحالة والمناقشات، وربما دمج أنشطة تعليمية أكثر تفاعلية ونشطة مثل المحاكمات الصورية والمناظرات ومهام الكتابة القانونية.

توفير موارد ومواد إضافية للطلاب لاستخدامها في الدراسة الذاتية والتعلم المستقل مثل البرامج التعليمية والأدلة وأمثلة للوثائق القانونية.

تقديم جلسات مساعدة إضافية أو ساعات مكتبة للطلاب الذين يجدون صعوبة في التعامل مع المادة، وتقديم التوجيه بشأن الكتابة القانونية والتواصل الشفهي.

- مراجعة محتوى الدورة والمناهج الدراسية للتأكد من أنها تتماشى مع منظمة التحرير الفلسطينية 1 وتغطي جميع الأسس والمبادئ التاريخية والقواعد الموضوعية والإجرائية الازمة للنظام القانوني القطري.
- تحديد ومعالجة أي فجوات في الأساليب التعليمية المستخدمة، مثل المحاضرات والقراءات ودراسات الحالة والمناقشات، وربما دمج أنشطة تعليمية أكثر تفاعلية ونشطة.
- توفير موارد ومواد إضافية للطلاب لاستخدامها في الدراسة الذاتية والتعلم المستقل.
- تقديم جلسات مساعدة إضافية أو ساعات مكتبة للطلاب الذين يجدون صعوبة في التعامل مع المادة.
- تشجيع الطلاب على المشاركة في العيادات القانونية أو التدريب الداخلي لتزويدهم بالخبرة العملية وفهم أعمق للنظام القانوني.
- تقييم فعالية أدوات وأنشطة التقييم وإجراء التعديلات حسب الحاجة لقياس إتقان الطالب لمنظمة التحرير الفلسطينية 1.
- توفير التغذية الراجعة للطلاب حول أدائهم وتقديمهم، وتقديم التوجيه حول كيفية تحسينهم.
- التعاون مع المعلمين الآخرين والمهنيين القانونيين للتأكد من أن محتوى الدورة والتعليمات محدثة ذات صلة بالمجال القانوني.

مخرج 2:

- تحليل نتائج التقييم بالتفصيل، بما في ذلك أداء الطلاب الفرديين، لتحديد نقاط الضعف والمفاهيم الخاطئة الشائعة.
- مراجعة محتوى الدورة والمناهج الدراسية للتأكد من أنها تتماشى مع منظمة التحرير الفلسطينية 2 وتغطي جميع المهارات الازمة لتحديد القضايا القانونية، وتحليل الأحكام القانونية، وتطبيق القواعد القانونية على مجموعة معينة من الحالات.
- تحديد ومعالجة أي فجوات في الأساليب التعليمية المستخدمة، مثل المحاضرات والقراءات ودراسات الحالة والمناقشات، وربما دمج أنشطة تعليمية أكثر تفاعلية ونشطة.
- توفير موارد ومواد إضافية للطلاب لاستخدامها في الدراسة الذاتية والتعلم المستقل.
- تقديم جلسات مساعدة إضافية أو ساعات مكتبة للطلاب الذين يجدون صعوبة في التعامل مع المادة.
- تشجيع الطلاب على المشاركة في العيادات القانونية أو التدريب الداخلي لتزويدهم بالخبرة العملية وفهم أعمق للنظام القانوني.
- تقييم فعالية أدوات التقييم والأنشطة وإجراء التعديلات حسب الحاجة لقياس إتقان الطالب لمنظمة التحرير الفلسطينية 2.
- توفير التغذية الراجعة للطلاب حول أدائهم وتقديمهم، وتقديم التوجيه حول كيفية تحسينهم.
- التعاون مع المعلمين الآخرين والمهنيين القانونيين للتأكد من أن محتوى الدورة والتعليمات محدثة ذات صلة بالمجال القانوني.



مراجعة محتوى الدورة والمناهج الدراسية للتأكد من أنها تتماشى مع منظمة التحرير الفلسطينية ٦ وتغطي جميع المهارات الالزمة للإدارة الذاتية والتعاون مثل إدارة الوقت، والتعلم المستقل، والعمل الجماعي. تحديد ومعالجة أي فجوات في الأساليب التعليمية المستخدمة، مثل المحاضرات والقراءات ودراسات الحالة والمناقشات، وربما دمج أنشطة تعليمية أكثر تفاعلية ونشطة مثل المشاريع الجماعية والمحاكاة وتقييمات الأقران.

توفير موارد ومواد إضافية للطلاب لاستخدامها في الدراسة الذاتية والتعلم المستقل مثل البرامج التعليمية والأدلة وأمثلة للتأمل الذاتي والتقييم الذاتي.

تقديم جلسات مساعدة إضافية أو ساعات مكتبة للطلاب الذين يواجهون صعوبات في التعامل مع المادة، وتقييم التوجيه بشأن الإدارة الذاتية والتعاون.

تقييم فعالية أدوات وأنشطة التقييم وإجراء التعديلات حسب الحاجة لقياس مدى إتقان الطالب لمنظمة التحرير الفلسطينية ٦.

توفير التغذية الراجعة للطلاب حول أدائهم وتقديمهم، وتقييم التوجيه حول كيفية تحسين مهارات الإدارة الذاتية والتعاون لديهم.

التعاون مع المعلمين الآخرين والمهنيين القانونيين للتأكد من أن محتوى الدورة والتعليمات محدثة ذات صلة بالمجال القانوني.

التأكد على أهمية التأمل الذاتي والتقييم الذاتي، وإتاحة الفرص للطلبة للتأمل في قدراتهم وأدائهم، والتعلم من تجربة أقرانهم.

دمج أنشطة العمل الجماعي وتنمية المهارات القيادية في المناهج الدراسية، مثل المشاريع الجماعية ودراسات الحالة والعروض التقديمية الجماعية، لتزويد الطلاب بفرصة ممارسة وتطوير مهارات العمل الجماعي والقيادة لديهم.

تشجيع الطالب على البحث عن فرص الإرشاد، سواء من خلال الجامعة أو من خلال المنظمات الخارجية، لمساعدتهم على تطوير المهارات والمعرفة التي يحتاجون إليها لتحقيق النجاح في حياتهم المهنية.

عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقييم أنه تم تحقيق مخرجات التعلم، فهذا مؤشر إيجابي على أن التدريس والمناهج المستخدمة فعالة في مساعدة الطالب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

مراجعة نتائج التقييم لتحديد مجالات القوة والنجاح، والنظر في كيفية تكرار هذه النجاحات أو البناء عليها في التدريس المستقبلي.

فحص مدى فعالية أدوات التقييم والأنشطة المستخدمة لقياس أداء الطلاب، والنظر في كيفية تحسينها أو تعديلها لتنتمي بشكل أفضل مع مخرجات التعلم.

تقييم محتوى المقررات والمنهج الدراسي للتأكد من أنها تظل محدثة ذات صلة بالمجال القانوني.

النظر في استخدام مواد وأنشطة أكثر تقدماً أو تعقيداً لتحدي الطلاب المتوفرين ومواصلة تطوير مهاراتهم ومعارفهم.

- تقييم فعالية أدوات وأنشطة التقييم وإجراء التعديلات حسب الحاجة لقياس مدى إتقان الطالب لمنظمة التحرير الفلسطينية ٤.
- توفير التغذية الراجعة للطلاب حول أدائهم وتقديمهم، وتقييم التوجيه حول كيفية تحسين مهارات الاتصال لديهم.
- التعاون مع المعلمين الآخرين والمهنيين القانونيين للتأكد من أن محتوى الدورة والتعليمات محدثة ذات صلة بالمجال القانوني.
- التأكيد على أهمية التواصل الواضح والموجز والمفعم، وإتاحة الفرص للطلاب لممارسة هذه المهارات.
- دمج التدريب على مهارات الاتصال كجزء من التدريس، مثل التحدث أمام الجمهور والاستماع النشط ولغة الجسد، وكذلك توفير الفرص

مخرج 5:

- تحليل نتائج التقييم بالتفصيل، بما في ذلك أداء الطلاب الفرديين، لتحديد نقاط الضعف والمفاهيم الخاطئة الشائعة.
- مراجعة محتوى الدورة والمناهج الدراسية للتأكد من أنها تتماشى مع منظمة التحرير الفلسطينية ٥ وتغطي جميع القواعد والمبادئ الأخلاقية الالزمة التي تحكم مهنة المحاماة.
- تحديد ومعالجة أي فجوات في الأساليب التعليمية المستخدمة، مثل المحاضرات والقراءات ودراسات الحالة والمناقشات، وربما دمج أنشطة تعليمية أكثر تفاعلية ونشطة مثل دراسات الحالة الأخلاقية، ولعب الأدوار، والمناظرات.
- توفير موارد ومواد إضافية للطلاب لاستخدامها في الدراسة الذاتية والتعلم المستقل مثل البرامج التعليمية والأدلة وأمثلة للمعضلات الأخلاقية في مهنة المحاماة.
- تقديم جلسات مساعدة إضافية أو ساعات مكتبة للطلاب الذين يجدون صعوبة في التعامل مع المادة، وتقييم التوجيه بشأن اتخاذ القرارات الأخلاقية والسلوك المهني.
- تقييم فعالية أدوات وأنشطة التقييم وإجراء التعديلات حسب الحاجة لقياس مدى إتقان الطالب لمنظمة التحرير الفلسطينية ٥.
- توفير التغذية الراجعة للطلاب حول أدائهم وتقديمهم، وتقييم التوجيه حول كيفية تحسين فهفهم للأخلاقيات القانونية والمهنية.
- التعاون مع المعلمين الآخرين والمهنيين القانونيين للتأكد من أن محتوى الدورة والتعليمات محدثة ذات صلة بالمجال القانوني.
- التأكيد على أهمية السلوك المهني والتزاهة، وإتاحة الفرص للطلاب للتفكير في سلوكهم الأخلاقي والسلوك المهني.
- دمج ورش عمل التطوير المهني والندوات وبرامج التوجيه لتزويد الطلاب بالتوجيه والدعم أثناء استعدادهم لدخول مهنة المحاماة.

مخرج 6:

- تحليل نتائج التقييم بالتفصيل، بما في ذلك أداء الطلاب الفرديين، لتحديد نقاط الضعف والمفاهيم الخاطئة الشائعة.



من المهم الاستمرار في مراقبة تقديم البرنامج وإجراء التعديلات حسب
الضرورة لضمان تلبية مخرجات التعلم وأن البرنامج يوفر باستمرار
تعليمًا عالي الجودة للطلاب.

من المهم أيضًا أن نتذكر أن تحقيق أهداف التحرير ليس هو الهدف
النهائي، فالسعي المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج
أفضل للطلاب على المدى الطويل.

- جمع التعليقات من الطلاب والمدرسين وأصحاب المصلحة الآخرين لفهم ما يعمل بشكل جيد وما يمكن تحسينه.
- التعاون مع المدرسين في جامعات أخرى والمهنيين القانونيين لتبادل أفضل الممارسات وتطوير استراتيجيات تعليمية جديدة.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعلم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

الهدف 3: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

الهدف 4: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكademie وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

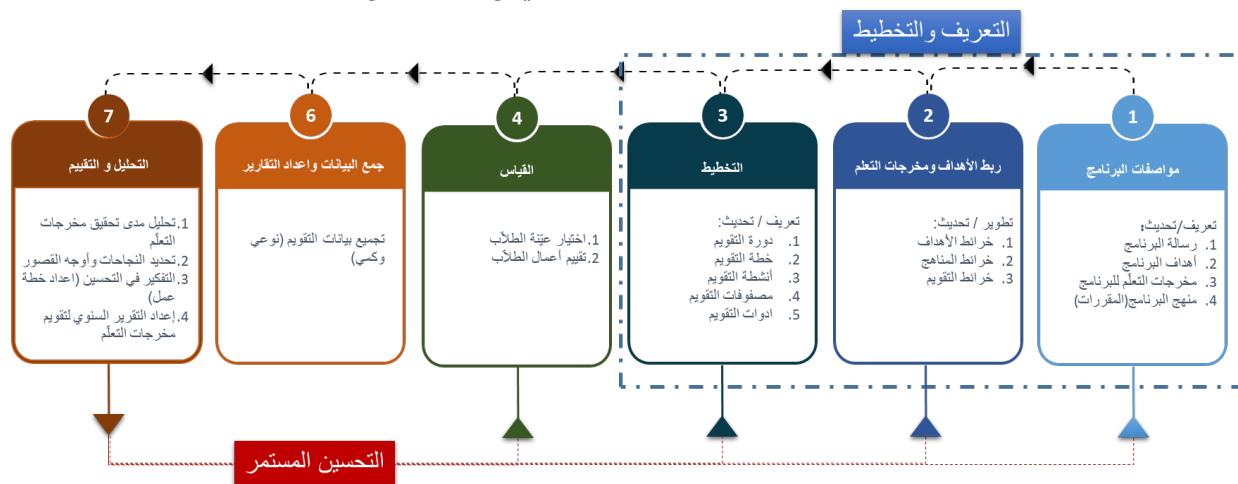
تمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

الهدف 1: تطوير ودعم عمليات تقويم مخرجات التعلم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجاتها ومتطلباتها الخاصة.

الهدف 2: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة



عملية تقويم مخرجات التعلم للبرنامج

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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office



ACCOUNTING BBA PROGRAM | COLLEGE OF BUSINESS & ECONOMICS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

- PLO1:** Demonstrate ability to critically analyze accounting issues and to apply accounting knowledge to solve problems.
- PLO2:** Demonstrate understanding of accounting concepts and tools and their application.
- PLO3:** Incorporate ethical dimensions of business decision-making.
- PLO4:** Formulate business decisions using information technology.
- PLO5:** Evaluate accounting related issues from a global perspective.



Assessment Tools

PLO 1:

- Case studies or scenarios that require students to analyze and solve accounting problems
- Written or oral presentations in which students must explain and defend their analysis and solutions
- Exam questions that require critical thinking and problem-solving skills
- Group projects or discussions in which students must work together to analyze and solve accounting problems
- Simulation or role-playing exercises that allow students to apply their knowledge in a realistic setting.

PLO 2:

- Traditional exams (e.g. multiple choice, short answer, and essay questions) that test students' knowledge of accounting concepts and tools
- Quizzes or tests that assess students' understanding of specific accounting topics
- Group projects or assignments that require students to apply their knowledge of accounting concepts and tools in a practical setting



- Oral or written presentations in which students must explain and demonstrate their understanding of accounting concepts and tools
- Self-evaluation or peer-evaluation exercises that allow students to assess their own understanding and application of accounting concepts and tools.

PLO 3:

- Role-playing exercises or case studies that require students to analyze ethical dilemmas and make decisions based on ethical considerations
- Written or oral presentations in which students must explain and defend their ethical decision-making process
- Exam questions that require students to analyze ethical considerations in accounting scenarios
- Group discussions or debates on ethical issues in accounting
- Self-reflection or peer-evaluation exercises that allow students to assess their own ethical decision-making.

PLO 4:

- Hands-on assignments or projects that require students to use specific technology tools and software to solve accounting problems or analyze data
- Exams that assess students' knowledge of and ability to use accounting-related technology tools and software
- Presentations or demonstrations in which students must explain and demonstrate their use of technology tools in accounting
- Group projects or discussions that require students to collaborate and use technology to analyze and solve accounting problems
- Self-evaluation or peer-evaluation exercises that allow students to assess their own use of technology in accounting.

PLO 5:

- Case studies or scenarios that require students to analyze and solve accounting problems from a global perspective
- Research projects that require students to investigate accounting practices or issues in a specific country or region
- Written or oral presentations in which students must explain and defend their analysis of global accounting issues
- Exam questions that require students to evaluate accounting-related issues from a global perspective
- Group projects or discussions that require students to collaborate and analyze global accounting issues.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analysis of the assessment results to identify specific areas where students are struggling. For example, do they have difficulty understanding the problem, identifying relevant information, or applying the knowledge?
- Analysis of the curriculum and instruction to determine if there are gaps in the content or if the instruction is not effectively helping students develop critical thinking and problem-solving skills.
- Revising and updating the curriculum to ensure that it covers all the necessary knowledge and skills and that instruction is designed to develop critical thinking and problem-solving skills.
- Incorporating more activities, assignments, and assessments that require critical thinking and problem-solving skills.
- Providing students with additional resources such as tutorials, workshops, and study materials to help them develop critical thinking and problem-solving skills.
- Providing students with more opportunities to apply their knowledge in real-world or simulated settings.
- Providing students with more feedback and guidance on their critical thinking and problem-solving skills.
- Incorporating more opportunities for peer and self-evaluation to help students to be more aware of their own critical thinking and problem-solving skills and to provide them with more opportunities to improve.
- Reflecting on the teaching strategies that are being used and changing them if needed.

It's also important to note that these actions should be done in collaboration with other stakeholders such as other teachers, department heads, and even students to get a comprehensive understanding of the issue and to have a more effective solution.

PLO 2:

- Analysis of the assessment results to identify specific areas where students are struggling. For example, do they have difficulty understanding specific accounting concepts or tools?



- Analysis of the curriculum and instruction to determine if there are gaps in the content or if the instruction is not effectively helping students understand and apply accounting concepts and tools.
- Revising and updating the curriculum to ensure that it covers all the necessary knowledge and skills and that instruction is designed to help students understand and apply accounting concepts and tools.
- Incorporating more activities, assignments, and assessments that require the application of accounting concepts and tools.
- Providing students with additional resources such as tutorials, workshops, and study materials to help them understand and apply accounting concepts and tools.
- Providing students with more opportunities to practice and apply accounting concepts and tools.
- Providing students with more feedback and guidance on their understanding and application of accounting concepts and tools.
- Incorporating more opportunities for peer and self-evaluation to help students to be more aware of their own understanding and application of accounting concepts and tools and to provide them with more opportunities to improve.
- Reflecting on the teaching strategies that are being used and changing them if needed.
- Encouraging students to take more initiative in their own learning, such as seeking out extra help or resources, forming study groups, or practicing on their own.

It's also important to note that these actions should be done in collaboration with other stakeholders such as other teachers, department heads, and even students to get a comprehensive understanding of the issue and to have a more effective solution.

PLO 3:

- Analysis of the assessment results to identify specific areas where students are struggling. For example, do they have difficulty identifying ethical dilemmas, understanding ethical theories, or applying ethical principles?
- Analysis of the curriculum and instruction to determine if there are gaps in the content or if the instruction is not effectively helping students incorporate ethical dimensions in decision-making.
- Revising and updating the curriculum to ensure that it covers all the necessary knowledge and skills and that instruction is designed to help students incorporate ethical dimensions in decision-making.
- Incorporating more activities, assignments, and assessments that require the incorporation of ethical dimensions in decision-making.

- Providing students with additional resources such as tutorials, workshops, and study materials to help them understand and incorporate ethical dimensions in decision-making.
- Providing students with more opportunities to practice and apply ethical decision-making
- Providing students with more feedback and guidance on their ethical decision-making.
- Incorporating more opportunities for peer and self-evaluation to help students to be more aware of their own ethical decision-making and to provide them with more opportunities to improve.
- Reflecting on the teaching strategies that are being used and changing them if needed.
- Encouraging students to take more initiative in their own learning, such as seeking out extra help or resources, forming study groups, or practicing on their own.
- Incorporating more real-life examples and scenarios to give a better understanding of the subject.

It's also important to note that these actions should be done in collaboration with other stakeholders such as other teachers, department heads, and even students to get a comprehensive understanding of the issue and to have a more effective solution.

PLO 4:

- Analysis of the assessment results to identify specific areas where students are struggling. For example, do they have difficulty understanding the technology tools or software, applying them to solve accounting problems, or analyzing data?
- Analysis of the curriculum and instruction to determine if there are gaps in the content or if the instruction is not effectively helping students formulate business decisions using information technology.
- Revising and updating the curriculum to ensure that it covers all the necessary knowledge and skills and that instruction is designed to help students formulate business decisions using information technology.
- Incorporating more activities, assignments, and assessments that require the use of technology tools and software to solve accounting problems and analyze data.
- Providing students with additional resources such as tutorials, workshops, and study materials to help them understand and use technology tools and software.
- Providing students with more opportunities to practice and apply the use of technology tools and software to solve accounting problems and analyze data.
- Providing students with more feedback and guidance on their use of technology tools and software to solve accounting problems and analyze data.
- Incorporating more opportunities for peer and self-evaluation to help students to be more aware of their own use of technology tools and software to solve accounting problems and analyze data, and provide them with more opportunities to improve.



- Reflecting on the teaching strategies that are being used and changing them if needed.
- Encouraging students to take more initiative in their own learning, such as seeking out extra help or resources, forming study groups, or practicing on their own.
- Incorporating more real-life examples and scenarios to give a better understanding of how technology is used in accounting and business decision-making.
- Incorporating hands-on training and exercises using current industry-standard software and technology to give students experience with the tools they will use in the workforce.
- Inviting guest speakers or arranging field trips to companies that use technology in their accounting and decision-making process to give students a real-world perspective.

It's also important to note that these actions should be done in collaboration with other stakeholders such as other teachers, department heads, and even students to get a comprehensive understanding of the issue and to have a more effective solution. Additionally, it is important to stay current with the latest technological advancements and tools in accounting to ensure that students are learning the most current and relevant skills.

PLO 5:

- Analysis of the assessment results to identify specific areas where students are struggling. For example, do they have difficulty understanding the cultural, economic, and legal differences that impact accounting practices and decision-making in different countries?
- Analysis of the curriculum and instruction to determine if there are gaps in the content or if the instruction is not effectively helping students evaluate accounting-related issues from a global perspective.
- Revising and updating the curriculum to ensure that it covers all the necessary knowledge and skills and that instruction is designed to help students evaluate accounting-related issues from a global perspective.
- Incorporating more activities, assignments, and assessments that require the evaluation of accounting-related issues from a global perspective.
- Providing students with additional resources such as tutorials, workshops, and study materials to help them understand and evaluate accounting-related issues from a global perspective.
- Providing students with more opportunities to practice and apply evaluating accounting-related issues from a global perspective.
- Providing students with more feedback and guidance on their evaluation of accounting-related issues from a global perspective.

- Incorporating more opportunities for peer and self-evaluation to help students to be more aware of their own evaluation of accounting-related issues from a global perspective and to provide them with more opportunities to improve.
- Reflecting on the teaching strategies that are being used and changing them if needed.
- Encouraging students to take more initiative in their own learning, such as seeking out extra help or resources, forming study groups, or practicing on their own.
- Incorporating more real-life examples and scenarios to give a better understanding of the subject.
- Incorporating more international case studies and examples to give students a better understanding of how accounting practices and decision-making differ across different countries.
- Encouraging students to participate in international exchange programs or study abroad opportunities to gain first-hand experience with accounting practices and decision-making in different countries.
- Incorporating guest speakers or arranging field trips to companies or organizations that operate globally to give students a real-world perspective of global accounting issues.
- Incorporating more discussions and activities that encourage students to consider cultural, economic, and legal differences when evaluating accounting issues.

It's also important to note that these actions should be done in collaboration with other stakeholders such as other teachers, department heads, and even students to get a comprehensive understanding of the issue and to have a more effective solution. Additionally, it is important to stay current with the latest global accounting trends and practices to ensure that students are learning the most current and relevant skills.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used are effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Continuously monitoring and assessing students' performance to ensure that the level of achievement is maintained or improved.
- Incorporating more challenging activities, assignments, and assessments to further develop and test students' critical thinking and problem-solving skills.
- Providing students with additional resources such as tutorials, workshops, and study materials to help them deepen their understanding and application of accounting knowledge.
- Providing students with more opportunities to work on real-world accounting problems and projects.



- Incorporating more opportunities for peer and self-evaluation to help students to be more aware of their own critical thinking and problem-solving skills and to provide them with more opportunities to improve.
- Reflecting on the teaching strategies that are being used and changing them if needed.
- Encouraging students to take more initiative in their own learning, such as seeking out extra help or resources, forming study groups, or practicing on their own.
- Encouraging students to participate in extracurricular activities, competitions, or internships related to accounting to get real-world experience and apply their knowledge.
- Continuously monitoring the current accounting trends and practices to ensure that the curriculum and instruction stay relevant and up-to-date.

It's also important to note that these actions should be done in collaboration with other stakeholders such as other instructors, department heads, and even students to get a comprehensive understanding of the situation and to have a more effective solution.

It is also important to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

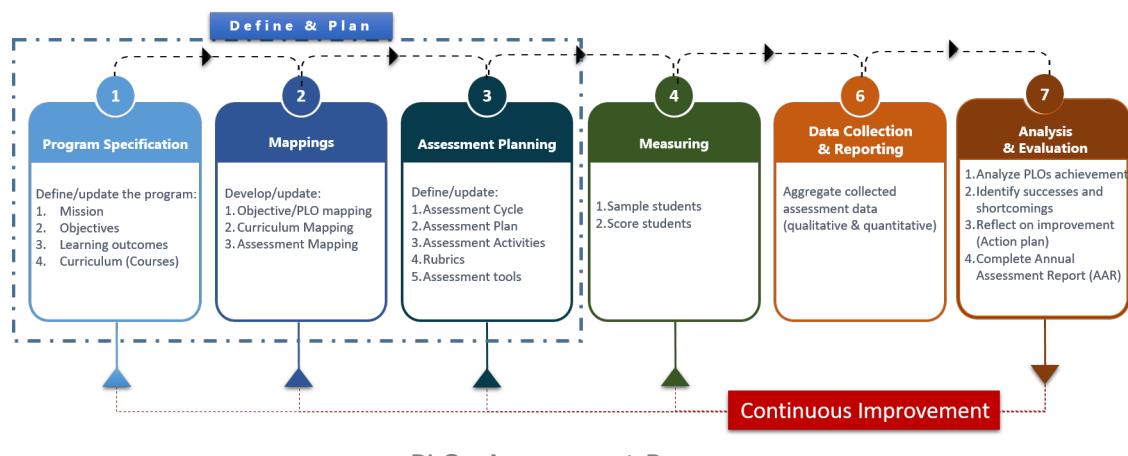
The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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لِلرَّبِّ الْمُحْمَدِ لِكَوْلَهِ وَتَقْسِيمِ الْجَاهِ نَعْلَمُ الْبِرَّ لِمَحِ

مَكَانٌ لِلْعَمَلِ قَبْلَ مَكَانٌ لِلْوَقَاةِ

بيانات المكتالوجي وبيانات المكتالوجي | كلية المكتالوجي وبيانات المكتالوجي

مخرجات التعليم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعارف والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. فالمخرجات تعبر طريقة واضحة وقابلة للقياس تضمن أن البرنامج يلبي أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح. كما أنها تمكن البرنامج من وسائل التحسين المستمر لتلبية الاحتياجات المتغيرة للطلاب وسوق العمل. تعتبر مخرجات التعلم للبرنامج بمثابة خارطة طريق لتطوير منهج البرنامج، كما توفر إطاراً لتقدير البرنامج وتحسينه. من ناحية أخرى، تضمن مخرجات التعلم موائمة البرنامج مع سمات خريجي الجامعة وكفاءاتهم الداعمة.

أدوات التقويم



مخرجات التعلم للبرنامج



مخرج 1:

يحتوي برنامج البكالوريوس في لغة العربية وأدابها على مخرجات التعلم التالية:

- كتابات المقالات أو الأوراق البحثية التي تثبت قدرة الطالب على استخدام اللغة العربية في الكتابة الأكاديمية.

العروض أو المناقشات الشفوية التي تسمح للطلاب بإثبات كفاءتهم في استخدام اللغة العربية في الاتصال المنطوق.

تمارين الترجمة حيث يترجم الطلاب النصوص من العربية إلى لغة أخرى أو العكس.

اختبارات متعددة الخيارات أو إجابات قصيرة تختبر معرفة الطلاب بقواعد اللغة العربية والمفردات وال نحو.

أنشطة مراجعة الأقران حيث يراجع الطلاب ويقدمون ملاحظات حول كتابات بعضهم البعض أو العروض التقييمية الشفوية.

المقابلات الشفوية التي تقيم قدرة الطلاب على استخدام اللغة العربية في سياقات مختلفة ولأغراض مختلفة.

تقييم الحافظة، حيث يقوم الطلاب بتجميع مجموعة من أعمالهم في مقررات البرنامج وإظهار تقدّمهم في استخدام اللغة العربية.

الامتحانات النهائية التي تختبر الكفاءة الكلية للطلبة في اللغة العربية.

 - يظهر كفاية عالية في استعمال اللغة العربية في مجالات القراءة والكتابة والبحث العلمي.
 - يوظف اللغة العربية في التعبير عن حاجات المجتمع المحلي والعربي والإسلامي.
 - يحسن استخدام مصادر التراث اللغوي والأدبي من خلال أنشطة علمية متعددة.
 - يميز عصور الأدب العربي واتجاهاته الفنية المختلفة.
 - يميز المدارس اللسانية ونظرياتها وتطبيقاتها.
 - يطبق المهارات المكتسبة في البحث والتحليل والنقد والمقارنة.

المراجع المنشورة، حيث يقوم الطالب بتجميع وتقدير نصي لقائمة من المصادر ذات الصلة بالتراث اللغوي والأدبي.
الاختبارات القصيرة، حيث يتم اختبار الطالب على معرفتهم بالتراث اللغوي والأدبي.

مهام الكتابة الإبداعية، حيث يستخدم الطالب التراث اللغوي والأدبي كمصدر إلهام لكتاباتهم.

مناقشات جماعية، حيث يقوم الطالب بتحليل وتفسير النصوص من التراث اللغوي والأدبي.

الرحلات الميدانية أو الزيارات إلى الواقع الثقافي أو التاريخي ذات الصلة، حيث يمكن للطلاب التعرّف على التراث اللغوي والأدبي في سياقه.

أنشطة التأمل الذاتي، حيث يفكّر الطالب في فهمهم واستخدامهم للتراث اللغوي والأدبي.

من المهم ملاحظة أنه يجب اختيار أدوات وأنشطة التقويم هذه بناءً على الأهداف المحددة للبرنامج ومخرجات التعليم التي يتم تقييمها.

مخرج 4:

مشاريع بحثية، حيث يقوم الطالب بتحليل وتقييم عصور مختلفة من الأدب العربي وتوجهاته الفنية المختلفة.

المقالات، حيث يقارن الطلاب ويقارنون بين عصور مختلفة من الأدب العربي واتجاهات فنية مختلفة.

عروض تقديرية شفهية، حيث يقدم الطالب أبحاثهم حول عصور مختلفة من الأدب العربي وتوجهاته الفنية المختلفة.

الاختبارات القصيرة، حيث يتم اختبار الطالب على معرفتهم بالعصور المختلفة للأدب العربي وتوجهاته الفنية المختلفة.

مهام الكتابة الإبداعية، حيث يستخدم الطالب عصور مختلفة من الأدب العربي وتوجهاته الفنية المختلفة.

مناقشات جماعية، حيث يقوم الطالب بتحليل وتفسير النصوص من عصور مختلفة من الأدب العربي وتوجهاته الفنية المختلفة.

المراجع المنشورة، حيث يقوم الطالب بتجميع وتقدير نصي لقائمة من المصادر ذات الصلة في عصور مختلفة من الأدب العربي وتوجهاته الفنية المختلفة.

أنشطة التأمل الذاتي، حيث يفكّر الطالب في فهمهم وتقديرهم لمختلف عصور الأدب العربي وتوجهاته الفنية المختلفة.

الرحلات الميدانية أو الزيارات إلى الواقع الثقافي أو التاريخي أو المتاحف ذات الصلة حيث يمكن للطلاب التعرّف على سياق وخلفية عصور مختلفة من الأدب العربي وتوجهاته الفنية المختلفة.

الامتحانات النهائية التي تختبر الفهم العام للطلاب ومعرفتهم بمختلف عصور الأدب العربي وتوجهاته الفنية المختلفة.

من المهم ملاحظة أنه يجب اختيار أدوات وأنشطة التقويم هذه بناءً على الأهداف المحددة للبرنامج ومخرجات التعليم التي يتم تقييمها.

- كتابة المجلات، حيث يقوم الطالب بتوثيق تقدّمهم والتفكير في تعلمهم.
- أنشطة التقويم الذاتي، حيث يقوم الطالب بتقييم كفاءتهم في استخدام اللغة العربية.

- من المهم ملاحظة أنه يجب اختيار أدوات وأنشطة التقويم هذه بناءً على الأهداف المحددة للبرنامج ومخرجات التعليم التي يتم تقييمها.

مخرج 2:

- أنشطة المحاكاة حيث يتدرّب الطالب على استخدام اللغة العربية في سيناريوهات مختلفة من الحياة الواقعية، مثل مقابلات العمل أو الاجتماعات.
- مشاريع ثقافية، حيث يبحث الطالب ويقدمون جوانب مختلفة من المجتمعات المحلية والعربية والإسلامية.

- أنشطة المناظرة والمناقشة التي تسمح للطالب بالتعبير عن آرائهم وأفكارهم حول احتياجات المجتمعات المحلية والعربية والإسلامية.
- أنشطة لعب الأدوار حيث يقوم الطالب بأدوار مختلفة ويستخدمون اللغة العربية في تفاعلات اجتماعية مختلفة.

- عروض تقديرية شفهية حيث يقدم الطالب أبحاثهم حول احتياجات المجتمعات المحلية والعربية والإسلامية.
- مهام الكتابة أو المشاريع حيث يستخدم الطالب اللغة العربية لتحليل ومقارنة وتقييم الجوانب المختلفة للمجتمعات المحلية والعربية والإسلامية.

- رحلات ميدانية أو زيارات للمجتمعات المحلية والعربية والإسلامية حيث يمكن للطلاب مخالطة الناس والتفاعل معهم والتعرّف على ثقافاتهم.
- دراسات الحال، حيث يقوم الطالب بتحليل موافق الحياة الواقعية واستخدام اللغة العربية للتوصّل إلى حلول.

- أنشطة التأمل الذاتي، حيث يفكّر الطالب في خلفياتهم الثقافية الخاصة وكيفية ارتباطها بالمجتمعات المحلية والعربية والإسلامية.
- مشاريع جماعية، حيث يعمل الطلاب معاً للبحث وتقييم احتياجات المجتمعات المحلية والعربية والإسلامية.

- من المهم ملاحظة أنه يجب اختيار أدوات وأنشطة التقويم هذه بناءً على الأهداف المحددة للبرنامج ومخرجات التعليم التي يتم تقييمها.

مخرج 3:

- المشاريع البحثية، حيث يستخدم الطالب المصادر الأولية والثانوية لتحليل وتقييم التراث اللغوي والأدبي.
- عروض تقديرية، حيث يقدم الطالب أبحاثهم حول التراث اللغوي والأدبي للصف.

- المراجعات النقدية، حيث يقوم الطالب بتحليل وتقييم الأعمال الأدبية أو المصادر اللغوية المختلفة.

- تمارين الترجمة، حيث يترجم الطالب نصوصاً من التراث اللغوي والأدبي.



- الامتحانات النهائية التي تختبر قدرة الطالب الكلية على تطبيق مهاراتهم في البحث والتحليل والنقد والمقارنة.
- مهام تحليل اللغة، حيث يطبق الطالب مهارات البحث والتحليل والنقد والمقارنة لتحليل النصوص وتفسيرها.
- تمارين المناظرة أو الجدال، حيث يطبق الطالب مهاراتهم في البحث والتحليل والنقد والمقارنة للدفاع عن وجهة نظر أو موقف معين.
- من المهم ملاحظة أنه يجب اختيار أدوات وأنشطة التقويم هذه بناءً على الأهداف المحددة للبرنامج ومخرجات التعلم التي يتم تقييمها.

التحليل والإجراءات



تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطلاب والمعلمين والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.

عندما لا تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم لم تتحقق، فهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

- تحليل نتائج التقويم لتحديد نقاط الضعف المحددة. على سبيل المثال، هل نقص الكفاءة في المقام الأول في القراءة أو الكتابة أو البحث العلمي؟
- مراجعة وتقدير المناهج وأساليب التعليمية الحالية لتحديد ما إذا كانت مناسبة وفعالة في مساعدة الطالب على إتقان اللغة العربية.
- قدم دعماً وموارد إضافية للطلاب الذين يعانون من صعوبات في تعلم اللغة. قد يشمل ذلك فصولاً إضافية للغة أو دروساً خصوصية أو موارد تعلم اللغة مثل البرامج أو التطبيقات عبر الإنترنت.
- قم بتضمين المزيد من المواد والأنشطة الأصلية في فصول اللغة ذات الصلة والمثيرة للاهتمام للطلاب مثل الأدب والمقالات الإخبارية والأفلام والأغاني والمواد الثقافية الأخرى.
- قم بتشجيع الطلاب وتوفير الفرص لهم لممارسة مهاراتهم اللغوية في مواقف الحياة الواقعية، مثل مجموعات المحادثة أو الأحداث الثقافية.
- تقييم وتقديم التغذية الراجعة للمعلمين حول أساليب التدريس واستراتيجياتهم، وتزويدهم بفرص التطوير المهني لتحسين مهاراتهم التدريسية.

مراقبة وتقييم تقدم الطالب بانتظام وإجراء التعديلات حسب الحاجة إلى التعليمات والدعم المقدم.

شجع الطالب على المشاركة في الأنشطة اللامنهجية مثل نوادي اللغة أو المسابقات لتعزيز كفاءتهم اللغوية

من المهم ملاحظة أن هذه الإجراءات يجب أن تكون مصممة وفقاً لاحتياجات المحددة للطالب والبرنامج. ومن الأهمية بمكان إشراك

مخرج 5:

- مشاريع بحثية، حيث يقوم الطالب بتحليل وتقييم المدارس اللغوية المختلفة ونظرياتها وتطبيقاتها.
- المقالات، حيث يقارن الطالب ويقارنون بين المدارس اللغوية المختلفة ونظرياتها وتطبيقاتها.
- عروض تقديمية شفهية، حيث يعرض الطالب أبحاثهم حول المدارس اللغوية المختلفة ونظرياتها وتطبيقاتها.
- الاختبارات القصيرة، حيث يتم اختبار الطالب على معرفتهم بالمدارس اللغوية المختلفة ونظرياتها وتطبيقاتها.
- مناقشات جماعية، حيث يقوم الطالب بتحليل وتفسير النصوص من مدارس لغوية مختلفة ونظرياتها وتطبيقاتها.
- أنشطة التأمل الذاتي، حيث يفكّر الطالب في فهمهم وتقديرهم للمدارس اللغوية المختلفة ونظرياتها وتطبيقاتهم.
- المراجع المنشورة، حيث يقوم الطالب بتجميع وتقييم نصي لقائمة من المصادر ذات الصلة في المدارس اللغوية المختلفة ونظرياتها وتطبيقاتها.
- الامتحانات النهائية التي تختبر الفهم العام للطالب ومعرفتهم بالمدارس اللغوية المختلفة ونظرياتها وتطبيقاتهم.
- مهام تحليل اللغة، حيث يطبق الطالب النظريات وأساليب التي تعلموها من المدارس اللغوية المختلفة لتحليل النصوص وتفسيرها.
- الرحلات الميدانية أو الزيارات إلى المؤسسات أو الجامعات ذات الصلة حيث يمكن للطالب التعرّف على سياق وخلفية المدارس اللغوية المختلفة ونظرياتها وتطبيقاتها.

من المهم ملاحظة أنه يجب اختيار أدوات وأنشطة التقويم هذه بناءً على الأهداف المحددة للبرنامج ومخرجات التعلم التي يتم تقييمها.

مخرج 6:

- المشاريع البحثية، حيث يطبق الطالب مهاراتهم في البحث والتحليل والنقد والمقارنة بموضوع أو قضية معينة.
- المقالات، حيث يطبق الطالب مهاراتهم في البحث والتحليل والنقد والمقارنة من أجل تقييم أو تفسير نص أو قضية معينة.
- العروض التقديمية الشفهية، حيث يقدم الطالب أبحاثهم وتحليلاتهم حول موضوع أو قضية معينة.
- الاختبارات القصيرة، حيث يتم اختبار الطالب على قدرتهم على تطبيق مهاراتهم في البحث والتحليل والنقد والمقارنة.
- مناقشات جماعية، حيث يطبق الطالب مهاراتهم في البحث والتحليل والنقد والمقارنة بنص أو قضية معينة.
- أنشطة التأمل الذاتي، حيث يفكّر الطالب في قدرتهم على تطبيق مهاراتهم في البحث والتحليل والنقد والمقارنة.
- المراجع المنشورة، حيث يقوم الطالب بتجميع وتقييم نصي لقائمة من المصادر ذات الصلة حول موضوع أو قضية معينة باستخدام مهاراتهم في البحث والتحليل والنقد والمقارنة.



قم بتضمين المزيد من المواد والأنشطة الأصلية في فصول اللغة ذات الصلة والمثيرة للاهتمام للطلاب مثل المقالات الإخبارية والأفلام والأغاني والمواد الثقافية الأخرى التي تعبّر عن موارد التراث اللغوي والأدبي.

قم بتشجيع الطلاب وتوفير الفرص لهم لممارسة مهاراتهم اللغوية في مواقف الحياة الواقعية، مثل مجموعات المحادثة أو الأحداث الثقافية.

تقييم وتقديم التغذية الراجعة للمعلمين حول أساليب التدريس واستراتيجياتهم، وتزويدهم بفرص التطوير المهني لتحسين مهاراتهم التدريسية.

مراقبة وتقييم تقدّم الطّلاب بانتظام وإجراء التعديلات حسب الحاجة إلى التعليمات والدعم المقدم.

شجع الطّلاب على المشاركة في الأنشطة اللامنهجية مثل نوادي اللغة أو المسابقات لتعزيز قدرتهم على استخدام موارد التراث اللغوي والأدبي من خلال الأنشطة العلمية المختلفة.

من المهم ملاحظة أن هذه الإجراءات يجب أن تكون مصممة وفقاً لاحتياجات المحددة للطلاب والبرنامج. ومن الأهمية بمكان إشراك الطّلاب والمعلمين وأصحاب المصلحة الآخرين في عملية التحسين لضمان نجاح الجهد.

مخرج 4:

تحليل نتائج التقويم لتحديد نقاط الضعف المحددة. على سبيل المثال، هل نقص الكفاءة بالدرجة الأولى في التفريق بين عصور الأدب العربي أو توجّهاته الفنية المختلفة؟

مراجعة وتقييم المناهج والأساليب التعليمية الحالية لتحديد ما إذا كانت مناسبة وفعالة في مساعدة الطّلاب على التمييز بين عصور الأدب العربي وتوجّهاته الفنية المختلفة.

تزويد الطّلاب بفرص اضافية للتعلم والتفاعل مع عصور الأدب العربي المختلفة وتوجّهاته الفنية المختلفة. قد يشمل ذلك الرحلات الميدانية أو المتحدين الضيوف أو مشاريع خدمة المجتمع.

دمج المزيد من المواد والأنشطة الأصلية في فصول اللغة ذات الصلة والمثيرة للاهتمام للطلاب مثل المقالات الإخبارية والأفلام والأغاني والمواد الثقافية الأخرى التي تعبّر عن العصور المختلفة للأدب العربي وتوجّهاته الفنية المختلفة.

قم بتشجيع الطلاب وتوفير الفرص لهم لممارسة مهاراتهم اللغوية في مواقف الحياة الواقعية، مثل مجموعات المحادثة أو الأحداث الثقافية. تقييم وتقديم التغذية الراجعة للمعلمين حول أساليب التدريس واستراتيجياتهم، وتزويدهم بفرص التطوير المهني لتحسين مهاراتهم التدريسية.

مراقبة وتقييم تقدّم الطّلاب بانتظام وإجراء التعديلات حسب الحاجة إلى التعليمات والدعم المقدم.

تشجيع الطّلاب على المشاركة في الأنشطة اللامنهجية مثل نوادي اللغة أو المسابقات لتعزيز قدرتهم على التمييز بين عصور الأدب العربي وتوجّهاته الفنية المختلفة.

الطلاب والمعلمين وأصحاب المصلحة الآخرين في عملية التحسين لضمان نجاح الجهد.

مخرج 2:

- تحليل نتائج التقويم لتحديد نقاط الضعف المحددة. على سبيل المثال، هل نقص الكفاءة بالدرجة الأولى في التعبير عن احتياجات المجتمع المحلي أم العربي أم الإسلامي؟

- مراجعة وتقييم المناهج والأساليب التعليمية الحالية لتحديد ما إذا كانت مناسبة وفعالة في مساعدة الطّلاب على استخدام اللغة العربية للتعبير عن احتياجات المجتمع المحلي والعربي والإسلامي.

- تزويد الطّلاب بفرص إضافية للتعرف على المجتمعات المحلية والعربية والإسلامية والتفاعل معها. قد يشمل ذلك الرحلات الميدانية أو المتحدين الضيوف أو مشاريع خدمة المجتمع.

- قم بتضمين المزيد من المواد والأنشطة الأصلية في فصول اللغة ذات الصلة والمثيرة للاهتمام للطلاب مثل المقالات الإخبارية والأفلام والأغاني والمواد الثقافية الأخرى التي تعبّر عن احتياجات المجتمع المحلي والعربي والإسلامي

- قم بتشجيع الطّلاب وتوفير الفرص لهم لممارسة مهاراتهم اللغوية في مواقف الحياة الواقعية، مثل مجموعات المحادثة أو الأحداث الثقافية.

- تقييم وتقديم التغذية الراجعة للمعلمين حول أساليب التدريس واستراتيجياتهم، وتزويدهم بفرص التطوير المهني لتحسين مهاراتهم التدريسية.

- مراقبة وتقييم تقدّم الطّلاب بانتظام وإجراء التعديلات حسب الحاجة إلى التعليمات والدعم المقدم.

- شجع الطّلاب على المشاركة في الأنشطة اللامنهجية مثل نوادي اللغة أو المسابقات لتعزيز قدرتهم على استخدام اللغة العربية للتعبير عن احتياجات المجتمع المحلي والعربي والإسلامي.

- من المهم ملاحظة أن هذه الإجراءات يجب أن تكون مصممة وفقاً لاحتياجات المحددة للطلاب والبرنامج. ومن الأهمية بمكان إشراك الطّلاب والمعلمين وأصحاب المصلحة الآخرين في عملية التحسين لضمان نجاح الجهد.

مخرج 3:

- تحليل نتائج التقويم لتحديد نقاط الضعف المحددة. على سبيل المثال، هل نقص الكفاءة في المقام الأول في استخدام موارد التراث اللغوي والأدبي أم في تطبيقها من خلال الأنشطة العلمية؟

- مراجعة وتقييم المناهج والأساليب التعليمية الحالية لتحديد ما إذا كانت مناسبة وفعالة في مساعدة الطّلاب على استخدام موارد التراث اللغوي والأدبي من خلال الأنشطة العلمية.

- تزويد الطّلاب بفرص للتعرف على موارد التراث اللغوي والأدبي والتعامل معها. قد يشمل ذلك الرحلات الميدانية أو المتحدين الضيوف أو مشاريع خدمة المجتمع.



تضمن المزيد من المواد والأنشطة الأصلية في فصول اللغة ذات الصلة والمثيرة للاهتمام للطلاب مثل المقالات الإخبارية والأفلام والأغاني والمواد الثقافية الأخرى التي تعبر عن مهارات البحث والتحليل والنقد والمقارنة.

تشجيع الطلاب وتوفير الفرص لهم لممارسة مهاراتهم اللغوية في موقف الحياة الواقعية، مثل مجموعات المحادثة أو الأحداث الثقافية. تقييم وتقديم التغذية الراجعة للمعلمين حول أساليب التدريس واستراتيجياتهم، وتزويدهم بفرص التطوير المهني لتحسين مهاراتهم التدريسية.

مراقبة وتقييم تقدم الطلاب بانتظام وإجراء التعديلات حسب الحاجة إلى التعليمات والدعم المقدم.

تشجيع الطلاب على المشاركة في الأنشطة اللامنهجية مثل نوادي اللغة أو المسابقات لتعزيز قدرتهم على تطبيق المهارات المكتسبة في البحث والتحليل والنقد والمقارنة.

من المهم ملاحظة أن هذه الإجراءات يجب أن تكون مصممة وفقاً للاحتجاجات المحددة للطلاب والبرنامج. ومن الأهمية بمكان إشراك الطلاب والمعلمين وأصحاب المصلحة الآخرين في عملية التحسين لضمان نجاح الجهد.

عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن التعليمات والمناهج المستخدمة فعالة في مساعدة الطلاب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

- تحليل نتائج التقويم لتحديد مجالات القوة و مجالات التحسين.
- التفكير في المخرج المنهج والتعليم وطرق التقييم المستخدمة في تحقيق المخرج.
- مشاركة النتائج مع أصحاب المصلحة، مثل الآباء والمسؤولين.
- استخدام النتائج لتحسين التخطيط المستقبلي واتخاذ القرارات المتعلقة بالبرنامج.
- مراقبة وتقييم تقدم الطالب باستمرار لضمان الحفاظ على استمرار تحقيق مخرج التعلم.
- شجع الطلاب والمعلمين والموظفين على الاستمرار في السعي لتحقيق التميز والاستمرار في التحسين والتطوير.

توفير فرص التطوير المهني للمعلمين والموظفين لتحسين مهاراتهم التدريسية ومواكبة الاتجاهات والتطورات الجديدة في هذا المجال.

من المهم الملاحظة أنه في حين أن تحقيق المخرج هو نتيجة إيجابية، فمن المهم أيضاً السعي باستمرار للتحسين وإجراء التعديلات حسب الحاجة لضمان بقاء البرنامج فعالاً في تلبية احتياجات التعلم للطلاب.

من المهم أيضاً أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج أفضل للطلاب على المدى الطويل.

من المهم ملاحظة أن هذه الإجراءات يجب أن تكون مصممة وفقاً للاحتجاجات المحددة للطلاب والبرنامج. ومن الأهمية بمكان إشراك الطلاب والمعلمين وأصحاب المصلحة الآخرين في عملية التحسين لضمان نجاح الجهد.

مخرج 5:

- تحليل نتائج التقويم لتحديد نقاط الضعف المحددة. على سبيل المثال، هل نقص الكفاءة في المقام الأول في القراءة بين المدارس اللغوية ونظرياتها أو تطبيقاتها؟
- مراجعة وتقييم المناهج والأساليب التعليمية الحالية لتحديد ما إذا كانت مناسبة وفعالة في مساعدة الطلاب على التمييز بين المدارس اللغوية ونظرياتها وتطبيقاتها.
- تزويد الطلاب بفرص للتعرف على المدارس اللغوية المختلفة والتفاعل معها ونظرياتها وتطبيقاتها. قد يشمل ذلك الرحلات الميدانية أو المتحدين الضيوف أو مشاريع خدمة المجتمع.
- تضمين المزيد من المواد والأنشطة الأصلية في فصول اللغة ذات الصلة والمثيرة للاهتمام للطلاب مثل المقالات الإخبارية والأفلام والأغاني والمواد الثقافية الأخرى التي تعبر عن مهارات البحث والتحليل والنقد والمقارنة.
- تشجيع الطلاب وتوفير الفرص لهم لممارسة مهاراتهم اللغوية في موقف الحياة الواقعية، مثل مجموعات المحادثة أو الأحداث الثقافية. تقييم وتقديم التغذية الراجعة للمعلمين حول أساليب التدريس واستراتيجياتهم، وتزويدهم بفرص التطوير المهني لتحسين مهاراتهم التدريسية.
- مراقبة وتقييم المناهج والأساليب التعليمية الحالية لتحديد ما إذا كانت مناسبة وفعالة في مساعدة الطلاب على التمييز بين المدارس اللغوية ونظرياتها وتطبيقاتها.

- تشجيع الطلاب وتوفير الفرص لهم لممارسة مهاراتهم اللغوية في موقف الحياة الواقعية، مثل مجموعات المحادثة أو الأحداث الثقافية. تقييم وتقديم التغذية الراجعة للمعلمين حول أساليب التدريس واستراتيجياتهم، وتزويدهم بفرص التطوير المهني لتحسين مهاراتهم التدريسية.
- مراقبة وتقييم تقدم الطلاب بانتظام وإجراء التعديلات حسب الحاجة إلى التعليمات والدعم المقدم.
- تشجيع الطلاب على المشاركة في الأنشطة اللامنهجية مثل نوادي اللغة أو المسابقات لتعزيز قدرتهم على التمييز بين المدارس اللغوية ونظرياتها وتطبيقاتها.
- من المهم ملاحظة أن هذه الإجراءات يجب أن تكون مصممة وفقاً للاحتجاجات المحددة للطلاب والبرنامج. ومن الأهمية بمكان إشراك الطلاب والمعلمين وأصحاب المصلحة الآخرين في عملية التحسين لضمان نجاح الجهد.

مخرج 6:

- تحليل نتائج التقويم لتحديد نقاط الضعف المحددة. على سبيل المثال، هل نقص الكفاءة في المقام الأول في مهارات البحث أو التحليل أو النقد أو المقارنة؟
- مراجعة وتقييم المناهج والأساليب التعليمية الحالية لتحديد ما إذا كانت مناسبة وفعالة في مساعدة الطلاب على تطبيق مهاراتهم المكتسبة في البحث والتحليل والنقد والمقارنة.
- تزويد الطلاب بفرص للتعرف على مهارات البحث والتحليل والنقد والمقارنة المختلفة والمشاركة فيها. قد يشمل ذلك الرحلات الميدانية أو المتحدين الضيوف أو مشاريع خدمة المجتمع.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعليم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المهـدـ 3: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المهـدـ 4: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكاديمية وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

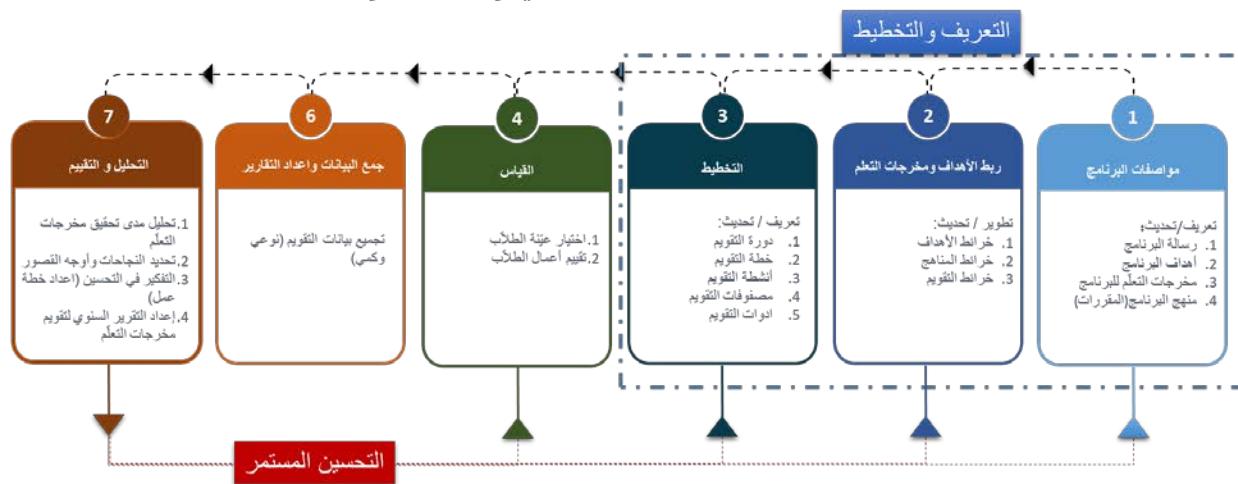
الهـدـ 1: تطوير ودعم عمليات تقويم مخرجات التعليم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكademie قادرة على تكيف هذه العمليات لتلبية احتياجات ومنطلقاتها الخاصة.

الهـدـ 2: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.

التخطيط الأكاديمي



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة



عملية تقويم مخرجات التعليم للبرنامج

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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

ARCHITECTURE BA PROGRAM | COLLEGE OF ENGINEERING

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Ability to conceptualize and coordinate designs, addressing social, cultural, environmental and technological aspects of architecture.

PLO 2: Ability to recognize the dialectic relationship between people and the built environment in the GCC/Arab region. Ability to recognize diversity of needs, values, behavioral norms, social patterns as they relate to the creation of the built environment.

PLO 3: Ability to utilize cutting edge building technology in design.

PLO 4: Ability to apply visual and verbal communication skills at various stages of architectural design and project delivery processes. Ability to apply and integrate computer technology in design processes and products.

PLO 5: Ability to critically analyze building designs and conduct post occupancy evaluation studies.

PLO 6: Ability to employ architectural research methods including data collection and analysis to assess and propose improvements in existing built environments.

PLO 7: Ability to work collaboratively with teams of architects and various interdisciplinary design teams involved in the building industry.



Assessment Tools

PLO 1:

- Design projects: Assessing students' ability to conceptualize and coordinate designs that address social, cultural, environmental, and technological aspects of architecture through design projects, both individually and as part of a team.
- Studio critiques: Providing opportunities for students to present and receive feedback on their design work through studio critiques, which can assess their ability to articulate the reasoning behind their design decisions and respond to constructive criticism.
- Research assignments: Assessing students' ability to research and analyze various social, cultural, environmental, and technological aspects of architecture

- through written assignments, such as research papers or essays.
- Site visits and case studies: Assessing students' ability to analyze and understand the relationship between people and the built environment through site visits and case studies, which can also provide opportunities for students to explore the diversity of needs, values, behavioral norms, and social patterns that are specific to the GCC/Arab region.
- Oral presentations: Assessing students' ability to communicate their ideas effectively through oral presentations, which can assess their ability to apply visual and verbal communication skills at various stages of architectural design and project delivery processes.

PLO 2:

- Site visits and case studies: Assessing students' ability to recognize the dialectic relationship between people and the built environment in the GCC/Arab region and to understand the diversity of needs, values, behavioral norms, and social patterns that are specific to the region through site visits and case studies.
- Research assignments: Assessing students' ability to research and analyze various social, cultural, and behavioral aspects of the GCC/Arab region through written assignments, such as research papers or essays.
- Studio critiques: Providing opportunities for students to present and receive feedback on their design work through studio critiques, which can assess their ability to incorporate the specific needs and values of the GCC/Arab region into their design decisions.
- Design projects: Assessing students' ability to apply their understanding of the dialectic relationship between people and the built environment in the GCC/Arab region to their design projects, both individually and as part of a team.
- Oral presentations: Assessing students' ability to communicate their ideas effectively through oral presentations, which can assess their ability to apply visual and verbal communication skills at various stages of architectural design and project delivery processes.

PLO 3:

- Design projects: Assessing students' ability to utilize cutting-edge building technology in their design projects, both individually and as part of a team.
- Laboratory or workshop activities: Providing opportunities for students to work with and experiment with various building technologies through laboratory or workshop activities.
- Research assignments: Assessing students' ability to research and analyze new and emerging building technologies through written assignments, such as research papers or essays.

- Studio critiques: Providing opportunities for students to present and receive feedback on their design work through studio critiques, which can assess their ability to incorporate building technology into their design decisions in an appropriate and effective manner.
- Guest lectures and seminars: Assessing students' ability to engage with and learn from experts in the field of building technology through guest lectures and seminars.

PLO 4:

- Design projects: Assessing students' ability to apply visual and verbal communication skills at various stages of architectural design and project delivery processes through design projects, both individually and as part of a team.
- Studio critiques: Providing opportunities for students to present and receive feedback on their design work through studio critiques, which can assess their ability to articulate the reasoning behind their design decisions and respond to constructive criticism.
- Computer-aided design (CAD) and 3D modeling assignments: Assessing students' ability to apply and integrate computer technology in design processes and products through CAD and 3D modeling assignments.
- Oral presentations: Assessing students' ability to communicate their ideas effectively through oral presentations, which can assess their ability to apply visual and verbal communication skills at various stages of architectural design and project delivery processes.
- Technical drawing and documentation assignments: Assessing students' ability to produce clear and accurate technical drawings and documentation, which are an important aspect of architectural design and project delivery.

PLO 5:

- Building analysis and design critique assignments: Assessing students' ability to critically analyze building designs through written assignments such as building analysis, design critiques, or essays.
- Site visits and case studies: Assessing students' ability to conduct post-occupancy evaluation studies through site visits and case studies which can provide opportunities for students to observe and analyze the performance of buildings in use.
- Research assignments: Assessing students' ability to research and analyze building design and post-occupancy evaluation through written assignments, such as research papers or essays.
- Studio critiques: Providing opportunities for students to present and receive feedback on their design work and building analysis through studio critiques, which can assess their ability to incorporate building performance evaluations into their design decisions.
- Guest lectures and seminars: Assessing students' ability to engage with and learn from experts in the field of building analysis and post-occupancy evaluation through guest lectures and seminars.



PLO 6:

- Research projects: Assessing students' ability to employ architectural research methods including data collection and analysis through research projects, which can cover topics such as assessing and proposing improvements in existing built environments.
- Research papers or essays: Assessing students' ability to research and analyze existing built environments and propose improvements through written assignments, such as research papers or essays.
- Site visits and case studies: Assessing students' ability to conduct research and analysis of existing built environments through site visits and case studies, which can provide opportunities for students to observe and analyze the performance of buildings in use.
- Data collection and analysis exercises: Assessing students' ability to collect and analyze data related to existing built environments through exercises and assignments that focus on data collection and analysis.
- Guest lectures and seminars: Assessing students' ability to engage with and learn from experts in the field of architectural research through guest lectures and seminars.

PLO 7:

- Team-based design projects: Assessing students' ability to work collaboratively with teams of architects and various interdisciplinary design teams involved in the building industry through team-based design projects.
- Group critiques and presentations: Providing opportunities for students to present and receive feedback on their team's design work through group critiques and presentations, which can assess their ability to communicate and collaborate effectively with team members.
- Collaborative assignments and activities: Assessing students' ability to work collaboratively through assignments and activities that require students to work together in small groups or teams.
- Peer evaluations: Assessing students' ability to work collaboratively through peer evaluations, which can provide feedback on students' ability to contribute effectively to a team.
- Role-playing and simulation exercises: Assessing students' ability to work collaboratively through role-playing and simulation exercises, which can provide opportunities for students to practice working in teams in a realistic setting.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Reviewing the curriculum: Analyzing the curriculum to determine if the course content and activities adequately cover the social, cultural, environmental, and technological aspects of architecture that are relevant to PLO 1. Identifying gaps in the curriculum and developing new course content or activities to address them.
- Assessing the effectiveness of current assessment tools and activities: Analyzing the effectiveness of the current assessment tools and activities in measuring students' ability to conceptualize and coordinate designs that address the social, cultural, environmental, and technological aspects of architecture. Identifying areas of improvement and revising or creating new assessment tools and activities as necessary.
- Providing additional resources and support: Offering additional resources and support, such as guest lectures, workshops, or seminars, that focus on the social, cultural, environmental, and technological aspects of architecture.
- Enhancing feedback and guidance: Providing more detailed and specific feedback and guidance to students on their design work, including how well they are addressing the social, cultural, environmental, and technological aspects of architecture.
- Encouraging self-reflection: Encouraging students to reflect on their own learning and design process, to identify areas that they need to improve upon in order to achieve PLO1.
- Assessing faculty's training and knowledge: Assessing the faculty's training and knowledge in areas related to social, cultural, environmental, and technological aspects of architecture and providing additional training or professional development as necessary.

PLO 2:

- Reviewing the curriculum: Analyzing the curriculum to determine if the course content and activities adequately cover the dialectic relationship between people and the built environment in the GCC/Arab region and the diversity of needs, values, behavioral norms, and social patterns that are specific to the region. Identifying gaps in the



curriculum and developing new course content or activities to address them.

- Assessing the effectiveness of current assessment tools and activities: Analyzing the effectiveness of the current assessment tools and activities in measuring students' ability to recognize the dialectic relationship between people and the built environment in the GCC/Arab region and to understand the diversity of needs, values, behavioral norms, and social patterns that are specific to the region. Identifying areas of improvement and revising or creating new assessment tools and activities as necessary.
- Providing additional resources and support: Offering additional resources and support, such as guest lectures, workshops, or seminars, that focus on the dialectic relationship between people and the built environment in the GCC/Arab region and the diversity of needs, values, behavioral norms, and social patterns that are specific to the region.
- Enhancing feedback and guidance: Providing more detailed and specific feedback and guidance to students on their design work, including how well they are addressing the dialectic relationship between people and the built environment in the GCC/Arab region and the diversity of needs, values, behavioral norms, and social patterns that are specific to the region.
- Encouraging self-reflection: Encouraging students to reflect on their own learning and design process, to identify areas that they need to improve upon in order to achieve PLO2.
- Assessing faculty's training and knowledge: Assessing the faculty's training and knowledge in areas related to the dialectic relationship between people and the built environment in the GCC/Arab region and the diversity of needs, values, behavioral norms, and social patterns that are specific to the region and providing additional training or professional development as necessary.

PLO 3:

- Reviewing the curriculum: Analyzing the curriculum to determine if the course content and activities adequately cover the use and integration of cutting-edge building technology in design. Identifying gaps in the curriculum and developing new course content or activities to address them.
- Assessing the effectiveness of current assessment tools and activities: Analyzing the effectiveness of the current assessment tools and activities in measuring students' ability to utilize cutting-edge building technology in design. Identifying areas of improvement and revising or creating new assessment tools and activities as necessary.

- Providing additional resources and support: Offering additional resources and support such as laboratory or workshop activities, guest lectures, or seminars that focus on building technology.
- Enhancing feedback and guidance: Providing more detailed and specific feedback and guidance to students on their design work, including how well they are incorporating building technology into their designs.
- Encouraging self-reflection: Encouraging students to reflect on their own learning and design process, to identify areas that they need to improve upon in order to achieve PLO3.
- Assessing faculty's training and knowledge: Assessing the faculty's training and knowledge in areas related to building technology and providing additional training or professional development as necessary.
- Incorporating industry standards and best practices: Incorporating industry standards and best practices in building technology and providing students with more opportunities to work with current technologies.

PLO 4:

- Reviewing the curriculum: Analyzing the curriculum to determine if the course content and activities adequately cover the use of visual and verbal communication skills, as well as the use and integration of computer technology in design processes and products. Identifying gaps in the curriculum and developing new course content or activities to address them.
- Assessing the effectiveness of current assessment tools and activities: Analyzing the effectiveness of the current assessment tools and activities in measuring students' ability to apply visual and verbal communication skills and integrate computer technology in design processes and products. Identifying areas of improvement and revising or creating new assessment tools and activities as necessary.
- Providing additional resources and support: Offering additional resources and support such as workshops, tutorials, or seminars that focus on computer-aided design (CAD) and 3D modeling, as well as effective communication skills.
- Enhancing feedback and guidance: Providing more detailed and specific feedback and guidance to students on their design work, including how well they are incorporating visual and verbal communication skills, as well as the computer technology in their designs.
- Encouraging self-reflection: Encouraging students to reflect on their own learning and design process, to identify areas that they need to improve upon in order to achieve PLO4.
- Assessing faculty's training and knowledge: Assessing the faculty's training and knowledge in areas related to computer technology and effective communication skills and providing additional training or professional development as necessary.



- Incorporating industry standards and best practices: Incorporating industry standards and best practices in communication and computer technology and providing students with more opportunities to work with current tools and software.

PLO 5:

- Reviewing the curriculum: Analyzing the curriculum to determine if the course content and activities adequately cover the critical analysis of building designs and post-occupancy evaluation studies. Identifying gaps in the curriculum and developing new course content or activities to address them.
- Assessing the effectiveness of current assessment tools and activities: Analyzing the effectiveness of the current assessment tools and activities in measuring students' ability to critically analyze building designs and conduct post-occupancy evaluation studies. Identifying areas of improvement and revising or creating new assessment tools and activities as necessary.
- Providing additional resources and support: Offering additional resources and support such as guest lectures, workshops, or seminars that focus on building analysis and post-occupancy evaluations.
- Enhancing feedback and guidance: Providing more detailed and specific feedback and guidance to students on their building analysis and post-occupancy evaluations, including how well they are conducting critical analysis and evaluations.
- Encouraging self-reflection: Encouraging students to reflect on their own learning and analysis process, to identify areas that they need to improve upon in order to achieve PLO5.
- Assessing faculty's training and knowledge: Assessing the faculty's training and knowledge in areas related to building analysis and post-occupancy evaluations and providing additional training or professional development as necessary.
- Incorporating industry standards and best practices: Incorporating industry standards and best practices in building analysis and post-occupancy evaluations and providing students with more opportunities to work with current tools and techniques for evaluating buildings.

PLO 6:

- Reviewing the curriculum: Analyzing the curriculum to determine if the course content and activities adequately cover the methods of architectural research including data collection and analysis. Identifying gaps in the curriculum and developing new course content or activities to address them.

- Assessing the effectiveness of current assessment tools and activities: Analyzing the effectiveness of the current assessment tools and activities in measuring students' ability to employ architectural research methods including data collection and analysis. Identifying areas of improvement and revising or creating new assessment tools and activities as necessary.
- Providing additional resources and support: Offering additional resources and support such as workshops, tutorials, or seminars that focus on research methods and data analysis techniques.
- Enhancing feedback and guidance: Providing more detailed and specific feedback and guidance to students on their research projects, including how well they are conducting data collection and analysis.
- Encouraging self-reflection: Encouraging students to reflect on their own learning and research process, to identify areas that they need to improve upon in order to achieve PLO6.
- Assessing faculty's training and knowledge: Assessing the faculty's training and knowledge in areas related to architectural research methods and providing additional training or professional development as necessary.
- Incorporating industry standards and best practices: Incorporating industry standards and best practices in architectural research methods and providing students with more opportunities to work with current research methods and techniques.
- Incorporating more hands-on research experience: Providing students with more opportunities to conduct research, such as through internships or fieldwork, to gain real-world experience in data collection and analysis.
- Incorporating more real-world examples: Incorporating real-world examples of research projects and case studies in the curriculum to give students a better understanding of the practical applications of research methods.
- Encouraging critical thinking: Encouraging students to think critically about their research findings and to consider the implications of their work on the built environment.

PLO 7:

- Reviewing the curriculum: Analyzing the curriculum to determine if the course content and activities adequately cover the skills and knowledge needed to work collaboratively with teams of architects and various interdisciplinary design teams involved in the building industry. Identifying gaps in the curriculum and developing new course content or activities to address them.
- Assessing the effectiveness of current assessment tools and activities: Analyzing the effectiveness of the current assessment tools and activities in measuring students' ability to work collaboratively with teams. Identifying areas of improvement and revising or creating new assessment tools and activities as necessary.
- Providing additional resources and support: Offering additional resources and support such as workshops,



tutorials, or seminars that focus on teamwork, group dynamics, and communication.

- Enhancing feedback and guidance: Providing more detailed and specific feedback and guidance to students on their teamwork and collaboration, including how well they are contributing to the team and working with others effectively.
- Encouraging self-reflection: Encouraging students to reflect on their own learning and teamwork, to identify areas that they need to improve upon in order to achieve PLO7.
- Assessing faculty's training and knowledge: Assessing the faculty's training and knowledge.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Continuously monitoring and assessing: Continuously monitoring and assessing the effectiveness of the curriculum, assessment tools and activities, resources, and support provided to ensure that they are adequately addressing the PLOs.
- Improving the curriculum: Continuously looking for ways to improve the curriculum by incorporating new and

emerging topics, technologies and best practices in the field of architecture.

- Providing additional opportunities for student engagement and learning: Providing additional opportunities for student engagement and learning such as guest lectures, workshops, field trips, and other extracurricular activities that align with the PLOs.
- Recognizing and rewarding students who achieve the PLOs: Recognizing and rewarding students who achieve the PLOs through awards, scholarships, or other forms of recognition.
- Sharing best practices and successes with other institutions: Sharing best practices and successes with other institutions in the field of architecture to help advance the profession as a whole.
- Assessing the faculty's effectiveness: Assessing the faculty's effectiveness and providing additional professional development opportunities for faculty members to ensure that they are able to effectively deliver the curriculum and support the achievement of the PLOs.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation



Qatar University | Academic Planning and Quality Assurance Office

BA IN ENGLISH LITERATURE AND LINGUISTICS PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

- PLO 1: Demonstrate the ability to read, communicate and write clearly in English.
- PLO 2: Apply the tools of linguistic analysis to English and other languages.
- PLO 3: Relate the phenomena of language and literature to their social, cultural and psychological contexts.
- PLO 4: Analyze critically literary genres within their historical, social, and intellectual contexts.
- PLO 5: Demonstrate theoretical knowledge and competence in the use of practical methods in literature and linguistics.



Assessment Tools

Many tools can be used to assess the PLOs. Some examples include:

- Written exams: These can test a student's knowledge of key concepts and theories in English literature and linguistics, as well as their ability to read, communicate, and write clearly in English.
- Essays: Essays can be used to assess a student's ability to analyze literary texts and relate them to their social, cultural, and psychological contexts, as well as their ability to apply linguistic analysis tools to English and other languages.
- Oral presentations: Oral presentations can be used to assess a student's ability to communicate clearly and effectively in English, as well as their ability to analyze literary texts and relate them to their social, cultural, and psychological contexts.
- Group discussions: Group discussions can be used to assess a student's ability to work well in a group, as well as their ability to analyze literary texts and relate them to their social, cultural, and psychological contexts.
- Research projects: Research projects can be used to assess a student's ability to conduct independent research



and analyze literary texts and linguistic phenomena within their historical, social, and intellectual contexts.

- Data analysis: Data analysis can be used to assess a student's ability to conduct experiments or fieldwork, as well as their ability to analyze linguistic data and apply linguistic analysis tools to English and other languages.
- Literature review: Literature review can be used to assess a student's ability to conduct a literature review and understand the specific research area.
- Practical methods: Using practical methods in literature and linguistics such as corpus analysis, discourse analysis, pragmatics analysis, etc., can be used to assess a student's theoretical knowledge and competence in the use of practical methods in literature and linguistics.

Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Written exam: A student is given a passage of literature to read and then asked to write an essay analyzing the use of language in the text.
- Oral presentation: A student is asked to give a presentation on a specific literary text, including an analysis of the use of language in the text and its themes.
- Group discussion: A student is asked to participate in a group discussion on a specific literary text, including an analysis of the use of language in the text and its themes.

PLO 2:

- Written exam: A student is given a passage of text and asked to analyze the grammar and phonology of the language used in the text.
- Research project: A student conducts a research project on a specific aspect of linguistic analysis, such as phonetics or syntax, and presents their findings in a written report.
- Data analysis: A student is asked to analyze data from experiments or fieldwork to identify patterns and trends in the use of language.

PLO 3:

- Essay: A student is asked to write an essay analyzing the social, cultural, and psychological contexts of a specific literary text.
- Oral presentation: A student is asked to give a presentation on the relationship between language and literature in a specific social, cultural, or psychological context.
- Group discussion: A student is asked to participate in a group discussion on the relationship between language and literature in a specific social, cultural, or psychological context.

PLO 4:

- Essay: A student is asked to write an essay analyzing a specific literary genre within its historical, social, and intellectual context.
- Research project: A student conducts a research project on a specific literary genre and its historical, social, and intellectual context and presents their findings in a written report.
- Group discussion: A student is asked to participate in a group discussion on a specific literary genre and its historical, social, and intellectual context.

PLO 5:

- Written exam: A student is given a scenario and asked to apply a specific practical method in literature and linguistics such as discourse analysis, pragmatics analysis, corpus analysis, etc.
- Research project: A student is asked to conduct a literature review on a specific research area and use practical methods in literature and linguistics such as discourse analysis, pragmatics analysis, corpus analysis, etc.
- Data analysis: A student is asked to analyze data from experiments or fieldwork using specific practical methods in literature and linguistics such as discourse analysis, pragmatics analysis, corpus analysis, etc.



Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Additional support for language development could be provided through language classes, workshops, or tutoring.
- A focus on language-related skills could be incorporated into the curriculum, such as grammar, vocabulary, and writing skills.
- Students could be given more opportunities to practice reading, writing, and communicating in English through additional reading assignments, writing exercises, and oral presentations.

PLO 2:

- Additional training and support could be provided on the specific tools and methods used in linguistic analysis.
- Students could be given more opportunities to practice using these tools and methods through additional assignments and projects.



- More emphasis could be placed on the application of linguistic analysis in the curriculum, such as through the incorporation of more case studies or real-world examples.

PLO 3:

- Students could be given more opportunities to explore the relationship between language and literature and their social, cultural, and psychological contexts.
- Curriculum could be designed to include more interdisciplinary courses and projects that focus on the social, cultural, and psychological contexts of language and literature.
- Additional resources, such as guest lectures or workshops, could be provided to help students understand the social, cultural, and psychological contexts of language and literature.

PLO 4:

- Additional resources and support could be provided on literary analysis and the historical, social, and intellectual contexts of literary genres.
- Students could be given more opportunities to practice literary analysis through additional assignments, projects, and readings.
- More emphasis could be placed on literary analysis in the curriculum, such as through the incorporation of more case studies or real-world examples.

PLO 5:

- Additional training and support could be provided on the specific practical methods used in literature and linguistics.
- Students could be given more opportunities to practice using these methods through additional assignments and projects.
- More emphasis could be placed on the application of practical methods in the curriculum, such as through the incorporation of more case studies or real-world examples.

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors,

and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Continual assessment and evaluation to ensure that the program is meeting the changing needs of students and the field.
- Incorporating new pedagogical approaches and technologies that could enhance the student's learning experience.
- Encourage students to take on leadership roles and to participate in extracurricular activities that will help them to develop the skills and knowledge they learned in the classroom.
- Encourage the faculty to engage in professional development opportunities that will help them to stay current in their field, and to share their new knowledge and skills with the students.
- Reviewing and updating the curriculum in order to stay current with the latest research and developments in the field.
- Involvement of stakeholders in the program, such as alumni, employers, and other professionals in the field, to get their feedback and suggestions on how to improve the program.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BA IN BIOLOGICAL SCIENCES PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO1: To define structure and function of organisms

PLO2: To describe the interactions between organisms and their environments.

PLO3: To use instrumentation and proper techniques in biological sciences research correctly

PLO4: To engage in critical thinking on problem solving activities on a biological topic

PLO5: To demonstrate proficiency by giving concise, clear and organized written communication about a biological concept

PLO6: To demonstrate proficiency in oral communication by giving concise, clear and organized oral presentations on a biological topic.



Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Multiple-choice quizzes or exams that test students' knowledge of the structure and function of various organisms.
- Lab practicals or reports that require students to identify and describe the structures and functions of different organisms.
- Research projects that ask students to investigate the structure and function of a particular organism or group of organisms.
- Essays or written assignments that ask students to explain the structure and function of a specific organism or group of organisms.
- Oral presentations that require students to describe the structure and function of an organism or group of organisms.
- Online assessments that test students' understanding of structure and function of organism.



It is worth noting that different assessment tools and activities may be more or less appropriate depending on the specific course or context, so it would be important to consider the goals of the course and the specific PLO being assessed when choosing assessment tools and activities.

PLO 2:

- Multiple-choice quizzes or exams that test students' knowledge of the interactions between different organisms and their environments.
- Field studies or field trips that allow students to observe and describe the interactions between organisms and their environments in natural settings.
- Research projects or lab experiments that ask students to investigate the interactions between a specific organism or group of organisms and their environment.
- Written assignments or essays that ask students to describe and analyze the interactions between organisms and their environments.
- Oral presentations that require students to describe the interactions between organisms and their environment.
- Role-playing activities or simulations that allow students to explore different types of interactions between organisms and their environments.
- Online assessments that test students' understanding of the interactions between organisms and their environment.

It is worth noting again, that different assessment tools and activities may be more or less appropriate depending on the specific course or context, so it would be important to consider the goals of the course and the specific PLO being assessed when choosing assessment tools and activities.

PLO 3:

- Practical exams or lab assessments that test students' ability to use various instrumentation and techniques in a laboratory setting.
- Research projects or lab reports that require students to use specific instrumentation and techniques in order to collect and analyze data.
- Online quizzes or assessments that test students' knowledge of different instrumentation and techniques used in biological research.
- Oral presentations that require students to describe the proper use and maintenance of specific instrumentation and techniques.
- Hands-on training and workshops that allow students to practice using different instrumentation and techniques under the guidance of an instructor.
- Self-assessments where students reflect on their own performance using instrumentation and techniques.
- Peer evaluations where students evaluate each other's performance using instrumentation and techniques.

It is worth noting again, that different assessment tools and activities may be more or less appropriate depending on the specific course or context, so it would be important to consider the goals of the course and the specific PLO being assessed when choosing assessment tools and activities.

PLO 4:

- Case studies or problem-based learning activities that require students to analyze and solve real-world biological problems.
- Research projects or lab reports that require students to design and carry out experiments to answer a specific research question.
- Essays or written assignments that ask students to critically evaluate a particular biological concept or theory.
- Oral presentations or debates that ask students to defend a particular position on a biological issue.
- Group projects or discussions that require students to analyze and solve a biological problem as a team.
- Self-assessments where students reflect on their own critical thinking and problem-solving skills.
- Peer evaluations where students evaluate each other's critical thinking and problem-solving skills.
- Online assessments that test student's ability to apply their knowledge to solve a problem.

It is worth noting again, that different assessment tools and activities may be more or less appropriate depending on the specific course or context, so it would be important to consider the goals of the course and the specific PLO being assessed when choosing assessment tools and activities.

PLO 5:

- Essays or written reports that require students to explain a biological concept or theory in a clear and organized manner.
- Research projects or lab reports that require students to present their findings in a clear and organized manner.
- Journal or book reviews that require students to evaluate the written communication of a scientific paper or book.
- Technical reports or scientific papers that require students to communicate their research in a clear and organized manner, following the guidelines of scientific writing.
- Online assessments or quizzes that test students' ability to communicate a biological concept in written form.
- Self-assessments where students reflect on their own written communication skills.
- Peer evaluations where students evaluate each other's written communication skills.
- Feedback from the instructor on the written assignments, providing guidance for improvement.
- It is worth noting again, that different assessment tools and activities may be more or less appropriate depending on the specific course or context, so it would be important to consider the goals of the course and the specific PLO being assessed when choosing assessment tools and activities.



PLO 6:

- Oral presentations or speeches that require students to explain a biological concept or theory in a clear and organized manner.
- Group presentations or debates that require students to present their findings or argue a specific position on a biological issue as a team.
- Oral exams or "defense" of research projects, where students present and answer questions about their research in a clear and organized manner.
- Online assessments or quizzes that test students' ability to communicate a biological concept in oral form.
- Self-assessments where students reflect on their own oral communication skills.
- Peer evaluations where students evaluate each other's oral communication skills.
- Feedback from the instructor on the oral presentations, providing guidance for improvement.
- Video recording of the presentations and self-evaluation of the performance.

It is worth noting again, that different assessment tools and activities may be more or less appropriate depending on the specific course or context, so it would be important to consider the goals of the course and the specific PLO being assessed when choosing assessment tools and activities.

- Review and revise the course content and materials: Based on the cause of the problem, review and revise the course content and materials to ensure they are aligned with the PLO and the course objectives. Make sure the materials are clear, relevant, and appropriate for the students' level of understanding.
- Provide additional support and resources: Provide additional support and resources for students who are struggling, such as additional readings, videos, tutorials, or office hours.
- Provide feedback and guidance: Provide feedback and guidance to students on how to improve their understanding and performance on the PLO.
- Re-evaluate the assessment tools and activities: Review the assessment tools and activities being used to assess PLO1. Consider if they are appropriate and aligned with the PLO and the course objectives. If not, consider revising or replacing them.
- Incorporate active learning strategies: Active learning strategies such as collaborative learning, inquiry-based learning, and problem-based learning can be used to promote critical thinking, problem solving and deep understanding of the concepts.
- Encourage self-reflection: Encourage students to reflect on their own learning and understanding of the PLO.

It is worth noting that different causes may require different solutions, so It is important to tailor the approach based on the specific situation. Also, It is important to keep in mind that improvement is a continuous process, so it is important to continuously evaluate and assess the results of the implemented actions.

PLO 2:

- Analyze the assessment results: Review the results of the assessment tools and activities used to assess PLO 2. Identify patterns and areas where students are struggling.
- Identify the cause of the problem: Based on the analysis of the assessment results, try to identify the cause of the problem. For example, are students not adequately prepared for the assessments? Are the assessments themselves not aligned with the PLO or the course objectives? Is there a lack of understanding about the concept of interactions between organisms and their environments?
- Review and revise the course content and materials: Based on the cause of the problem, review and revise the course content and materials to ensure they are aligned with the PLO and the course objectives. Make sure the materials are clear, relevant, and appropriate for the students' level of understanding.
- Provide additional support and resources: Provide additional support and resources for students who are struggling, such as additional readings, videos, tutorials, or office hours.

Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analyze the assessment results: Review the results of the assessment tools and activities used to assess PLO1. Identify patterns and areas where students are struggling.
- Identify the cause of the problem: Based on the analysis of the assessment results, try to identify the cause of the problem. For example, are students not adequately prepared for the assessments? Are the assessments themselves not aligned with the PLO or the course objectives?



- Provide feedback and guidance: Provide feedback and guidance to students on how to improve their understanding and performance on the PLO.
- Re-evaluate the assessment tools and activities: Review the assessment tools and activities being used to assess PLO 2. Consider if they are appropriate and aligned with the PLO and the course objectives. If not, consider revising or replacing them.
- Incorporate field studies and field trips: Field studies and field trips can provide students with hands-on experience and opportunities to observe and describe the interactions between organisms and their environments in natural settings.
- Encourage self-reflection: Encourage students to reflect on their own learning and understanding of the PLO.

It is worth noting that different causes may require different solutions, so It is important to tailor the approach based on the specific situation. Also, It is important to keep in mind that improvement is a continuous process, so it is important to continuously evaluate and assess the results of the implemented actions.

PLO 3:

- Analyze the assessment results: Review the results of the assessment tools and activities used to assess PLO 3. Identify patterns and areas where students are struggling.
- Identify the cause of the problem: Based on the analysis of the assessment results, try to identify the cause of the problem. For example, are students not adequately prepared for the assessments? Are the assessments themselves not aligned with the PLO or the course objectives? Is there a lack of understanding about the instrumentation and techniques used in biological research?
- Review and revise the course content and materials: Based on the cause of the problem, review and revise the course content and materials to ensure they are aligned with the PLO and the course objectives. Make sure the materials are clear, relevant, and appropriate for the students' level of understanding.
- Provide additional support and resources: Provide additional support and resources for students who are struggling, such as additional readings, videos, tutorials, or office hours.
- Provide hands-on training and workshops: Provide hands-on training and workshops that allow students to practice using different instrumentation and techniques under the guidance of an instructor.
- Re-evaluate the assessment tools and activities: Review the assessment tools and activities being used to assess PLO 3. Consider if they are appropriate and aligned with the PLO and the course objectives. If not, consider revising or replacing them.

- Encourage self-reflection: Encourage students to reflect on their own performance using instrumentation and techniques.
- Incorporate hands-on laboratory work and experimentation: Hands-on laboratory work and experimentation provide students with opportunities to practice using instrumentation and techniques in a controlled setting.

It is worth noting that different causes may require different solutions, so It is important to tailor the approach based on the specific situation. Also, It is important to keep in mind that improvement is a continuous process, so it is important to continuously evaluate and assess the results of the implemented actions.

PLO 4:

- Analyze the assessment results: Review the results of the assessment tools and activities used to assess PLO 4. Identify patterns and areas where students are struggling.
- Identify the cause of the problem: Based on the analysis of the assessment results, try to identify the cause of the problem. For example, are students not adequately prepared for the assessments? Are the assessments themselves not aligned with the PLO or the course objectives? Is there a lack of understanding about critical thinking and problem-solving skills?
- Review and revise the course content and materials: Based on the cause of the problem, review and revise the course content and materials to ensure they are aligned with the PLO and the course objectives. Make sure the materials are clear, relevant, and appropriate for the students' level of understanding.
- Provide additional support and resources: Provide additional support and resources for students who are struggling, such as additional readings, videos, tutorials, or office hours.
- Provide feedback and guidance: Provide feedback and guidance to students on how to improve their critical thinking and problem-solving skills.
- Re-evaluate the assessment tools and activities: Review the assessment tools and activities being used to assess PLO 4. Consider if they are appropriate and aligned with the PLO and the course objectives. If not, consider revising or replacing them.
- Incorporate active learning strategies: Active learning strategies such as collaborative learning, inquiry-based learning, and problem-based learning can be used to promote critical thinking, problem solving, and deep understanding of the concepts.
- Encourage self-reflection: Encourage students to reflect on their own learning and understanding of the PLO.

It is worth noting that different causes may require different solutions, so It is important to tailor the approach based on the specific situation. Also, It is important to keep in mind that improvement is a continuous process, so it is important to continuously evaluate and assess the results of the implemented actions.



continuously evaluate and assess the results of the implemented actions.

PLO 5:

- Analyze the assessment results: Review the results of the assessment tools and activities used to assess PLO 5. Identify patterns and areas where students are struggling.
- Identify the cause of the problem: Based on the analysis of the assessment results, try to identify the cause of the problem. For example, are students not adequately prepared for the assessments? Are the assessments themselves not aligned with the PLO or the course objectives? Is there a lack of understanding about written communication skills?
- Review and revise the course content and materials: Based on the cause of the problem, review and revise the course content and materials to ensure they are aligned with the PLO and the course objectives. Make sure the materials are clear, relevant, and appropriate for the students' level of understanding.
- Provide additional support and resources: Provide additional support and resources for students who are struggling, such as additional readings, videos, tutorials, or office hours.
- Provide feedback and guidance: Provide feedback and guidance to students on how to improve their written communication skills.
- Re-evaluate the assessment tools and activities: Review the assessment tools and activities being used to assess PLO 5. Consider if they are appropriate and aligned with the PLO and the course objectives. If not, consider revising or replacing them.
- Incorporate writing practice and workshops: Incorporate writing practice and workshops where students can learn and apply the conventions of scientific writing, such as proper structure, grammar, and citation.
- Encourage self-reflection: Encourage students to reflect on their own written communication skills and areas that need improvement.
- Provide opportunities for peer review: Provide opportunities for students to review and give feedback on each other's written work to help improve their writing skills.

It is worth noting that different causes may require different solutions, so it is important to tailor the approach based on the specific situation. Also, it is important to keep in mind that improvement is a continuous process, so it is important to continuously evaluate and assess the results of the implemented actions.

PLO 6:

- Analyze the assessment results: Review the results of the assessment tools and activities used to assess PLO 6. Identify patterns and areas where students are struggling.
- Identify the cause of the problem: Based on the analysis of the assessment results, try to identify the cause of the problem. For example, are students not adequately prepared for the assessments? Are the assessments themselves not aligned with the PLO or the course objectives? Is there a lack of understanding about oral communication skills?
- Review and revise the course content and materials: Based on the cause of the problem, review and revise the course content and materials to ensure they are aligned with the PLO and the course objectives. Make sure the materials are clear, relevant, and appropriate for the students' level of understanding.
- Provide additional support and resources: Provide additional support and resources for students who are struggling, such as additional readings, videos, tutorials, or office hours.
- Provide feedback and guidance: Provide feedback and guidance to students on how to improve their oral communication skills.
- Re-evaluate the assessment tools and activities: Review the assessment tools and activities being used to assess PLO 6. Consider if they are appropriate and aligned with the PLO and the course objectives. If not, consider revising or replacing them.
- Incorporate public speaking practice and workshops: Incorporate public speaking practice and workshops where students can learn and apply effective oral communication skills such as voice projection, body language, and audience engagement.
- Encourage self-reflection: Encourage students to reflect on their own oral communication skills and areas that need improvement.
- Provide opportunities for peer review: Provide opportunities for students to review and give feedback on each other's oral presentations to help improve their public speaking skills.

It is worth noting that different causes may require different solutions, so it is important to tailor the approach based on the specific situation. Also, it is important to keep in mind that improvement is a continuous process, so it is important to continuously evaluate and assess the results of the implemented actions.

Also it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.



When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is an indication that the course is meeting its intended learning outcomes and that the students are mastering the material and skills being taught. However, It is important to keep in mind that improvement is a continuous process, therefore, It is still important to evaluate and assess the results of the implemented actions and identify opportunities for improvement. Some actions that can be taken to maintain or improve the level of achievement of the PLOs are:

- Review and revise the course content and materials to ensure they are aligned with the PLOs and the course objectives. Make sure the materials are clear, relevant, and appropriate for the students' level of understanding.
- Provide additional support and resources for students who are struggling, such as additional readings, videos, tutorials, or office hours.
- Provide feedback and guidance to students on how to maintain or improve their understanding and performance on the PLOs.

- Continuously re-evaluate the assessment tools and activities being used to assess the PLOs and consider if they are appropriate and aligned with the PLOs and the course objectives.
- Incorporate active learning strategies such as collaborative learning, inquiry-based learning, and problem-based learning to promote critical thinking, problem-solving, and deep understanding of the concepts.
- Encourage self-reflection to help students monitor their own progress and understanding of the PLOs.
- Continuously seek feedback from students and use it to improve the course.
- Continuously look for opportunities to improve the instruction and assessment methods.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

CORE CURRICULUM PROGRAM | DEANSHIP OF GENERAL STUDIES

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO1: Identity and Cultural Diversity: Discuss the concept of the Arabic and Islamic identities and values and its relation to other cultures from an Islamic perspective.

PLO2: Communication: Demonstrate competency in written and oral communication.

PLO3: Critical Thinking: Critically evaluate the validity of ideas, assumptions and evidence regarding various issues, in order to make a judgment or reach a conclusion.

PLO4: Quantitative Literacy: Solve problems from a wide array of contexts and everyday life situations using scientific reasoning and quantitative evidence as appropriate.

PLO5: Civic Responsibility: Discuss diverse civic issues considering their role in promoting the quality of life in the community.

PLO6: Digital Information Literacy: Apply search skills in accessing and using information from digital resources to address a particular problem.

PLO7: Entrepreneurial Thinking: Develop innovative solutions or approaches in addressing actual problems to bring about noticeable progress in a variety of contexts.



Assessment Tools

PLO 1:

- Essay or research paper on the concept of Arabic and Islamic identities and values and its relation to other cultures from an Islamic perspective.
- Group discussions or debates on the topic.
- Cultural presentations or field trips to explore the topic in more depth.
- Interviews with individuals from different cultures and backgrounds to gather perspectives on the topic.
- Self-reflection journals or surveys to gauge students' understanding of the concept and its relation to their own identity.



- Creating a cultural artifact or product, such as a traditional craft or dish, and presenting it to the class.
- Participating in a cultural immersion experience, such as a homestay with a family from a different culture.
- Role-playing exercises that simulate cultural interactions and require students to consider different perspectives.
- Reflective writing prompts or discussions that ask students to consider how their own cultural background shapes their understanding of the world.
- Taking a cultural sensitivity or competency test or survey, to assess understanding and awareness of cultural diversity and identity.

PLO 2:

- Written assignments such as essays, research papers, or reports.
- Oral presentations or speeches.
- Group discussions or debates.
- Peer evaluations or self-evaluations of communication skills.
- Performance tasks such as conducting an interview or leading a meeting.
- Written or oral exams that test students' ability to communicate effectively and clearly.
- Writing a business letter or memo.
- Giving a sales pitch or making a persuasive argument.
- Participating in a mock negotiation or mediation.
- Writing a script or story and presenting it as a group.
- Keeping a communication journal to track progress over time.
- Participating in a public speaking or debate club.

PLO 3:

- Writing a critical essay or review of a book, film, or other media
- Participating in a critical thinking or debate club
- Writing a research paper or literature review that requires synthesis and analysis of multiple sources
- Taking a critical thinking test or survey, such as the Watson-Glaser Critical Thinking Appraisal
- Participating in a case study analysis or problem-based learning activity
- Writing a reflection paper that critically evaluates an experience or event
- Peer review and evaluation of classmates' work
- Designing and conducting a research study or experiment that tests a hypothesis
- Creating and presenting a visual representation of a complex issue and its implications.
- Participating in a Socratic seminar or philosophical discussion.
- Solving puzzles, brainteasers, riddles or critical thinking games.
- Participating in a debate or mock trial.

- Writing a position paper or a policy analysis.
- Participating in a mock legislative session.
- Using software or online tools that promote critical thinking skills, such as argument mapping or concept mapping.
- Conducting a cost-benefit analysis or SWOT analysis of a real-world scenario or problem.

PLO 4:

- Taking a math or statistics test or exam.
- Participating in a math or statistics competition or challenge.
- Completing a data analysis or statistical analysis project
- Solving real-world word problems or mathematical modeling exercises.
- Using software or online tools for data analysis and visualization, such as Excel.
- Creating and interpreting graphs, charts, and tables to present data.
- Participating in a simulation or game that requires mathematical reasoning.
- Using mathematical concepts to design and conduct an experiment.
- Writing a research paper that involves statistical analysis of data.
- Solving logic puzzles or riddles.
- Participating in a math or statistics club or group
- Creating mathematical models or simulations in programming languages like Python, MATLAB, or Mathematica.
- Participating in a project that involves mathematical optimization or decision-making.
- Creating and interpreting financial statements, budgets, and forecasts.
- Participating in a math or statistics mentorship program.
- Using online math or statistics resources such as Khan Academy, Coursera, or edX to learn new skills.

PLO 5:

- Participating in a community service project or volunteer work.
- Writing a reflection paper or report on a community service or volunteer experience.
- Taking a civic literacy test or survey
- Participating in a mock government or legislative simulation.
- Writing a research paper on a civic issue or problem.
- Participating in a debate or panel discussion on a civic issue
- Participating in a mock trial or mock election
- Writing a letter to a government representative or public official.
- Participating in a community organizing or advocacy campaign
- Joining a student government or civic organization
- Participating in a service learning program or internship
- Creating a public service announcement or social media campaign to raise awareness about a civic issue



- Participating in a voter registration drive or get-out-the-vote campaign
- Participating in a community listening campaign or survey
- Participating in a town hall meeting or public hearing
- Creating a budget or strategic plan for a community organization or non-profit
- Participating in a youth council or youth-led organization
- Creating a podcast or video series on a civic issue or problem
- Participating in a mock United Nations or Model UN simulation.

PLO 6:

- Participating in a research project that requires using digital resources.
- Completing a digital scavenger hunt or information literacy challenge.
- Writing a research paper or report that utilizes digital resources.
- Taking a digital literacy test or survey.
- Creating a digital portfolio or presentation that demonstrates the use of digital resources.
- Using online citation and bibliography tools such as EasyBib, Zotero, or Mendeley.
- Participating in a group project that requires collaboration and sharing of digital resources.
- Participating in digital literacy training or workshops.
- Using digital tools for data visualization or analysis.
- Creating a website or blog.
- Using digital tools for productivity or organization, such as Google Docs or Trello.
- Using digital tools for communication and collaboration, such as Zoom, Slack, or Asana.
- Using digital tools for multimedia creation, such as Photoshop, Canva, or Final Cut Pro.
- Using digital tools for coding or programming, such as Scratch, Code.org, or Codecademy.
- Participating in an online discussion or forum on a particular topic.
- Using online library resources, such as JSTOR, LexisNexis, or ProQuest.
- Using digital tools for data security and privacy, such as LastPass or NordVPN.

PLO 7:

- Participating in an entrepreneurship competition or challenge.
- Creating a business plan or proposal.
- Developing a product or service and taking it through the stages of the design thinking process.
- Participating in an entrepreneurship class or workshop
- Starting a small business or social enterprise.
- Writing a reflection or research paper on an entrepreneurial experience.

- Participating in a mentorship program or shadowing an entrepreneur.
- Using design thinking tools such as empathy maps, customer journey maps, or prototypes.
- Participating in a hackathon or innovation challenge.
- Creating a prototype or MVP of a product or service.
- Conducting market research or feasibility studies.
- Creating financial projections or budgets for a business.
- Participating in a business simulation or case competition.
- Creating a pitch deck or video to present a business idea.
- Participating in a networking event or startup fair.
- Using online resources such as Coursera, Udemy, or Khan Academy to learn entrepreneurship skills.
- Using digital tools such as Canva, Adobe XD, or InVision to create a visual representation of the product or service.
- Conducting customer discovery interviews or user testing.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analyzing the results of the assessment tools and activities used to measure PLO1 to identify specific areas where students are struggling. This could include identifying common misconceptions or misunderstandings about the concept of Arabic and Islamic identities and values.
- Reviewing the curriculum and lesson plans to ensure that the topic is being covered in enough depth and that the instructional strategies used are effective in helping students understand the concept.
- Providing additional resources or materials to support student learning, such as books, articles, or videos that provide a more in-depth exploration of the topic.
- Incorporating more opportunities for students to engage with and learn from individuals from different cultures and backgrounds through field trips, guest speakers, or cultural exchange programs.
- Incorporating more opportunities for self-reflection and self-assessment, such as journals or surveys, to help students identify their own cultural biases and perspectives.
- Providing more opportunities for students to practice applying the concept to real-world situations, such as through role-playing exercises or service-learning projects.



- Providing more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies for teaching about cultural diversity and identity.
- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.

It is important to remember that improving student understanding of the concept of Arabic and Islamic identities and values and their relation to other cultures from an Islamic perspective, may take time and a variety of efforts. It is important to monitor progress and be ready to adjust the approach if necessary.

PLO 2:

- Analyzing the results of the assessment tools and activities used to measure PLO2 to identify specific areas where students are struggling, such as writing, oral presentations, or group discussions.
- Reviewing the curriculum and lesson plans to ensure that the topic is being covered in enough depth and that the instructional strategies used are effective in helping students develop their communication skills.
- Incorporating more opportunities for students to practice and receive feedback on their communication skills, such as through peer evaluations or self-evaluations, or through performance tasks such as conducting an interview or leading a meeting.
- Providing additional resources or materials to support student learning, such as books, articles, or videos on effective communication.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies for teaching communication skills.
- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.
- Incorporating more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.
- Providing more opportunities for students to practice and receive feedback on their writing and oral communication skills, such as through writing workshops, oral presentations, or debate clubs.
- Encouraging students to use digital tools for communication, such as Zoom, Slack, or Google Docs.

It is important to remember that developing communication skills takes time and practice, and it may require a variety of approaches and efforts to improve student's competency in written and oral communication. It is important to monitor progress and be ready to adjust the approach if necessary.

PLO 3:

- Analyzing the results of the assessment tools and activities used to measure PLO3 to identify specific areas where students are struggling, such as critical evaluation, synthesis, or analysis.
- Reviewing the curriculum and lesson plans to ensure that the topic is being covered in enough depth and that the instructional strategies used are effective in helping students develop their critical thinking skills.
- Incorporating more opportunities for students to practice and receive feedback on their critical thinking skills, such as through peer evaluations or self-evaluations, or through performance tasks such as conducting a case study analysis or problem-based learning activity.
- Providing additional resources or materials to support student learning, such as books, articles, or videos on critical thinking and reasoning.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies for teaching critical thinking skills.
- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.
- Incorporating more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.
- Providing more opportunities for students to practice critical thinking skills through real-world scenarios, simulations, or games.
- Using software or online tools that promote critical thinking skills, such as argument mapping or concept mapping.
- Incorporating more opportunities for students to reflect on their own thinking processes and biases, and to learn how to identify and overcome them.

It is important to remember that developing critical thinking skills takes time and practice, and it may require a variety of approaches and efforts to improve student's competency in critical thinking. It is important to monitor progress and be ready to adjust the approach if necessary.

PLO 4:

- Analyzing the results of the assessment tools and activities used to measure PLO4 to identify specific areas where students are struggling, such as math, statistics, or data analysis.
- Reviewing the curriculum and lesson plans to ensure that the topic is being covered in enough depth and that the instructional strategies used are effective in helping students develop their quantitative literacy skills.



- Incorporating more opportunities for students to practice and receive feedback on their quantitative literacy skills, such as through peer evaluations or self-evaluations, or through performance tasks such as data analysis or statistical analysis projects.
- Providing additional resources or materials to support student learning, such as books, articles, or videos on math, statistics, or data analysis.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies for teaching quantitative literacy skills.
- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.
- Incorporating more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.
- Providing more opportunities for students to practice civic responsibility skills through real-world scenarios, simulations, or games.
- Incorporating more opportunities for students to reflect on their own civic responsibility and to learn how to identify and overcome biases.
- Incorporating more opportunities for students to engage in civic action, such as voter registration drives, community organizing, or advocacy campaigns.

It is important to remember that developing quantitative literacy skills takes time and practice, and it may require a variety of approaches and efforts to improve student's competency. It is important to monitor progress and be ready to adjust the approach if necessary.

PLO 5:

- Analyzing the results of the assessment tools and activities used to measure PLO5 to identify specific areas where students are struggling, such as civic knowledge, community involvement, or advocacy.
- Reviewing the curriculum and lesson plans to ensure that the topic is being covered in enough depth and that the instructional strategies used are effective in helping students develop their civic responsibility skills.
- Incorporating more opportunities for students to practice and receive feedback on their civic responsibility skills, such as through peer evaluations or self-evaluations, or through performance tasks such as community service or volunteer work.
- Providing additional resources or materials to support student learning, such as books, articles, or videos on civic responsibility, community service, or advocacy.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies for teaching civic responsibility.

- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.
- Incorporating more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.
- Providing more opportunities for students to practice civic responsibility skills through real-world scenarios, simulations, or games.
- Incorporating more opportunities for students to reflect on their own civic responsibility and to learn how to identify and overcome biases.
- Incorporating more opportunities for students to engage in civic action, such as voter registration drives, community organizing, or advocacy campaigns.

It is important to remember that developing civic responsibility skills takes time and practice, and it may require a variety of approaches and efforts to improve student's civic responsibility. It is important to monitor progress and be ready to adjust the approach if necessary. Additionally, It is important to remember that civic responsibility is not only about knowledge but also about actions and behaviors, thus It is important to provide opportunities for students to practice and develop civic responsibility skills through real-world scenarios and experiences such as community service, volunteering, and civic engagement.

PLO 6:

- Analyzing the results of the assessment tools and activities used to measure PLO6 to identify specific areas where students are struggling, such as research skills, digital tools usage, or information evaluation.
- Reviewing the curriculum and lesson plans to ensure that the topic is being covered in enough depth and that the instructional strategies used are effective in helping students develop their digital information literacy skills.
- Incorporating more opportunities for students to practice and receive feedback on their digital information literacy skills, such as through peer evaluations or self-evaluations, or through performance tasks such as research projects or digital scavenger hunts.
- Providing additional resources or materials to support student learning, such as books, articles, or videos on digital information literacy, research skills, or digital tools usage.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies for teaching digital information literacy.
- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.
- Incorporating more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.



- Providing more opportunities for students to practice digital information literacy skills through real-world scenarios and simulations.
- Incorporating more opportunities for students to reflect on their own digital information literacy skills, and to learn how to identify and overcome biases.
- Incorporating more opportunities for students to use digital tools for communication, research, and collaboration.

It is important to remember that developing digital information literacy skills takes time and practice, and it may require a variety of approaches and efforts to improve student's competency. It is important to monitor progress and be ready to adjust the approach if necessary.

PLO 7:

- Analyzing the results of the assessment tools and activities used to measure PLO7 to identify specific areas where students are struggling, such as innovation, problem-solving, or design thinking.
- Reviewing the curriculum and lesson plans to ensure that the topic is being covered in enough depth and that the instructional strategies used are effective in helping students develop their entrepreneurial thinking skills.
- Incorporating more opportunities for students to practice and receive feedback on their entrepreneurial thinking skills, such as through peer evaluations or self-evaluations, or through performance tasks such as creating a business plan or product prototype.
- Providing additional resources or materials to support student learning, such as books, articles, or videos on entrepreneurship, design thinking, or innovation.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies for teaching entrepreneurial thinking.
- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.
- Incorporating more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.
- Providing more opportunities for students to practice entrepreneurial thinking skills through real-world scenarios, simulations, or entrepreneurship competitions.
- Incorporating more opportunities for students to reflect on their own entrepreneurial thinking, and to learn how to identify and overcome biases.
- Incorporating more opportunities for students to engage in mentorship and networking opportunities with entrepreneurs.

It is important to remember that developing entrepreneurial thinking skills takes time and practice, and it may require a variety of approaches and efforts to improve student's competency. It is important to monitor progress and be ready to adjust the approach if necessary.

As always, It is important to note that the analysis and actions will vary depending on the specific course or program, and the results of the assessment. It is recommended to gather feedback from students and instructors, and to involve them in the decision-making process.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used is effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Identifying best practices and effective instructional strategies that contributed to the success and look for ways to replicate them.
- Using the results of the assessment to inform decisions about future curriculum development and instruction.
- Providing opportunities for students to continue to apply and practice the skills and knowledge they have acquired through additional projects, activities, or real-world experiences.
- Celebrating the successes of the students and the program with stakeholders, such as parents, administrators, and community members.
- Reviewing the assessment tools and activities and making necessary changes to make them more effective in measuring student understanding of the concept.
- Providing additional resources or materials to support student learning, such as books, articles, or videos that provide a more in-depth exploration of the topic.
- Offering additional professional development for teachers to help them better understand the topic and to learn more effective instructional strategies.
- Incorporating more opportunities for students to work in small groups or teams to explore the concept, as this can promote critical thinking, discussion, and understanding.
- Incorporating more opportunities for students to reflect on their own learning and to identify areas for improvement.

It is important to remember that maintaining high levels of achievement in PLOs requires continuous monitoring and improvement efforts. It is important to keep track of the students' progress and be ready to adjust the approach if necessary.

It is important to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.



Academic Planning and Quality Assurance Office (APQA)

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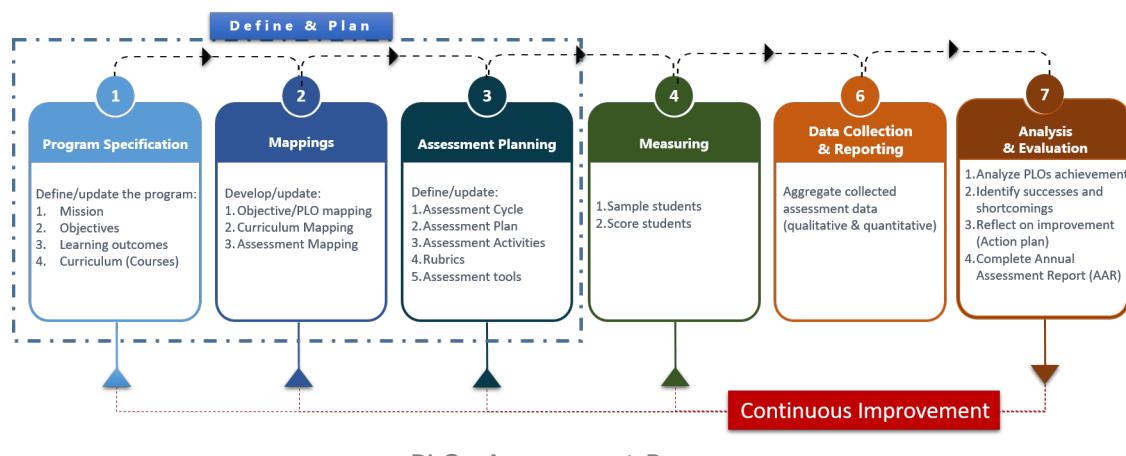
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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BS OF CHEMISTRY PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Apply critical thinking and demonstrate problem-solving skills in two or more of the major fields of chemistry.

PLO 2: Apply proper procedures and regulations for safe handling and use of chemicals and equipment in the laboratory.

PLO 3: Employ current analytical techniques and/or utilize instrumentation to conduct experiments, collect and analyze results, and work in teams.

PLO 4: Use modern literature search methods to obtain information about chemistry topics and write reports.

PLO 5: Conduct research (theoretical or practical) in the field of chemical sciences and document findings according to professional and ethical standards.

PLO 6: Communicate results to chemists and non-chemists.



Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Written exams or quizzes that include open-ended and multi-step problems that require critical thinking and problem-solving skills.
- Laboratory reports or projects that require students to analyze data, design experiments, and solve problems using critical thinking and problem-solving skills.
- Oral presentations or debates that require students to defend a position or solve a problem using critical thinking and problem-solving skills.
- Group projects or case studies that require students to collaborate and apply critical thinking and problem-solving skills to real-world or simulated scenarios.
- Self-reflection or peer-evaluation assignments that require students to assess their own critical thinking and problem-solving skills and provide feedback to their peers.

PLO 2:

- Laboratory safety quizzes or exams that assess students' knowledge of proper procedures and regulations for safe handling and use of chemicals and equipment.
- Direct observation of students during laboratory activities, where the instructor can assess students' adherence to proper procedures and regulations for safe handling and use of chemicals and equipment.
- Laboratory reports or projects that require students to demonstrate proper procedures and regulations for safe handling and use of chemicals and equipment.
- Self-reflection or peer-evaluation assignments that require students to assess their own adherence to proper procedures and regulations for safe handling and use of chemicals and equipment and provide feedback to their peers.
- Laboratory safety audit or inspection, where students can be trained to conduct safety audit and inspection of laboratory, this will also help them to learn about various safety measures.

PLO 3:

- Laboratory reports or projects that require students to conduct experiments, collect and analyze data, and work in teams.
- Laboratory practical exams where students demonstrate their ability to employ current analytical techniques and utilize instrumentation to collect and analyze data.
- Oral presentations or posters that require students to present their experimental design, data collection, and analysis using current analytical techniques and instrumentation.
- Collaborative projects or team-based laboratory activities that require students to work together to design experiments, collect and analyze data, and present their results.
- Self-reflection or peer-evaluation assignments that require students to assess their own ability to employ current analytical techniques and utilize instrumentation and provide feedback to their peers.
- Laboratory journal or log book, where students can record their daily lab activities, data and observations, this will help them to reflect on their own learning and progress.

PLO 4:

- Research papers or literature reviews that require students to use modern literature search methods to obtain information about a chemistry topic and write a report.
- Oral presentations or poster sessions that require students to present their research findings and explain their literature search methods.
- Written exams or quizzes that include questions about modern literature search methods and how to critically evaluate and use information obtained from various sources.

- Research projects that require students to use modern literature search methods to obtain information about a topic, and present their findings in a formal report.
- Self-reflection or peer-evaluation assignments that require students to assess their own ability to use modern literature search methods and provide feedback to their peers.
- Workshops or training sessions on how to use modern literature search methods, such as online databases and scientific literature search engines.

PLO 5:

- Research projects or thesis/dissertation that require students to conduct original research in the field of chemical sciences and document findings according to professional and ethical standards.
- Oral presentations or poster sessions that require students to present their research findings, methods and results to the scientific community.
- Peer-review of research papers, where students can assess the work of their peers and provide feedback on the research methods and results, as well as the professional and ethical standards used.
- Self-reflection or peer-evaluation assignments that require students to assess their own research methods and adherence to professional and ethical standards and provide feedback to their peers.
- Research-based laboratory or fieldwork, where students can conduct experiments and collect data, this will help them to understand the research process and importance of professional and ethical standards.
- Attendance at scientific conferences or seminars, where students can observe and learn about professional and ethical standards in scientific research.

PLO 6:

- Written reports or research papers that require students to clearly and effectively communicate their findings to a scientific audience.
- Oral presentations or poster sessions that require students to present their research findings to a scientific audience and answer questions from the audience.
- Group projects or case studies that require students to communicate their findings to a non-scientific audience through a medium such as a brochure, website, or video.
- Self-reflection or peer-evaluation assignments that require students to assess their own communication skills and provide feedback to their peers.
- Science communication workshops or training sessions that teach students how to effectively communicate scientific information to a non-scientific audience.
- Science journalism or science writing course where students can learn to communicate scientific information to a general audience through writing.





Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analysis of student performance: Review the assessment results and identify the specific areas where students are struggling to apply critical thinking and problem-solving skills. This could include analyzing student responses to exam questions, laboratory reports, and projects.
- Analysis of curriculum and instruction: Review the curriculum and instruction to determine if there are gaps or areas where critical thinking and problem-solving skills are not being emphasized or taught effectively.
- Identifying the root cause: Determine the underlying cause of the students' difficulty in applying critical thinking and problem-solving skills. This could be due to a lack of prior knowledge, lack of practice, lack of understanding of the problem-solving process, or lack of appropriate teaching methods.
- Developing and implementing a plan of action: Based on the analysis, develop a plan of action to address the identified issues. This could include revising the curriculum, incorporating more critical thinking and problem-solving activities in the classroom, providing additional resources and support, or providing more opportunities for practice.
- Regularly monitoring and evaluating progress: Regularly monitor and evaluate the progress of the students to ensure that the plan of action is having the desired effect. Adjust the plan as needed based on the progress made.
- Providing feedback: Provide feedback to the students on their performance and progress, and provide guidance on how to improve their critical thinking and problem-solving skills.
- Professional development for the instructors: Provide professional development opportunities for the instructors to improve their teaching of critical thinking and problem-solving skills.

PLO 2:

- Analysis of student performance: Review the assessment results and identify the specific areas where students are struggling to apply proper procedures and regulations for the safe handling and use of chemicals and equipment in the laboratory. This could include analyzing student responses to safety quizzes and observing students during laboratory activities.



- Analysis of curriculum and instruction: Review the curriculum and instruction to determine if there are gaps or areas where proper procedures and regulations for safe handling and use of chemicals and equipment are not being emphasized or taught effectively.
- Identifying the root cause: Determine the underlying cause of the students' difficulty in applying proper procedures and regulations for safe handling and use of chemicals and equipment in the laboratory. This could be due to lack of prior knowledge, lack of practice, lack of understanding of the safety procedures, or lack of appropriate teaching methods.
- Developing and implementing a plan of action: Based on the analysis, develop a plan of action to address the identified issues. This could include revising the curriculum, incorporating more safety activities in the laboratory, providing additional resources and support, or providing more opportunities for practice.
- Regularly monitoring and evaluating progress: Regularly monitor and evaluate the progress of the students to ensure that the plan of action is having the desired effect. Adjust the plan as needed based on the progress made.
- Providing feedback: Provide feedback to the students on their performance and progress, and provide guidance on how to improve their skills in applying proper procedures and regulations for safe handling and use of chemicals and equipment in the laboratory.
- Professional development for the instructors: Provide professional development opportunities for the instructors to improve their teaching of laboratory safety procedures and regulations.

PLO 3:

- Analysis of student performance: Review the assessment results and identify the specific areas where students are struggling to employ current analytical techniques and utilize instrumentation to conduct experiments, collect and analyze results, and work in teams. This could include analyzing student responses to laboratory reports and projects, and observing students during laboratory activities.
- Analysis of curriculum and instruction: Review the curriculum and instruction to determine if there are gaps or areas where current analytical techniques and instrumentation are not being emphasized or taught effectively.
- Identifying the root cause: Determine the underlying cause of the students' difficulty in employing current analytical techniques and utilizing instrumentation to conduct experiments, collect and analyze results, and work in teams. This could be due to a lack of prior knowledge, lack of practice, lack of understanding of the techniques or instrumentation, or lack of appropriate teaching methods.
- Developing and implementing a plan of action: Based on the analysis, develop a plan of action to address the identified issues. This could include revising the

curriculum, incorporating more activities that employ current analytical techniques and utilize instrumentation, providing additional resources and support, or providing more opportunities for practice.

- Regularly monitoring and evaluating progress: Regularly monitor and evaluate the progress of the students to ensure that the plan of action is having the desired effect. Adjust the plan as needed based on the progress made.
- Providing feedback: Provide feedback to the students on their performance and progress, and provide guidance on how to improve their skills in employing current analytical techniques and utilizing instrumentation to conduct experiments, collect and analyze results, and work in teams.
- Professional development for the instructors: Provide professional development opportunities for the instructors to improve their teaching of current analytical techniques and instrumentation.

PLO 4:

- Analysis of student performance: Review the assessment results and identify the specific areas where students are struggling to use modern literature search methods to obtain information about chemistry topics and write reports. This could include analyzing student responses to research papers and literature reviews, and observing students during literature search activities.
- Analysis of curriculum and instruction: Review the curriculum and instruction to determine if there are gaps or areas where modern literature search methods are not being emphasized or taught effectively.
- Identifying the root cause: Determine the underlying cause of the students' difficulty in using modern literature search methods to obtain information about chemistry topics and write reports. This could be due to a lack of prior knowledge, lack of practice, lack of understanding of the methods, or lack of appropriate teaching methods.
- Developing and implementing a plan of action: Based on the analysis, develop a plan of action to address the identified issues. This could include revising the curriculum, incorporating more activities that use modern literature search methods, providing additional resources and support, or providing more opportunities for practice.
- Regularly monitoring and evaluating progress: Regularly monitor and evaluate the progress of the students to ensure that the plan of action is having the desired effect. Adjust the plan as needed based on the progress made.
- Providing feedback: Provide feedback to the students on their performance and progress, and provide guidance on how to improve their skills in using modern literature search methods to obtain information about chemistry topics and write reports.

- Professional development for the instructors: Provide professional development opportunities for the instructors to improve their teaching of modern literature search methods.

PLO 5:

- Analysis of student performance: Review the assessment results and identify the specific areas where students are struggling to conduct research and document findings according to professional and ethical standards. This could include analyzing student responses to research projects and papers, and observing students during research activities.
- Analysis of curriculum and instruction: Review the curriculum and instruction to determine if there are gaps or areas where research methods and professional and ethical standards are not being emphasized or taught effectively.
- Identifying the root cause: Determine the underlying cause of the students' difficulty in conducting research and documenting findings according to professional and ethical standards. This could be due to a lack of prior knowledge, lack of practice, lack of understanding of the research process or ethical standards, or lack of appropriate teaching methods.
- Developing and implementing a plan of action: Based on the analysis, develop a plan of action to address the identified issues. This could include revising the curriculum, incorporating more research activities and teaching professional and ethical standards, providing additional resources and support, or providing more opportunities for practice.
- Regularly monitoring and evaluating progress: Regularly monitor and evaluate the progress of the students to ensure that the plan of action is having the desired effect. Adjust the plan as needed based on the progress made.
- Providing feedback: Provide feedback to the students on their performance and progress, and provide guidance on how to improve their skills in conducting research and documenting findings according to professional and ethical standards.
- Professional development for the instructors: Provide professional development opportunities for the instructors to improve their teaching of research methods and professional and ethical standards.
- Creating opportunities for mentoring: Create opportunities for students to work with experienced researchers in the field, this will help them to learn the best practices and adhere to professional and ethical standards.

PLO 6:

- Analysis of student performance: Review the assessment results and identify the specific areas where students are struggling to communicate their results effectively to a scientific and non-scientific audience. This could include analyzing student responses to written reports, oral presentations, and group projects.



- Analysis of curriculum and instruction: Review the curriculum and instruction to determine if there are gaps or areas where science communication skills are not being emphasized or taught effectively.
- Identifying the root cause: Determine the underlying cause of the students' difficulty in communicating their results effectively. This could be due to a lack of prior knowledge, lack of practice, lack of understanding of the audience, or lack of appropriate teaching methods.
- Developing and implementing a plan of action: Based on the analysis, develop a plan of action to address the identified issues. This could include revising the curriculum, incorporating more activities that focus on science communication, providing additional resources and support, or providing more opportunities for practice.
- Regularly monitoring and evaluating progress: Regularly monitor and evaluate the progress of the students to ensure that the plan of action is having the desired effect. Adjust the plan as needed based on the progress made.
- Providing feedback: Provide feedback to the students on their performance and progress, and provide guidance on how to improve their skills in communicating their results effectively to a scientific and non-scientific audience.
- Professional development for the instructors: Provide professional development opportunities for the instructors to improve their teaching of science communication skills.
- Creating opportunities for diverse audience engagement: Create opportunities for students to present their research to diverse audiences, this will help them to learn how to communicate their results.

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for

improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Celebrate and acknowledge the success: Recognize and celebrate the success of the students and instructors in achieving the PLOs. Share the results with the relevant stakeholders and recognize the hard work and dedication of all involved.
- Reflect on the process: Reflect on the process used to achieve the PLOs, including the curriculum, instruction, and assessment methods. Identify what worked well and what could be improved.
- Continuously improve: Use the feedback to continuously improve the program by making changes to the curriculum, instruction, and assessment methods. This could include incorporating new teaching methods, technologies, or resources to enhance the learning experience.
- Monitor progress: Regularly monitor the progress of the students to ensure that the PLOs are still being achieved. Use formative and summative assessments to measure progress and identify areas for improvement.
- Provide feedback: Provide feedback to the students on their performance and progress, and provide guidance on how to continue to improve their skills and knowledge.
- Professional development for the instructors: Provide professional development opportunities for the instructors to improve their teaching skills and stay current with the latest developments in their field.
- Collaboration and networking: Encourage collaboration and networking among students and instructors to foster a sense of community and shared learning.
- Sharing best practices: Share best practices with other institutions or programs to continuously improve the program.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

COMPUTER SCIENCE BS PROGRAM | COLLEGE OF ENGINEERING

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

PLO 2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

PLO 3: Communicate effectively in a variety of professional contexts.

PLO 4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

PLO 5: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

PLO 6: Apply computer science theory and software development fundamentals to produce computing-based solutions.

PLO 7: Apply security principles and practices to maintain operations in the presence of risks and threats.



Assessment Tools

PLO 1:

- Problem-solving assessments: These can include written or oral exams, in which students are presented with a complex computing problem and asked to analyze it, identify potential solutions, and justify their reasoning.
- Case studies: These can provide students with real-world scenarios that they must analyze and identify solutions for.
- Project-based assessments: These can include assignments or capstone projects where students work on a complex computing problem, apply principles of computing and other relevant disciplines, and deliver a solution.
- Programming Assignments: These can include assignments that require students to write code to solve a problem and also requires them to explain their approach, design choices, and code structure.



- Peer review: This can include evaluating students' work on a complex computing problem based on their ability to analyze and identify solutions.
- Self-assessment: This can include students reflecting on their own problem-solving process and identifying areas for improvement.

It is important to note that It is best to use a combination of assessment tools to get a comprehensive view of student's ability to analyze and solve complex computing problems.

PLO 2:

- Programming Assignments: These can include assignments or projects that require students to design and implement a computing-based solution, and then evaluate it against a set of given requirements.
- Group projects: These can include collaborative projects where students work in teams to design, implement and evaluate a computing-based solution.
- Software development life-cycle (SDLC) assessments: These can include assignments or projects that require students to go through the entire software development process, from requirements gathering to testing and maintenance.
- Capstone projects: These can include a final project where students work on a real-world problem and design, implement and evaluate a computing-based solution.
- Peer review: This can include evaluating students' work on a computing-based solution based on their ability to design and implement a solution that meets the given requirements.
- Self-assessment: This can include students reflecting on their own design and implementation process, and identifying areas for improvement.
- Code review: This can include evaluating the code that students wrote, and checking for quality, maintainability, and security.

Again, it is important to use a combination of assessment tools to get a comprehensive view of student's ability to design, implement, and evaluate a computing-based solution.

PLO 3:

- Technical reports: This can include assignments where students are required to write a report on a technical topic, such as a research project or design project, and evaluate their ability to communicate technical information clearly and effectively.
- Presentations: This can include assignments where students are required to give a presentation on a technical topic, such as a research project or design project, and evaluate their ability to deliver information effectively and respond to questions.

- Group projects: This can include group projects where students work together to complete a project and evaluate their ability to communicate effectively with team members and contribute to team discussions.
- Professional communication rubrics: This can include using rubrics to evaluate students' ability to communicate effectively in a professional context, taking into consideration factors such as language usage, organization, and audience awareness.
- Self-assessment: This can include students reflecting on their own communication skills, and identifying areas for improvement.
- Peer review: This can include evaluating students' technical reports, presentations, or other communication deliverables based on their ability to communicate technical information clearly and effectively.
- Simulation: This can include student's ability to communicate effectively with professionals in a simulated professional context, such as a client meeting or a job interview.

Again, It is important to use a combination of assessment tools to get a comprehensive view of student's ability to communicate effectively in a variety of professional contexts.

PLO 4:

- Ethical scenario analysis: This can include assignments where students are presented with a real-world ethical scenario and asked to analyze the situation and make a recommendation based on legal and ethical principles.
- Professional Code of Conduct: This can include assignments where students are asked to read and review a professional code of conduct, such as the ACM Code of Ethics and Professional Conduct, and discuss how the code applies to a specific scenario.
- Role-playing: This can include simulations where students are placed in a professional scenario, such as a meeting with a client, and are asked to make decisions based on legal and ethical principles.
- Reflective journals: This can include assignments where students are asked to reflect on real-world scenarios and how they would handle them in terms of legal and ethical principles.
- Ethical case studies: This can include assignments where students are presented with a real-world ethical case and asked to analyze the situation and make a recommendation based on legal and ethical principles.
- Self-assessment: This can include students reflecting on their own decision-making processes and identifying areas for improvement when it comes to legal and ethical principles.
- Peer review: This can include evaluating students' written or verbal responses to ethical scenarios and providing feedback on their ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.



It is important to use a variety of assessment tools to get a comprehensive view of student's ability to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

PLO 5:

- Team project evaluations: This can include evaluations where team members provide feedback on each other's contributions to the project and how well they functioned as a team.
- Peer evaluations: This can include students evaluating their team members' ability to work in a team, set goals, and meet objectives.
- Self-assessment: This can include students reflecting on their own teamwork skills and identifying areas for improvement.
- Team meeting observations: This can include observations of team meetings to assess the level of collaboration, communication, and leadership skills among the team members.
- Teamwork rubrics: This can include a rubric to evaluate the team's ability to work together effectively, establish goals and plans, and meet objectives.
- Reflection papers: This can include assignments where students reflect on their experiences working in a team and how it has helped them to develop their teamwork skills.
- Team presentations: This can include evaluations of how the team presents their project and how well they work together during the presentation.

It is important to use a variety of assessment tools to get a comprehensive view of student's ability to function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

PLO 6:

- Programming Assignments: This can include assignments that test students' ability to apply computer science theory and software development fundamentals to produce computing-based solutions.
- Code Review: This can include peer reviews where students review and provide feedback on each other's code.
- Technical Interviews: This can include interviews where students demonstrate their ability to apply computer science theory and software development fundamentals to solve a problem in a real-world scenario.
- Final Projects: This can include a final project where students apply computer science theory and software development fundamentals to produce a computing-based solution that meets a given set of requirements.
- Quizzes and Exams: This can include quizzes and exams that test students' understanding of computer science theory and software development fundamentals.

- Self-Assessment: This can include self-reflection activities where students evaluate their own understanding of computer science theory and software development fundamentals and identify areas for improvement.

- Practical Examinations: This can include practical tests where students demonstrate their ability to apply computer science theory and software development fundamentals to produce a computing-based solution.

It is important to use a variety of assessment tools to get a comprehensive view of student's ability to apply computer science theory and software development fundamentals to produce computing-based solutions.

PLO 7:

- Security Assignments: This can include assignments that test students' ability to apply security principles and practices to maintain operations in the presence of risks and threats.
- Security Audits: This can include peer reviews where students review and provide feedback on each other's code or systems for security vulnerabilities.
- Penetration Testing: This can include assessments where students demonstrate their ability to identify and exploit vulnerabilities in a given system or network.
- Security Project: This can include a final project where students apply security principles and practices to design and implement a secure system that meets a given set of requirements.
- Quizzes and Exams: This can include quizzes and exams that test students' understanding of security principles and practices.
- Self-Assessment: This can include self-reflection activities where students evaluate their own understanding of security principles and practices, and identify areas for improvement.
- Practical Examinations: This can include practical tests where students demonstrate their ability to apply security principles and practices to maintain operations in the presence of risks and threats.

It is important to use a variety of assessment tools to get a comprehensive view of student's ability to apply security principles and practices to maintain operations in the presence of risks and threats.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.



When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Review the curriculum: Analyze the curriculum to identify if there is a gap in the coverage of the necessary concepts and skills. Make adjustments to the curriculum as needed.
- Assess student's prior knowledge: Assess students' prior knowledge and understanding of the necessary concepts and skills through pre-assessment activities.
- Provide additional resources: Provide additional resources such as tutorials, videos, and readings to help students acquire the necessary knowledge and skills.
- Provide additional support: Provide additional support such as office hours, tutoring, and study groups to help students acquire the necessary knowledge and skills.
- Revise assessment tools: Revise the assessment tools to better align them with the PLO and to ensure they are measuring the desired knowledge and skills.
- Monitor progress: Monitor progress regularly and give feedback to the students on their progress and areas for improvement.
- Reflect on teaching methods: Reflect on teaching methods and consider alternative methods that may be more effective for achieving the PLO.
- Involve industry experts: Involve industry experts to provide real-world examples, perspectives, and feedback to the students.

It is important to take a holistic approach and consider multiple factors when addressing the achievement of the PLO.

PLO 2:

- Analysis: Could involve looking at the specific requirements and computing skills that students are struggling with. Identify the specific areas of the design process that students are struggling with by reviewing project work, and conducting surveys or interviews. This could be done also through surveys or interviews with students, or by reviewing their project work and identifying areas where they are consistently falling short.
- Actions: Provide additional resources or support for identified areas of difficulty, such as targeted workshops or tutorials. Provide more opportunities for students to work on real-world projects and to receive feedback on their design process. Increase the focus on design thinking and design process in the curriculum, and provide opportunities for students to discuss and reflect on their design process with instructors and peers. Increase the opportunities for collaboration and teamwork in the program and include more opportunities for students to practice and receive feedback on their teamwork skills.

PLO 3:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on communication skills. Revise the curriculum to include more opportunities for students to practice and develop their communication skills through activities such as presentations, group projects, and written assignments.
- Provide additional training and support: Provide additional training and support for students in communication skills, such as workshops, tutorials, or one-on-one coaching. This can help students develop the necessary skills and knowledge to communicate effectively with a range of audiences.
- Incorporate more real-world projects: Incorporate more real-world projects in the curriculum, such as projects that require students to communicate with a range of audiences, such as industry professionals, government officials, or members of the community.
- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration, such as teaming up with students from other disciplines to work on projects that require effective communication across different fields.
- Provide mentorship and guidance: Provide mentorship and guidance to students by pairing them with industry professionals or experts who have experience in communicating effectively with a range of audiences.
- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its effectiveness and identify areas for improvement. This can include conducting assessments, surveys, or focus groups with students, alumni, and industry partners.
- Incorporate communication skills into the assessment: Incorporate communication skills into the assessment process by including communication-based tasks or activities, such as presentations, written reports, or group discussions, in the assessment plan. This will provide a more comprehensive evaluation of the students' ability to communicate effectively with a range of audiences.
- Use technology to improve communication skills: Provide students with training on how to use technology effectively to communicate with a range of audiences, such as video conferencing, online communication tools, and social media.

It is important to keep in mind that improving communication skills is a continuous process that requires regular practice, guidance and feedback. The specific actions will depend on the program, the resources available, and the needs of the students.

PLO 4:

- Analysis: Identify the specific areas of ethical and professional responsibility that students are struggling with by reviewing written work, conducting surveys or



interviews, or observing student behavior in simulated scenarios.

- Actions: Provide additional resources or support for identified areas of difficulty, such as targeted workshops or tutorials on engineering ethics. Include more opportunities for students to practice and receive feedback on ethical decision-making, such as through case studies, group discussions, and role-playing activities. Encourage students to seek out additional opportunities to learn about ethical and professional responsibilities, such as participating in an ethics bowl or joining a professional society. Increase the emphasis on ethics and professional responsibility in the curriculum by including more assignments that require ethical decision-making, and provide opportunities for students to discuss and reflect on their ethical and professional responsibilities with instructors and peers.

PLO 5:

- Analysis: Identify the specific areas where students are struggling with team dynamics by reviewing team performance, conducting surveys or interviews, or observing student behavior in team-based activities.
- Actions: Provide additional resources or support for identified areas of difficulty, such as targeted workshops or tutorials on team dynamics, group problem-solving, and conflict resolution. Include more opportunities for students to practice and receive feedback on team-related skills, such as through team-based projects, group assignments, and simulations. Encourage students to seek out additional opportunities to learn about teamwork and leadership, such as participating in student organizations, clubs, or competitions. Increase the emphasis on team dynamics and leadership in the curriculum by including more assignments that require teamwork and leadership skills, and provide opportunities for students to discuss and reflect on their team dynamics with instructors and peers.

PLO 6:

- Analysis: Review student performance in coursework and assessments that focus on computer science theory and software development fundamentals. Identify areas where students struggle to apply these concepts to produce computing-based solutions.
- Actions: Develop additional resources or support for students in these areas, such as additional lectures, tutorials, or hands-on activities. Provide opportunities for students to work on projects that allow them to practice applying computer science theory and software development fundamentals to produce computing-based solutions. Provide feedback and guidance to students on how to improve their ability to apply these concepts.

Consider offering additional support for students who are struggling, such as tutoring or office hours. Review and revise the curriculum to ensure that it provides sufficient coverage of computer science theory and software development fundamentals and that it is effectively teaching these concepts. Assess the effectiveness of these actions through further assessment and analysis.

PLO 7:

If assessment results show that PLO 7 is not being achieved, a thorough analysis should be conducted to identify the root causes of the issue. Possible actions that can be taken include:

- Reviewing the curriculum to ensure that security principles and practices are adequately covered in the coursework.
- Offering additional training or workshops for students on security principles and practices.
- Incorporating more real-world examples and case studies in the curriculum to help students understand the practical applications of security principles.
- Assessing students' knowledge of security principles and practices through exams, quizzes, or projects that require them to apply these concepts in a practical setting.
- Forming a team of experts to review and update the program's security policies and procedures, and ensure they are being implemented properly.
- Encouraging students to participate in security-related research and/or internships to gain hands-on experience in the field.
- Regularly review the program's security practices and assess the effectiveness of the implemented solutions in maintaining the operations in the presence of risks and threats.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them further. Even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Regularly reviewing and updating the curriculum to ensure that it stays current with industry developments and emerging technologies.
- Providing more opportunities for students to engage in hands-on, experiential learning and real-world problem-solving.
- Encouraging and supporting faculty in their own professional development efforts, such as attending conferences and workshops, participating in research, and engaging in other opportunities for learning and growth.
- Gathering feedback from students, alumni, industry partners, and other stakeholders to identify areas for improvement and to inform future decision-making.
- Regularly reviewing and updating the assessment methods and tools used to evaluate student learning and program



outcomes and consider if there are any better ways to assess the PLOs.

- Creating opportunities for interdisciplinary collaborations, to help students develop a more well-rounded perspective on their field of study and to expose them to different ways of thinking and problem-solving.
- Offering more opportunities for students to engage in leadership and professional development activities, such as internships, co-ops, and mentorship programs.
- Encouraging and supporting students in pursuing independent research or other self-directed learning opportunities.
- Encourage and support faculty to engage in interdisciplinary research.

- Encourage and support faculty to collaborate with industry and community partners.

- Involve stakeholders in the program, such as alumni, employers, and other professionals in the field, to get their feedback and suggestions on how to improve the program.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



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لِلرَّبِّ الْجَنَّاتِ لِكُلِّ شَيْءٍ وَتَبَعِّدْ خَرْجَانَ نَعْلَمُ الْبَرَاجِ

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بيان المعايير في المعرفة والمعونة | كلية الآداب والعلوم

مخرجات التعليم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعارف والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. فالمخرجات تعبر طريقة واضحة وقابلة للقياس تضمن أن البرنامج يلبي أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح. كما أنها تمكن البرنامج من وسائل التحسين المستمر لتلبية الاحتياجات المتغيرة للطلاب وسوق العمل. تعتبر مخرجات التعلم للبرنامج بمثابة خارطة طريق لتطوير منهج البرنامج، كما توفر إطاراً لتقدير البرنامج وتحسينه. من ناحية أخرى، تضمن مخرجات التعلم موائمة البرنامج مع سمات خريجي الجامعة وكفاءاتهم الداعمة.

أدوات التقويم



مخرجات التعلم للبرنامج



مخرج 1:

يحتوي برنامج البكالوريوس في العقيدة والدعوة على مخرجات التعلم التالية:

- يبتلو من حفظه أربعة أجزاء من القرآن الكريم مع إتقان أحكام التجويد.
 - يقرأ من حفظه الأربعين حديثاً النبوية ويشرح معانيها.
 - يوضح المعالم والمفاهيم الأساسية في العلوم الإسلامية.
 - يستنتج سنتاً للتطور الحضاري الإسلامي والإنساني.
 - يفسر نصوصاً وأحكاماً عقائدية ودعوية، ويزيل أثراها في صياغة الهوية الإسلامية.
 - يبيّن منهاج الدعوة وأساليبها وأثرها في إصلاح المجتمعات.
 - يعبر عن رؤية سليمة لمنهجية الإسلام في التعامل مع الآخر.
 - يميز بين الصحيح والدخيل في قضايا العقيدة.
 - يشخص واقع الحركات الدينية والتىارات والمذاهب الفكرية المعاصرة
 - مبرزاً خلفياتها وامتداداتها.
 - يقدم بحوثاً علمية في علوم العقيدة والدعوة والأديان والتىارات المعاصرة.

الامتحانات التلاوة الشفوية: يتبلي الطالب آيات من القرآن أمام لجنة من الخبراء لتقييم مهاراتهم في الحفظ والترنيم.

التسجيلات الصوتية أو المرئية: الطالب يسجلون أنفسهم وهم يتلون مقاطع من القرآن، ثم يتم تقييمهم من قبل لجنة من الخبراء لإتقان التنغيم والحفظ.

الامتحانات الكتابية: يقوم الطالب بنسخ مقاطع من القرآن وإظهار معرفته بقواعد التنغيم.

العروض الشفوية: يتبلي الطالب آيات من القرآن ويشرحون قواعد التنغيم المستخدمة.

مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم إتقانهم لترجمة القرآن وحفظه.

مهام تقييم الأقران: مهمة مراجعة الأقران حيث يقوم الطالب بتقييم إتقان بعضهم البعض في تجويد القرآن وحفظه.

مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول إتقانهم للتنغيم وحفظ القرآن.



دراسات ميدانية أو زيارات أو مشاريع بحثية: دراسة ميدانية يوضح فيها الطالب الملامح والمفاهيم الرئيسية للعلوم الإسلامية من خلال زيارة مسجد أو مدرسة أو مؤسسات إسلامية أخرى.

مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم فهمهم للسمات والمفاهيم الرئيسية للعلوم الإسلامية.

مهام تقييم الزملاء: مهمة مراجعة الأقران حيث يقوم الطالب بتقييم فهم بعضهم البعض للسمات والمفاهيم الرئيسية للعلوم الإسلامية.

مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهمهم للسمات والمفاهيم الرئيسية للعلوم الإسلامية.

مهام التقييم الخاتمي: اختبار نهائي يتم فيه تقييم الطالب بناءً على فهمهم للسمات والمفاهيم الرئيسية للعلوم الإسلامية.

من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم.

مخرج 2:

- مهام التقييم الخاتمي: امتحان نهائي يتم فيه تقييم الطالب على إتقانهم للتغيم وحفظ القرآن.

من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم.

مخرج 2:

- الامتحانات الكتابية: اختبار الاختيار من متعدد حيث يُطلب من الطالب اختيار الشرح الصحيح لحديث معين من النووي، وهو اختبار قصير الإجابة حيث يُطلب من الطالب شرح معنى حديث معين من النووي.
- العروض الشفوية: يقدم الطالب عرضاً تقديمياً حول معنى دلالة حديث معين من النووي، ويجبوا على أسلة الجمهور.
- مقالات مكتوبة: مقال يحلوا فيه الطالب ويشروا أهمية حديث معين من النووي في المجتمع المعاصر.
- مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يناقش الطلاب أهمية وتفسير حديث معين من النووي في سياق اليوم.
- مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم فهمهم لحديث معين من النووي.
- مهام تقييم الزملاء: مهمة مراجعة الزملاء حيث يقوم الطالب فهمهم بعضهم البعض لحديث معين من النووي.
- مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهمهم لحديث معين من النووي.
- مهام التقييم الخاتمي: امتحان نهائي يقيم فيه الطالب من حيث فهمهم للأحاديث الأربعين للنووي ومعانيها.

- من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم.

مخرج 3:

- الامتحانات الكتابية: اختبار متعدد الاختيارات حيث يُطلب من الطالب تحديد الشرح الصحيح لمفهوم معين أو ميزة معينة في العلوم الإسلامية، وهو اختبار قصير الإجابة حيث يُطلب من الطالب شرح السمات والمفاهيم الرئيسية للعلوم الإسلامية.
- العروض الشفوية: يقدم الطالب عرضاً تقديمياً عن الملامح والمفاهيم الرئيسية للعلوم الإسلامية، ويجب على أسلة الجمهور.
- مقالات مكتوبة: مقال يحلل فيه الطالب ويشرح أهمية مفهوم أو سمة معينة من سمات العلوم الإسلامية في المجتمع المعاصر.
- مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يتناقش الطلاب حول أهمية وتفسير مفهوم أو ميزة معينة للعلوم الإسلامية في سياق اليوم.

مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يناقش الطلاب أهمية وتفسير معيار معين للتطور الحضاري الإسلامي والإنساني في سياق اليوم.

المشاريع البحثية: مشروع بحثي يوضح فيه الطالب فهمهم لمعايير التطور الحضاري الإسلامي والإنساني من خلال تحليل حالة أو حدث معين.

مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم فهمهم لمعايير التطور الحضاري الإسلامي والإنساني.

مهام تقييم الزملاء: مهمة مراجعة الأقران حيث يقوم الطالب بتقييم فهم بعضهم البعض لقواعد التنمية الحضارية الإسلامية والإنسانية.

مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهمهم لقواعد التطور الحضاري الإسلامي والإنساني.

مهام التقييم الخاتمي: امتحان نهائي يتم فيه تقييم الطالب بناءً على فهمهم لمعايير التطور الحضاري الإسلامي والإنساني.

من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم.



- العروض الشفوية: يقدم الطالب عرضاً تقديمياً عن تأثير وسائل التواصل الاجتماعي في المناصرة وأثرها في تشكيل الرأي العام وكيف يمكن استخدامه لإصلاح المجتمعات.
- مقالات مكتوبة: مقال يحلل فيه الطالب ويشرح أهمية النشاط الشعبي باعتباره نهجاً للدعوة وتأثيره على إصلاح المجتمعات.
- مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يناقش الطالب فعالية مناهج المناصرة المختلفة في تعزيز المساواة بين الجنسين، وتتأثير ذلك على إصلاح المجتمعات.
- مشاريع بحثية أو دراسات حالة: مشروع بحثي يقوم فيه الطالب بفحص فعالية مناهج الدعوة المختلفة في تعزيز الاستدامة البيئية، وتتأثيرها على إصلاح المجتمعات.
- مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم فهمهم لمناهج المناصرة وتتأثيرها على إصلاح المجتمعات.
- مهام تقييم الأقران: مهمة مراجعة الأقران حيث يقوم الطالب بتقييم فهم بعضهم البعض لمناهج الدعوة وتتأثيرها على إصلاح المجتمعات.
- مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهمهم لمناهج الدعوة وتتأثيرها على إصلاح المجتمعات.
- مهام التقييم الختامي: اختبار نهائي يتم فيه تقييم الطالب بناءً على فهمهم لمناهج المناصرة وتتأثيرها على إصلاح المجتمعات.
- من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم

مخرج 7

- الامتحانات الكتابية: اختبار قصير الإجابة حيث يطلب من الطالب شرح رؤيته لمنهج الإسلام في التعامل مع الآخر، وهو مقال يطلب فيه من الطالب توضيح رؤيته لمنهج الإسلام في التعامل مع الآخر.
- العروض الشفوية: يقدم الطالب عرضاً تقديمياً عن رؤيته لمنهج الإسلام في التعامل مع الآخر والإجابة على أسئلة الجمهور.
- مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يناقش الطالب الرؤى المختلفة لمنهج الإسلام في التعامل مع الآخر، وقدرة الطالب على الدفاع عن رؤييهم الخاصة.
- المشاريع البحثية: مشروع بحثي يوضح فيه الطالب فهمهم لمنهج الإسلام في التعامل مع الآخر من خلال تحليل حالة أو حدث معين.
- مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم فهمهم لمنهج الإسلام في التعامل مع الآخر.
- مهام تقييم الزملاء: مهمة مراجعة الأقران حيث يقوم الطالب بهم بعضهم البعض لمنهجية الإسلام في التعامل مع الآخر.
- مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهمهم لمنهج الإسلام في التعامل مع الآخر.
- مهام التقييم الختامي: امتحان نهائي يتم فيه تقييم الطالب على مدى فهمهم لمنهج الإسلام في التعامل مع الآخر.
- من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم.

مخرج 6

- الامتحانات الكتابية: اختبار متعدد الخيارات حيث يطلب من الطالب اختيار نهج التأييد الأنسب لسيناريو معين، وهو اختبار قصير الإجابة حيث يطلب من الطالب شرح تأثير نهج الدعوة المحدد على إصلاح المجتمعات.
- الامتحانات الكتابية: اختبار متعدد الخيارات حيث يطلب من الطالب تحديد التفسير الصحيح لنص عقائدي معين أو نص أو حكم، وهو اختبار قصير الإجابة حيث يطلب من الطالب شرح تأثير نص عقائدي معين أو نص دعوي أو حكم تشكيل الهوية الإسلامية.
- العروض الشفوية: يقدم الطالب عرضاً تقديمياً عن تأثير نص عقائدي أو دعوي معين أو حكم على تشكيل الهوية الإسلامية، والإجابة على أسئلة الجمهور.
- مقالات مكتوبة: مقال يقوم فيه الطالب بتحليل وشرح أهمية نص عقائدي معين أو نص دعوي أو حكم على تشكيل الهوية الإسلامية.
- مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يناقش الطالب أهمية وتفسير نص عقائدي معين أو حكم في تشكيل الهوية الإسلامية.
- المشاريع البحثية: مشروع بحثي يوضح فيه الطالب فهمهم لأثر النصوص الفقهية والدعوية والأحكام على تشكيل الهوية الإسلامية خلال تحليل حالة أو حدث معين.
- مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقييم فهمهم لأنثر النصوص العقائدية والدعوية والأحكام على تشكيل الهوية الإسلامية.
- مهام تقييم الأقران: مهمة مراجعة الأقران حيث يقيم الطالب فهم بعضهم البعض لتأثير النصوص والأحكام العقائدية والدعوية على تشكيل الهوية الإسلامية.
- مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهمهم لتأثير النصوص والأحكام العقائدية والدعوية على تشكيل الهوية الإسلامية.
- مهام التقييم الختامي: امتحان نهائي يتم فيه تقييم الطالب على مدى فهمهم لأنثر النصوص الفقهية والدعوية والأحكام على تشكيل الهوية الإسلامية.
- من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم.



العروض التقديمية الشفوية: يقدم الطالب عرضاً تقديمياً حول خافية وامتداد حركة دينية معاصرة معينة أو عقيدة حالية أو فكرية والإجابة على أسئلة الجمهور.

مقالات مكتوبة: مقال يحلل فيه الطالب ويشرح أهمية حركة دينية معاصرة معينة، أو عقيدة حالية، أو عقيدة فكرية في المجتمع المعاصر.

مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يناقش الطالب أهمية وتفسير حركة دينية معاصرة معينة أو عقيدة حالية أو فكرية. المشاريع البحثية: مشروع بحثي يوضح فيه الطالب فهتمهم لواقع الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية من خلال تحليل حالة أو حدث معين.

مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقدير فهتمهم لواقع الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية. مهام تقييم الأقران: مهمة مراجعة الأقران حيث يقوم الطالب بتقييم فهم بعضهم البعض لواقع الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية.

مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهتمهم لواقع الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية.

مهام التقييم النهائي: اختبار نهائي يتم فيه تقييم الطالب بناءً على فهتمهم لواقع الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية، مع إبراز خصائصها وامتداداتها.

من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم. بالإضافة إلى ذلك، قد يكون من المفيد تضمين الأنشطة العملية مثل الزيارات الميدانية أو المقابلات أو دراسات الحالة لتقييم قدرة الطالب على تحليل وتشخيص واقع الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية في سياقات العالم الحقيقي..

مخرج 10:

- ورقة البحثية أو الأطروحة: ورقة بحثية أو أطروحة يقدم فيها الطالب أبحاثه العلمية الخاصة في علوم الإيمان والدعوة والأديان والتيارات المعاصرة.

- ملصق أو عرض تقديمي شفهي: ملصق أو عرض تقديمي شفهي حيث يعرض الطالب نتائج بحثه العلمي في علوم الإيمان والدعوة والأديان والتيارات المعاصرة ويجيب على أسئلة الجمهور.

- مراجعة القرآن: عملية مراجعة القرآن حيث يتم مراجعة البحث العلمي للطالب وتقييمه من قبل الطالب الآخرين أو أعضاء هيئة التدريس.

- مقترن البحث: مقترن بحث يعرض فيه الطالب خطته لإجراء بحث علمي في علوم الإيمان والدعوة والأديان والتيارات المعاصرة ويدافع عنها أمام لجنة من الخبراء.

- إصدار المجلة: يقدم الطالب أبحاثه العلمية في علوم الإيمان والدعوة والأديان والتيارات المعاصرة إلى مجلة للنشر.

ملاءمة للمواقف المختلفة أو لمخرجات التعلم. بالإضافة إلى ذلك، قد يكون من المفيد تضمين الأنشطة العملية مثل لعب الأدوار أو المناقشات أو المحاكاة لتقييم قدرة الطالب على تطبيق فهتمهم لمنهجية الإسلام في التعامل مع الآخر في سياقات مختلفة.

مخرج 8:

- الامتحانات الكتابية: اختبار متعدد الخيارات حيث يطلب من الطالب تحديد التفسير الصحيح لمسألة معينة تتعلق بالإيمان والتمييز بين ما هو حقيقي وما هو تدخيلى، وهو مقال يطلب فيه من الطالب توضيح قدرتهم على التمييز بين ما هو الحق وما هو تدخيلى في أمور الإيمان. العروض التقديمية الشفوية: يقدم الطالب عرضاً تقديمياً عن قدرتهم على التمييز بين ما هو حقيقي وما هو تدخيلى في مسائل العقيدة والإجابة على أسئلة الجمهور.
- مناقشات أو مناظرات جماعية: مناقشة جماعية حيث يناقش الطالب وجهات النظر المختلفة حول مسألة إيمانية معينة، وقدرة الطالب على التمييز بين ما هو حقيقي وما هو تدخيلى.
- المشاريع البحثية: مشروع بحثي يوضح فيه الطالب فهتمهم لما هو حقيقي وما هو تدخيلى في مسائل العقيدة من خلال تحليل حالة أو حدث معين.
- مهام التقييم الذاتي: مهمة للتأمل الذاتي حيث يقوم الطالب بتقدير فهتمهم لما هو صحيح وما هو تدخيلى في مسائل الإيمان.
- مهام تقييم الزملاء: مهمة مراجعة الأقران حيث يقوم الطالب بتقييم فهم بعضهم البعض لما هو صحيح وما هو تدخيلى في مسائل الإيمان.
- مهام التقويم التكويني: مهمة التقويم التكويني حيث يتم إعطاء الطالب تغذية راجعة حول فهتمهم لما هو صحيح وما هو تدخيلى في مسائل الإيمان.
- مهام التقييم النهائي: اختبار نهائي يتم فيه تقييم الطالب بناءً على فهتمهم لما هو صحيح وما هو تدخيلى في مسائل الإيمان.

من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم. بالإضافة إلى ذلك، قد يكون من المفيد تضمين أنشطة عملية مثل لعب الأدوار أو المناقشات أو المحاكاة لتقييم قدرة الطالب على تطبيق فهتمهم لما هو صحيح وما هو تدخيلى في مسائل الإيمان في سياقات مختلفة.

مخرج 9:

- الامتحانات الكتابية: اختبار متعدد الخيارات حيث يطلب من الطالب تحديد التفسير الصحيح لحركة دينية معاصرة معينة، أو عقيدة حالية، أو فكرية، وهو اختبار قصير الإجابة حيث يطلب من الطالب شرح الخافية وتوسيع نطاق معين. حركة دينية معاصرة، حالية، أو عقيدة فكرية.



- دعم الطلاب: قدم دعماً إضافياً للطلاب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.
- التقويم التكويني: استخدم أساليب التقويم التكويني لتقديم ملاحظات منتظمة للطلاب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.
- إعادة التقويم: أعد تقويم الطلاب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

من المهم إشراك الطلاب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 2:

- تحليل نتائج التقويم: قم بمراجعة البيانات من أدوات التقويم المستخدمة لتحديد المجالات المحددة التي يعني منها الطلاب، مثل أحاديث معينة أو معانيها.

مراجعة المناهج: مراجعة المنهج للتأكد من أنه يغطي جميع المحتويات والمهارات الالزامية المتعلقة بقراءة وشرح الأحاديث الأربعين للنبوة. مراجعة الأساليب التعليمية: وضع طرقاً تعليمية مختلفة مثل الدروس الخصوصية للأقران، ومناقشات المجموعات الصغيرة، والوسائل السمعية والبصرية، والموارد عبر الإنترنت التي يمكن استخدامها لمساعدة الطلاب على تحسين فهمهم للأحاديث النبوية.

التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس الأحاديث ومعانيها.

- دعم الطلاب: قدم دعماً إضافياً للطلاب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.
- التقويم التكويني: استخدم أساليب التقويم التكويني لتقديم ملاحظات منتظمة للطلاب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.

إعادة التقويم: أعد تقويم الطلاب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

من المهم إشراك الطلاب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 3:

- تحليل نتائج التقويم: قم بمراجعة البيانات من أدوات التقويم المستخدمة لتحديد المجالات المحددة التي يعني منها الطلاب، مثل السمات والمفاهيم المحددة في العلوم الإسلامية.

- مهام التقييم الذاتي: مهمّة التأمل الذاتي حيث يقوم الطالب بتقييم مهارات البحث الخاصة به وفهمهم لعملية البحث العلمي في علوم الإيمان والدعوة والأديان والتّيارات المعاصرة.
- مهام التقويم التكويني: مهمّة التقويم التكويني حيث يتم إعطاء الطلاب تغذية راجعة حول مهاراتهم الباحثية وفهم عملية البحث العلمي في علوم الإيمان والدعوة والأديان والتّيارات المعاصرة.
- مهام التقييم الخاتمي: امتحان نهائي يتم فيه تقييم الطالب بناءً على فهمهم لعملية البحث العلمي في علوم الإيمان والدعوة والأديان والتّيارات المعاصرة.

من المهم ملاحظة أن الأمثلة المذكورة أعلاه ليست سوى واحدة من العديد من أدوات التقويم التي يمكن استخدامها، وقد تكون أدوات تقويم أخرى أكثر ملاءمة للمواقف المختلفة أو لمخرجات التعلم. بالإضافة إلى ذلك، قد يكون من المفيد تضمين الأنشطة العملية مثل العمل في مشروع بحثي تحت إشراف أحد أعضاء هيئة التدريس، أو المشاركة في مختبر أبحاث لتقييم قدرة الطلاب على إجراء البحث العلمي في علوم الإيمان والدعوة والأديان والتّيارات المعاصرة.

التحليل والإجراءات



تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطلاب والمعلمين والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.

عندما لا تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم لم تتحقق، فهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

تحليل نتائج التقويم: قم بمراجعة البيانات من أدوات التقويم المستخدمة لتحديد المجالات المحددة التي يعنيها الطالب من خلالها، مثل قواعد التغيم المحددة أو أجزاء معينة من القرآن.

مراجعة المناهج: مراجعة المنهج للتأكد من أنه يغطي جميع المحتويات والمهارات الالزامية المتعلقة بالتلاؤم من الحفظ أربعة أجزاء من القرآن الكريم مع التمكن من قواعد التجويد.

مراجعة الأساليب التعليمية: وضع طرقاً تعليمية مختلفة مثل الدروس الخصوصية، والمناقشات الجماعية الصغيرة، والوسائل السمعية والبصرية، والموارد عبر الإنترنت التي يمكن استخدامها لمساعدة الطلاب على تحسين مهاراتهم في تلاوة القرآن.

التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس قواعد تلاوة القرآن وتجويده.



من المهم إشراك الطالب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 5:

تحليل نتائج التقييم: قم بمراجعة البيانات من أدوات التقييم المستخدمة لتحديد المجالات المحددة التي يعاني منها الطالب، مثل النصوص العقائدية والدعوية المحددة، أو الأحكام أو فهم تأثيرها على تشكيل الهوية الإسلامية.

مراجعة المناهج الدراسية: مراجعة المنهج للتأكد من أنه يغطي جميع المحتويات والمهارات الازمة المتعلقة بتفسيير النصوص والأحكام العقائدية والدعوية وفهم تأثيرها في تشكيل الهوية الإسلامية.

مراجعة الأساليب التعليمية: وضع طرقًا تعليمية مختلفة مثل القراءة الفاحصة والتحليل النصي والمناقشات التي يمكن استخدامها لمساعدة الطالب على فهم النصوص والأحكام وتفسييرها.

التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس تكوين الهوية الإسلامية.

دعم الطلاب: قدم دعماً إضافياً للطلاب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.

التقويم التكوفي: استخدم أساليب التقويم التكوفي لتقييم ملاحظات منتظمة للطلاب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.

إعادة التقويم: أعد تقييم الطالب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

من المهم إشراك الطالب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 6:

تحليل نتائج التقييم: قم بمراجعة البيانات من أدوات التقييم المستخدمة لتحديد المجالات المحددة التي يكافح الطالب من أجلها، مثل مناهج الدعوة المحددة أو الأساليب أو فهم تأثيرها على إصلاح المجتمعات. مراجعة المناهج الدراسية: مراجعة المناهج الدراسية للتأكد من أنها تغطي كل المحتوى والمهارات الضرورية المتعلقة بإظهار مناهج وأساليب الدعوة وتأثيرها على إصلاح المجتمعات.

مراجعة الأساليب التعليمية: وضع طرقًا تعليمية مختلفة مثل دراسات الحالات والمحاكاة والتعلم القائم على المشروعات التي يمكن استخدامها لمساعدة الطالب على فهم وتطبيق مناهج وأساليب الدعوة وتأثيرها على إصلاح المجتمعات.

- مراجعة المناهج: مراجعة المنهج للتأكد من أنه يغطي جميع المحتويات والمهارات الازمة المتعلقة بتوضيح السمات والمفاهيم الرئيسية في العلوم الإسلامية.

- مراجعة الأساليب التعليمية: النظر في الأساليب التعليمية المختلفة مثل الأنشطة العلمية ودراسات الحالات والمحاكاة والتعلم التجاري الذي يمكن استخدامه لمساعدة الطالب على فهم وتطبيق السمات والمفاهيم الرئيسية في العلوم الإسلامية.

- التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس العلوم الإسلامية.

- دعم الطلاب: قدم دعماً إضافياً للطلاب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.

- التقويم التكوفي: استخدم أساليب التقويم التكوفي لتقييم ملاحظات منتظمة للطلاب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.

- إعادة التقويم: أعد تقييم الطالب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

من المهم إشراك الطالب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 4:

تحليل نتائج التقييم: قم بمراجعة البيانات من أدوات التقويم المستخدمة لتحديد المجالات المحددة التي يعاني منها الطالب، مثل المعايير المحددة للتطور الحضاري الإسلامي والإنساني.

- مراجعة المناهج: مراجعة المنهج للتأكد من أنه يغطي جميع المحتويات والمهارات الازمة المتعلقة باستبطاط معايير التنمية الحضارية الإسلامية والإنسانية.

- مراجعة الأساليب التعليمية: النظر في الأساليب التعليمية المختلفة مثل التعلم القائم على حل المشكلات، ودراسات الحالات، والمحاكاة، والتعلم القائم على المشاريع التي يمكن استخدامها لمساعدة الطالب على فهم وتطبيق معايير التنمية الحضارية الإسلامية والإنسانية.

- التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس التنمية الحضارية الإسلامية والإنسانية.

- دعم الطلاب: قدم دعماً إضافياً للطلاب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.

- التقويم التكوفي: استخدم أساليب التقويم التكوفي لتقييم ملاحظات منتظمة للطلاب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.

- إعادة التقويم: أعد تقييم الطالب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.



مخرج 8:

تحليل نتائج التقييم: قم بمراجعة البيانات من أدوات التقييم المستخدمة لتحديد المجالات المحددة التي يعاني منها الطالب، مثل التمييز بين أمور الإيمان الحقيقة والمتطرفة.

مراجعة المنهج: مراجعة المنهج للتأكد من أنه يغطي جميع المحتويات والمهارات الضرورية المتعلقة بالتمييز بين الأمور الإيمانية الحقيقة والمتطرفة.

مراجعة الأساليب التعليمية: وضع طرقًا تعليمية مختلفة مثل تمارين التفكير النقدي والمناقشات التي يمكن استخدامها لمساعدة الطالب على فهم وتطبيق طرق التمييز بين مسائل الإيمان الحقيقة والطفيلية.

التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في التدريس حول مسائل العقيدة والتفكير النقدي.

دعم الطالب: قدم دعماً إضافياً للطالب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.

التقويم التكويني: استخدم أساليب التقويم التكويني لتقديم ملاحظات منتظمة للطالب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.

إعادة التقويم: أعد تقييم الطالب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

من المهم إشراك الطالب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 9:

تحليل نتائج التقييم: قم بمراجعة البيانات من أدوات التقييم المستخدمة لتحديد المجالات المحددة التي يعاني الطالب من خللها، مثل فهم حقيقة الحركات الدينية المعاصرة والتيارات والعقائد الفكرية أو خلفياتهم وامتداداتهم.

مراجعة المناهج الدراسية: مراجعة المناهج الدراسية للتأكد من أنها تغطي جميع المحتويات والمهارات الازمة المتعلقة بتشخيص واقع الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية، مع إبراز خلفياتها وامتداداتها.

مراجعة الأساليب التعليمية: النظر في الأساليب التعليمية المختلفة مثل دراسات الحالة والمشاريع البحثية والمحاضرات التي يمكن استخدامها لمساعدة الطالب على فهم وتحليل واقع الحركات الدينية المعاصرة والتيارات والعقائد الفكرية، مع إبراز خلفياتهم وامتداداتهم.

التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في التدريس حول الحركات الدينية المعاصرة والتيارات والمذاهب الفكرية.

دعم الطالب: قدم دعماً إضافياً للطالب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.

- **التطوير المهني:** توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس المناصرة والتغيير المجتمعي.

- **دعم الطالب:** قدم دعماً إضافياً للطالب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.

- **التقويم التكويني:** استخدم أساليب التقويم التكويني لتقديم ملاحظات منتظمة للطالب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.

- **إعادة التقويم:** أعد تقييم الطالب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

- **من المهم إشراك الطالب في العملية،** من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 7:

- **تحليل نتائج التقييم:** قم بمراجعة البيانات من أدوات التقييم المستخدمة لتحديد المجالات المحددة التي يعاني منها الطالب، مثل فهم منهجية الإسلام في التعامل مع الآخرين أو التعبير عن رؤيتهم الخاصة.

- **مراجعة المنهج:** مراجعة المنهج للتأكد من أنه يغطي جميع المحتويات والمهارات الازمة المتعلقة بالتعبير عن رؤية سلية لمنهج الإسلام في التعامل مع الآخر.

- **مراجعة الأساليب التعليمية:** وضع أساليب تعليمية مختلفة مثل المناشرات والمناظرات والمحاكاة التي يمكن استخدامها لمساعدة الطالب على فهم وتطوير رؤيتهم الخاصة لمنهج الإسلام في التعامل مع الآخرين.

- **التطوير المهني:** توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس منهجية الإسلام في التعامل مع الآخرين.

- **دعم الطالب:** قدم دعماً إضافياً للطالب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.

- **التقويم التكويني:** استخدم أساليب التقويم التكويني لتقديم ملاحظات منتظمة للطالب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.

- **إعادة التقويم:** أعد تقييم الطالب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

- **من المهم إشراك الطالب في العملية،** من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.



من المهم إشراك الطالب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن التعليمات والمناهج المستخدمة فعالة في مساعدة الطالب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

- التحسين المستمر: مراجعة نتائج التقويم واستخدام البيانات لتحديد المجالات التي يمكن تحسين البرنامج فيها وإجراء التغييرات حسب الحاجة.
- شارك النتائج: اشرك النتائج مع أعضاء هيئة التدريس والموظفين والطلاب وأصحاب المصلحة الآخرين لإظهار نجاح البرنامج لهم وجمع التعليقات حول كيفية الحفاظ على النتائج وتحسينها.
- التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لمساعدتهم على مواكبة أفضل الممارسات والتطورات الجديدة في مجالهم.
- دعم الطلاب: تقديم الدعم المستمر للطلاب لمساعدتهم في الحفاظ على معارفهم ومهاراتهم وتحسينها.
- إعادة التقويم: إعادة تقويم البرنامج بانتظام لضمان الحفاظ على النتائج وتحديد أي مجالات جديدة يمكن تحسين البرنامج فيها.

من المهم الاستمرار في مراقبة تقدم البرنامج وإجراء التعديلات حسب الضرورة لضمان تلبية مخرجات التعلم وأن البرنامج يوفر تعليمًا عالي الجودة للطلاب.

من المهم أيضًا أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج أفضل للطلاب على المدى الطويل.

- التقويم التكويني: استخدم أساليب التقويم التكويني لتقييم ملاحظات منتظمة للطلاب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.
- إعادة التقويم: أعد تقييم الطلاب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.

من المهم إشراك الطالب في العملية، من خلال البحث عن ملاحظاتهم وأرائهم حول البرنامج الحالي وما يحتاج إلى تحسين. بالإضافة إلى ذلك، من الضروري إشراك أعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية التحليل واتخاذ القرار لضمان أن التغييرات التي تم إجراؤها فعالة ومستدامة.

مخرج 10:

- تحليل نتائج التقييم: قم بمراجعة البيانات من أدوات التقييم المستخدمة لتحديد المجالات المحددة التي يعاني منها الطالب، مثل تقديم البحث العلمي في علوم الإيمان والدعوة والأديان والتيارات المعاصرة.
- مراجعة المناهج: مراجعة المناهج للتأكد من أنه يغطي جميع المحتويات والمهارات اللازمية المتعلقة بتقديم البحث العلمي في علوم الإيمان والدعوة والأديان والتيارات المعاصرة.
- مراجعة الأساليب التعليمية: النظر في الأساليب التعليمية المختلفة مثل طرق البحث وتحليل البيانات والعرض التقديمي وورش العمل التي يمكن استخدامها لمساعدة الطالب على فهم وتطبيق أساليب تقديم البحث العلمي في علوم الإيمان والدعوة والأديان والتيارات المعاصرة.
- التطوير المهني: توفير فرص التطوير المهني لأعضاء هيئة التدريس والموظفين لتحسين معارفهم ومهاراتهم في تدريس أساليب البحث والتحليل في علوم العقيدة والدعوة والأديان والتيارات المعاصرة.
- دعم الطلاب: قدم دعماً إضافياً للطلاب الذين يكافحون من أجل تحقيق هذه النتيجة، مثل جلسات المساعدة الإضافية ومجموعات الدراسة.
- التقويم التكويني: استخدم أساليب التقويم التكويني لتقييم ملاحظات منتظمة للطلاب ومساعدتهم على تحديد المجالات التي يحتاجون إلى تحسينها.
- إعادة التقويم: إعادة تقويم الطلاب بعد إجراء التغييرات لمعرفة ما إذا كان هناك تحسن في النتيجة.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعلم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المُهْدَفُ ٣: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المُهْدَفُ ٤: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكademie وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

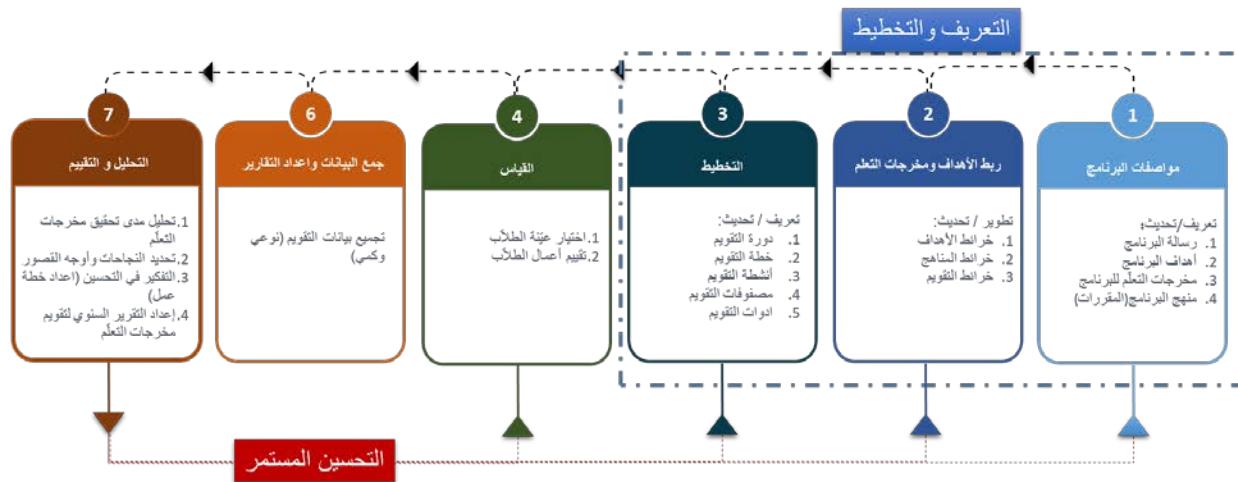
تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

الهُدُفُ ١: تطوير ودعم عمليات تقويم مخرجات التعلم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجات ومنطلقاتها الخاصة.

الهُدُفُ ٢: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

ECONOMICS BBA PROGRAM | COLLEGE OF BUSINESS & ECONOMICS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO1: Quantitative Skills: Apply appropriate quantitative skills to analyze and solve economic problems

PLO2: Economic concepts and theories: Apply and explain economic concepts and theories

PLO3: Ethical Issues: Identify and analyze ethical issues in economics and decision-making

PLO4: Local and regional issues in economics: Identify and analyze local and regional issues in economics

PLO5: Global Perspectives: Explain and evaluate global issues in economics



Assessment Tools

PLO 1:

- Quantitative problem sets or exams that require students to analyze and solve economic problems using appropriate mathematical and statistical techniques.
- Data analysis projects that require students to use quantitative skills to analyze and interpret real-world economic data.
- Group or individual presentations or reports that require students to present and explain the results of their quantitative analysis.
- In-class quizzes or exams that include quantitative problem-solving questions to assess student understanding of the material.
- A final project or thesis that includes a significant quantitative component, such as an econometric analysis or a simulation model.
- Online quizzes or homework assignments that provide immediate feedback on students' quantitative skills.
- Peer evaluations of group work where students must evaluate their peers' quantitative skills.
- Journal clubs or seminar-style discussions where students must present and critique quantitative research papers.



- Case studies that require students to apply quantitative skills to real-world economic problems or scenarios.
- Computer lab assignments that require students to use software or programming languages to conduct quantitative analysis.

PLO 2:

- Essay exams or written assignments that require students to apply and explain economic concepts and theories
- Oral presentations or debates where students must present and defend their understanding of economic concepts and theories
- Group or individual research projects that require students to conduct literature reviews and analyze economic concepts and theories
- In-class quizzes or exams that include concept-based questions to assess student understanding of the material
- A final project or thesis that includes a significant theoretical component, such as a critical review of a specific economic theory or a comparative analysis of multiple theories.
- Online quizzes or homework assignments that provide immediate feedback on students' understanding of the economic concepts and theories
- Peer evaluations of group work where students must evaluate their peers' understanding of the economic concepts and theories
- Journal clubs or seminar-style discussions where students must present and critique economic theories or research papers
- Case studies that require students to apply economic concepts and theories to real-world economic problems or scenarios
- Role-playing or simulation activities where students must apply economic concepts and theories to make decisions or solve problems.

PLO 3:

- Essay exams or written assignments that require students to identify and analyze ethical issues in economics and decision-making.
- Group or individual research projects that require students to conduct literature reviews and analyze ethical issues in a specific area of economics.
- In-class discussions or debates that require students to present and defend their perspectives on ethical issues in economics.
- A final project or thesis that includes a significant component on ethical issues in economics.
- Role-playing or simulation activities that require students to identify and analyze ethical issues in a simulated business or economic scenario.

- Peer evaluations of group work where students must evaluate their peers' ability to identify and analyze ethical issues in economics.
- Journal clubs or seminar-style discussions where students must present and critique academic papers that analyze ethical issues in economics.
- Case studies that require students to identify and analyze ethical issues in real-world economic problems or scenarios
- Reflective writing assignments that require students to reflect on ethical issues they encountered in their coursework or internships.

PLO 4:

- Essay exams or written assignments that require students to identify and analyze local and regional issues in economics.
- Group or individual research projects that require students to conduct literature reviews and analyze local and regional issues in a specific area of economics.
- Field trips or site visits where students must observe and analyze local and regional economic issues in person
- In-class discussions or debates that require students to present and defend their perspectives on local and regional issues in economics.
- A final project or thesis that includes a significant component on local and regional issues in economics
- Role-playing or simulation activities that require students to identify and analyze local and regional issues in a simulated business or economic scenario.
- Peer evaluations of group work where students must evaluate their peers' ability to identify and analyze local and regional issues in economics.
- Journal clubs or seminar-style discussions where students must present and critique academic papers that analyze local and regional issues in economics.
- Case studies that require students to identify and analyze local and regional issues in real-world economic problems or scenarios.
- Internship or community service projects where students must identify and analyze local and regional economic issues in a practical setting.

PLO 5:

- Essay exams or written assignments that require students to explain and evaluate global issues in economics.
- Group or individual research projects that require students to conduct literature reviews and analyze global issues in a specific area of economics.
- In-class discussions or debates that require students to present and defend their perspectives on global issues in economics.
- A final project or thesis that includes a significant component on global issues in economics.
- Role-playing or simulation activities that require students to explain and evaluate global issues in a simulated business or economic scenario.



- Peer evaluations of group work where students must evaluate their peers' ability to explain and evaluate global issues in economics.
- Journal clubs or seminar-style discussions where students must present and critique academic papers that analyze global issues in economics.
- Case studies that require students to explain and evaluate global issues in real-world economic problems or scenarios
- Study abroad or international internship where students must analyze and evaluate global economic issues in a different cultural or economic context.

- Professional development: Provide professional development opportunities for instructors to further develop their own quantitative skills and teaching strategies.
- Use of technology: Utilize technology such as online simulations, interactive quizzes, and data visualization tools to supplement instruction and make quantitative material more engaging and accessible.
- Feedback: Provide regular and specific feedback to students on their quantitative skills and progress.

It is important to note that the analysis and actions will vary depending on the specific course or program, and the results of the assessment. It is recommended to gather feedback from students and instructors and to involve them in the decision-making process.

PLO 2:

- Analysis of student performance: Review individual student performance on concept-based tasks and exams to identify specific areas of difficulty. This can help to identify common misconceptions or gaps in understanding that can be addressed in future instruction.
- Curriculum review: Review the curriculum to ensure that it covers the necessary economic concepts and theories and that the material is being presented in a clear and appropriate manner.
- Teaching methods review: Review the teaching methods used to deliver the economic concepts and theories, ensure that the teaching methods are effective and varied enough to cater to different learning styles and that the teaching methods align with the curriculum.
- Additional support: Provide additional support such as tutoring, office hours, or study groups to help students who are struggling with economic concepts and theories.
- Reassessment: Reassess student's understanding of the economic concepts and theories after any changes have been made to the curriculum, teaching methods, and additional support provided.
- Professional development: Provide professional development opportunities for instructors to further develop their own understanding of economic concepts and theories and teaching strategies.
- Use of real-world examples and case studies: Use real-world examples and case studies to help students connect economic concepts and theories to real-world economic problems and scenarios.
- Feedback: Provide regular and specific feedback to students on their understanding of the economic concepts and theories and progress.

As always, It is important to note that the analysis and actions will vary depending on the specific course or program, and the results of the assessment. It is recommended to gather feedback from students and instructors and to involve them in the decision-making process.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analysis of student performance: Review individual student performance on quantitative tasks and exams to identify specific areas of difficulty. This can help to identify common misconceptions or gaps in understanding that can be addressed in future instruction.
- Curriculum review: Review the curriculum to ensure that it covers the necessary quantitative skills and techniques and that the material is being presented in a clear and appropriate manner.
- Teaching methods review: Review the teaching methods used to deliver the quantitative material, ensure that the teaching methods are effective and varied enough to cater to different learning styles and that the teaching methods align with the curriculum.
- Additional support: Provide additional support such as tutoring, office hours, or study groups to help students who are struggling with quantitative skills.
- Reassessment: Reassess student's understanding of the quantitative skills after any changes have been made to the curriculum, teaching methods, and additional support provided.



PLO 3:

- Analysis of student performance: Review individual student performance on tasks and exams that assess their ability to identify and analyze ethical issues in economics and decision-making. This can help to identify common misconceptions or gaps in understanding that can be addressed in future instruction.
- Curriculum review: Review the curriculum to ensure that it includes sufficient coverage of ethical issues in economics and decision-making and that the material is being presented in a clear and appropriate manner.
- Teaching methods review: Review the teaching methods used to deliver the material on ethical issues, ensure that the teaching methods are effective and varied enough to cater to different learning styles and that the teaching methods align with the curriculum.
- Additional support: Provide additional support such as guest lectures, case studies, or discussions that focus on ethical issues in economics.
- Reassessment: Reassess student's understanding of the ethical issues after any changes have been made to the curriculum, teaching methods, and additional support provided.
- Professional development: Provide professional development opportunities for instructors to further develop their own understanding of local and regional issues in economics and teaching strategies.
- Use of real-world examples and case studies: Use real-world examples and case studies to help students connect ethical issues to real-world economic problems and scenarios.
- Feedback: Provide regular and specific feedback to students on their ability to identify and analyze ethical issues in economics and progress.

As always, It is important to note that the analysis and actions will vary depending on the specific course or program, and the results of the assessment. It is recommended to gather feedback from students and instructors and to involve them in the decision-making process.

PLO 4:

- Analysis of student performance: Review individual student performance on tasks and exams that assess their ability to identify and analyze local and regional issues in economics. This can help to identify common misconceptions or gaps in understanding that can be addressed in future instruction.
- Curriculum review: Review the curriculum to ensure that it includes sufficient coverage of local and regional issues in economics and that the material is being presented in a clear and appropriate manner.

- Teaching methods review: Review the teaching methods used to deliver the material on local and regional issues, ensure that the teaching methods are effective and varied enough to cater to different learning styles and that the teaching methods align with the curriculum.
- Additional support: Provide additional support such as guest lectures, case studies, or discussions that focus on local and regional issues in economics.
- Reassessment: Reassess student's understanding of the local and regional issues after any changes have been made to the curriculum, teaching methods, and additional support provided.
- Professional development: Provide professional development opportunities for instructors to further develop their own understanding of local and regional issues in economics and teaching strategies.
- Use of real-world examples and case studies: Use real-world examples and case studies to help students connect local and regional issues to real-world economic problems and scenarios.
- Field trips or site visits: Organize field trips or site visits to local businesses or organizations to help students observe and analyze local and regional economic issues in person.
- Feedback: Provide regular and specific feedback to students on their ability to identify and analyze local and regional issues in economics and progress.

As always, It is important to note that the analysis and actions will vary depending on the specific course or program, and the results of the assessment. It is recommended to gather feedback from students and instructors and to involve them in the decision-making process.

PLO 5:

- Analysis of student performance: Review individual student performance on tasks and exams that assess their ability to explain and evaluate global issues in economics. This can help to identify common misconceptions or gaps in understanding that can be addressed in future instruction.
- Curriculum review: Review the curriculum to ensure that it includes sufficient coverage of global issues in economics and that the material is being presented in a clear and appropriate manner.
- Teaching methods review: Review the teaching methods used to deliver the material on global issues, ensure that the teaching methods are effective and varied enough to cater to different learning styles and that the teaching methods align with the curriculum.
- Additional support: Provide additional support such as guest lectures, case studies, or discussions that focus on global issues in economics.
- Reassessment: Reassess student's understanding of the global issues after any changes have been made to the curriculum, teaching methods, and additional support provided.



- Professional development: Provide professional development opportunities for instructors to further develop their own understanding of global issues in economics and teaching strategies.
- Use of real-world examples and case studies: Use real-world examples and case studies to help students connect global issues to real-world economic problems and scenarios.
- Study abroad or international internship: Encourage students to participate in study abroad or international internship opportunities to help them analyze and evaluate global economic issues in a different cultural or economic context.
- Feedback: Provide regular and specific feedback to students on their ability to explain and evaluate global issues in economics and progress.
- Professional development: Provide opportunities for instructors to continue their professional development to ensure that they are up-to-date with the latest advances in their field.
- Alignment with industry: Ensure that the program is aligned with the needs of the industry, and incorporate industry-relevant topics and skills into the curriculum.
- Student engagement: Encourage student engagement in the program through activities such as internships, community service projects, and student organizations.
- Use of technology: Utilize technology in the classroom and in assessments to increase student engagement and improve the effectiveness of instruction.
- Share good practices: Share the good practices and successes of the program with other instructors and programs within the institution and outside.
- Collaboration: Collaborate with other institutions, organizations, and industry partners to enhance the program and provide additional opportunities for students.
- Accreditation: Consider seeking accreditation from relevant professional bodies or organizations.

As always, It is important to note that the analysis and actions will vary depending on the specific course or program, and the results of the assessment. It is recommended to gather feedback from students and instructors and to involve them in the decision-making process.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used is effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Continual improvement: Continuously review and improve the curriculum, teaching methods, and assessment tools to ensure that they remain relevant and effective.
- Student feedback: Gather feedback from students on the program and use it to make changes that will further improve the program.

It is important to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

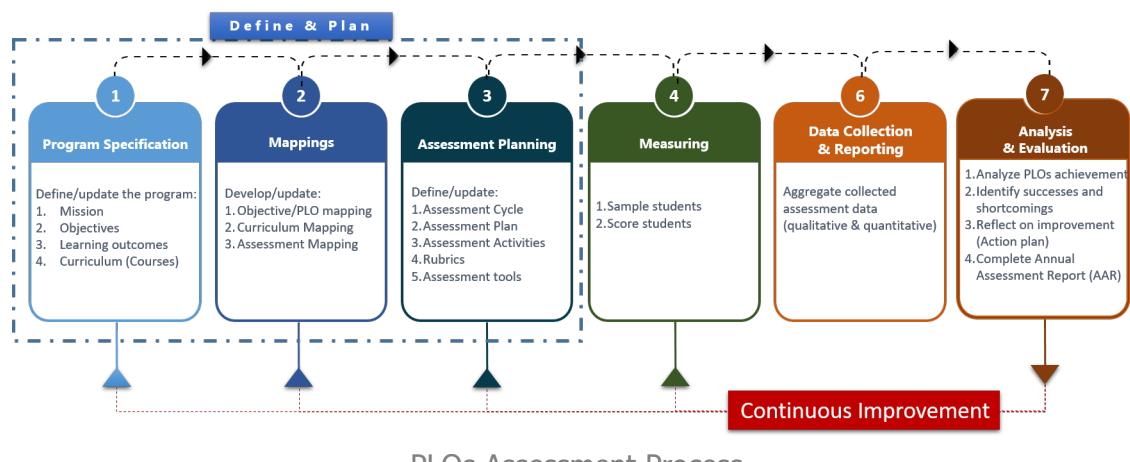
The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

EDUCATION BED PROGRAMS | COLLEGE OF EDUCATION

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Content: Apply key theories and concepts of the subject matter.

PLO 2: Pedagogy: Plan effective instruction to maximize student learning.

PLO 3: Technology: Use current and emerging technologies in instructionally powerful ways.

PLO 4: Diversity: Foster successful learning experiences for all students by addressing individual differences.

PLO 5: Problem Solving: Arrive at data-informed decisions by systematically examining a variety of factors and resources.

PLO 6: Scholarly Inquiry: Actively engage in scholarship by learning from and contributing to the knowledge base in education.

PLO 7: Ethical Values: Apply professional ethics in all educational contexts.

PLO 8: Initiative: Lead positive change in education.



Assessment Tools

PLO 1:

- Written exams: This can include multiple-choice, short answer, and essay questions that test the student's understanding of key theories and concepts in education.
- Research projects: Students can complete a research project on a specific topic in education, demonstrating their ability to apply key theories and concepts in a practical context.
- Presentations: Students can give a presentation on a specific topic in education, demonstrating their ability to communicate their understanding of key theories and concepts to others.
- Portfolios: Students can create a portfolio of their work, demonstrating their ability to apply key theories and concepts in their own artwork.
- Peer evaluations: Students can evaluate their peers' work, demonstrating their ability to apply key theories and concepts to evaluate the work of others.
- Self-reflection: Students can complete self-reflection assignments that ask them to reflect on how they have

applied key theories and concepts in their own work and learning.

PLO 2:

- Lesson planning: Students can create a lesson plan for an art class, demonstrating their ability to plan effective instruction that maximizes student learning.
- Class observations: Students can observe a class and provide feedback on the teacher's instruction, demonstrating their ability to identify effective teaching strategies.
- Micro-teaching: Students can lead a short lesson for their peers, demonstrating their ability to plan and deliver effective instruction.
- Student feedback: Students can provide feedback on the instruction they received, demonstrating their understanding of effective teaching strategies and how they impacted their learning.
- Reflection and self-evaluation: Students can reflect on their own teaching and evaluate their effectiveness, demonstrating their ability to identify areas for improvement.
- Case studies: Students can analyze case studies of real-world teaching situations, demonstrating their ability to apply effective teaching strategies in different contexts.

PLO 3:

- Technology integration assignments: Students can complete assignments that require them to integrate technology into their teaching, demonstrating their ability to use current and emerging technologies in instructionally powerful ways.
- Technology-enhanced lessons: Students can plan and deliver a lesson that incorporates technology, demonstrating their ability to use technology to enhance student learning.
- Technology-based assessments: Students can complete assessments that require the use of technology, demonstrating their ability to use technology to assess student learning.
- Technology-based portfolios: Students can create a portfolio of their work that incorporates technology, demonstrating their ability to use technology to enhance their own learning and showcase their work.
- Technology-based research: Students can conduct research on the impact of technology on teaching and learning, demonstrating their ability to use technology to contribute to the knowledge base in education.
- Reflection on technology use: Students can reflect on their use of technology in their teaching and learning, demonstrating their ability to evaluate the effectiveness of technology integration.

PLO 4:

- Lesson planning: Students can create a lesson plan that addresses the diverse needs of all students, demonstrating their ability to foster successful learning experiences for all students.
- Class observations: Students can observe a class and provide feedback on the teacher's ability to address the diverse needs of all students, demonstrating their understanding of how to address individual differences.
- Student feedback: Students can provide feedback on their own learning experiences, demonstrating their understanding of how their individual differences have been addressed in the classroom.
- Reflection and self-evaluation: Students can reflect on their own teaching and evaluate their ability to address the diverse needs of all students, demonstrating their ability to identify areas for improvement.
- Case studies: Students can analyze case studies of real-world teaching situations, demonstrating their ability to apply strategies for addressing individual differences in different contexts.
- Diversity-based projects: Students can complete projects that explore different cultural or diverse perspectives, demonstrating their understanding of how to foster successful learning experiences for all students.

PLO 5:

- Data analysis projects: Students can complete a project that requires them to analyze data and make recommendations based on their findings, demonstrating their ability to arrive at data-informed decisions.
- Case studies: Students can analyze case studies of real-world teaching situations, demonstrating their ability to systematically examine a variety of factors and resources when solving problems.
- Decision-making scenarios: Students can complete scenarios that require them to make decisions based on data and other information, demonstrating their ability to arrive at data-informed decisions.
- Reflection and self-evaluation: Students can reflect on their own problem-solving processes and evaluate their ability to arrive at data-informed decisions, demonstrating their ability to identify areas for improvement.
- Group projects: Students can work in groups to solve a problem and present their findings, demonstrating their ability to collaborate and arrive at data-informed decisions.
- Research-based problem solving: Students can conduct research on a specific problem in education and propose solutions, demonstrating their ability to use research to inform their problem-solving.

PLO 6:

- Research projects: Students can complete a research project on a specific topic in education, demonstrating their ability to actively engage in scholarship by learning from and contributing to the knowledge base in education.



- Conference presentations: Students can present their research at a conference, demonstrating their ability to share their findings and contribute to the knowledge base in education.
- Literature reviews: Students can complete a literature review on a specific topic in education, demonstrating their ability to critically evaluate existing research and identify gaps in the knowledge base.
- Reflection and self-evaluation: Students can reflect on their own research and evaluate their ability to actively engage in scholarship, demonstrating their ability to identify areas for improvement.
- Peer reviews: Students can review their peers' research, demonstrating their ability to critically evaluate the work of others and contribute to the knowledge base in education.
- Journal submissions: Students can submit their research for publication in academic journals, demonstrating their ability to contribute to the knowledge base in education at a professional level.
- Community service projects: Students can participate in community service projects that address educational issues and propose solutions, demonstrating their ability to lead positive change in the community.
- Reflection and self-evaluation: Students can reflect on their own leadership and evaluate their ability to lead positive change in education, demonstrating their ability to identify areas for improvement.
- Leadership scenarios: Students can participate in leadership scenarios that simulate real-world leadership challenges in education, demonstrating their ability to lead positive change in practice.
- Peer evaluations: Students can evaluate their peers' ability to lead positive change in education, demonstrating their understanding of how to lead positive change in different contexts.
- Advocacy projects: Students can complete projects that advocate for positive change in education, demonstrating their ability to lead positive change through advocacy and communication.

PLO 7:

- Ethical case studies: Students can analyze case studies of real-world ethical dilemmas in education, demonstrating their ability to apply professional ethics in different contexts.
- Role-playing scenarios: Students can participate in role-playing scenarios that simulate ethical dilemmas in education, demonstrating their ability to apply professional ethics in practice.
- Reflection and self-evaluation: Students can reflect on their own ethical decision-making and evaluate their ability to apply professional ethics in their teaching and learning, demonstrating their ability to identify areas for improvement.
- Ethical codes of conduct: Students can analyze and apply ethical codes of conduct relevant to education, demonstrating their understanding of professional ethics.
- Peer evaluations: Students can evaluate their peers' ability to apply professional ethics in their teaching and learning, demonstrating their understanding of how to apply professional ethics in different contexts.
- Research on ethics: Students can conduct research on ethics in education and propose solutions to ethical dilemmas, demonstrating their ability to apply professional ethics in research and contribute to the knowledge base in education.

PLO 8:

- Action research projects: Students can complete an action research project that addresses a specific problem in education and proposes solutions, demonstrating their ability to lead positive change in education.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 1 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific concepts or theories students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the key theories and concepts necessary for PLO 1. If necessary, make adjustments to ensure that all key theories and concepts are covered.
- Provide additional support: Provide additional support for students who are struggling with key theories and concepts. This can include additional instruction, tutoring, or study groups.
- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply key theories and concepts in a practical context. This can help to make the material more engaging and easier to understand.

- Provide feedback: Provide students with feedback on their understanding of key theories and concepts. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 1 to ensure that they are effective in measuring students' understanding of key theories and concepts. If necessary, make adjustments to the assessment methods to ensure they are more effective in assessing students' understanding.

PLO 2:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 2 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific teaching strategies students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the pedagogical strategies necessary for PLO 2. If necessary, make adjustments to ensure that all key strategies are covered.
- Provide additional support: Provide additional support for students who are struggling with teaching strategies. This can include additional instruction, mentoring, or coaching.
- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply teaching strategies in a practical context. This can help to make the material more engaging and easier to understand.
- Provide feedback: Provide students with feedback on their ability to plan effective instruction. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 2 to ensure that they are effective in measuring students' ability to plan effective instruction. If necessary, make adjustments to the assessment methods to ensure they are more effective in assessing students' understanding.

PLO 3:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 3 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific technology skills students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the technology skills necessary for PLO 3. If necessary, make adjustments to ensure that all key skills are covered.
- Provide additional support: Provide additional support for students who are struggling with technology skills. This can include additional instruction, tutorials, or training.

- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply technology skills in a practical context. This can help to make the material more engaging and easier to understand.
- Provide feedback: Provide students with feedback on their ability to use technology in instructionally powerful ways. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 3 to ensure that they are effective in measuring students' ability to use technology in instructionally powerful ways. If necessary, make adjustments to the assessment methods to ensure they are more effective in assessing students' understanding.

PLO 4:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 4 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific strategies for addressing individual differences students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the strategies for addressing individual differences necessary for PLO 4. If necessary, make adjustments to ensure that all key strategies are covered.
- Provide additional support: Provide additional support for students who are struggling with strategies for addressing individual differences. This can include additional instruction, mentoring, or coaching.
- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply strategies for addressing individual differences in a practical context. This can help to make the material more engaging and easier to understand.
- Provide feedback: Provide students with feedback on their ability to foster successful learning experiences for all students by addressing individual differences. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 4 to ensure that they are effective in measuring students' ability to foster successful learning experiences for all students by addressing individual differences. If necessary, make adjustments to the assessment methods to ensure they are more effective in assessing students' understanding.

PLO 5:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 5 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific problem-solving skills students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the problem-solving skills necessary for



PLO 5. If necessary, make adjustments to ensure that all key skills are covered.

- Provide additional support: Provide additional support for students who are struggling with problem-solving skills. This can include additional instruction, tutoring, or study groups.
- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply problem-solving skills in a practical context. This can help to make the material more engaging and easier to understand.
- Provide feedback: Provide students with feedback on their ability to arrive at data-informed decisions by systematically examining a variety of factors and resources. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 5 to ensure that they are effective in measuring students' ability to arrive at data-informed decisions by systematically examining a variety of factors and resources. If necessary, make adjustments to the assessment methods to ensure they are more effective in assessing students' understanding.

PLO 6:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 6 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific scholarly inquiry skills students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the scholarly inquiry skills necessary for PLO 6. If necessary, make adjustments to ensure that all key skills are covered.
- Provide additional support: Provide additional support for students who are struggling with scholarly inquiry skills. This can include additional instruction, mentoring, or coaching.
- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply scholarly inquiry skills in a practical context. This can help to make the material more engaging and easier to understand.
- Provide feedback: Provide students with feedback on their ability to actively engage in scholarship by learning from and contributing to the knowledge base in education. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 6 to ensure that they are effective in measuring students' ability to actively engage in scholarship by learning from and contributing to the knowledge base in education. If necessary, make adjustments to the assessment methods to ensure they are more effective in assessing students' understanding.

PLO 7:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 7 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific ethical principles students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the professional ethics necessary for PLO 7. If necessary, make adjustments to ensure that all key ethical principles are covered.
- Provide additional support: Provide additional support for students who are struggling with professional ethics. This can include additional instruction, mentoring, or coaching.
- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply professional ethics in a practical context. This can help to make the material more engaging and easier to understand.
- Provide feedback: Provide students with feedback on their ability to apply professional ethics in all educational contexts. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 7 to ensure that they are effective in measuring students' ability to apply professional ethics in all educational contexts. If necessary, make adjustments to the assessment methods to ensure they are more effective in assessing students' understanding.

PLO 8:

- Analyze the assessment results: Review the results of the assessments used to assess PLO 8 and identify areas where students are struggling. This can help to determine where the gaps in understanding are and what specific leadership skills students are struggling with.
- Review the curriculum: Review the curriculum to ensure that it is covering the leadership skills necessary for PLO 8. If necessary, make adjustments to ensure that all key skills are covered.
- Provide additional support: Provide additional support for students who are struggling with leadership skills. This can include additional instruction, mentoring, or coaching.
- Incorporate more hands-on activities: Incorporate more hands-on activities that allow students to apply leadership skills in a practical context. This can help to make the material more engaging and easier to understand.
- Provide feedback: Provide students with feedback on their ability to lead positive change in education. This can help them to identify areas where they need to improve and target their study efforts.
- Review the assessment methods: Review the assessment methods used to assess PLO 8 to ensure that they are effective in measuring students' ability to lead positive change in education. If necessary, make adjustments to



the assessment methods to ensure they are more effective in assessing students' understanding.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used are effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Reflect on the success: Reflect on the strategies, methods, and techniques that were used to achieve the PLOs and identify what worked well and what can be improved.
- Share the success: Share the success with other stakeholders, such as parents, administrators, and policymakers, to demonstrate the effectiveness of the program and promote the positive impact it has on students.
- Use the success as evidence: Use the success of the PLOs as evidence to support funding and resource allocation

decisions, as well as to demonstrate the program's effectiveness to external accrediting bodies.

- Continuously improve: Use the success as a foundation to continuously improve and enhance the program by incorporating new strategies, methods, and techniques that align with the PLOs.
- Benchmark the results: Benchmark the results against other programs and institutions to identify areas of strength and areas for improvement.
- Monitor the progress: Monitor the progress of the program regularly to ensure that the PLOs continue to be achieved and to identify any potential issues before they become problematic.

It is also important to remember that achieving the PLOs is not the final goal, continuously striving to improve instruction and curriculum will lead to better student outcomes in the long term.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

ALL ENGINEERING BS PROGRAMS | COLLEGE OF ENGINEERING

Program Learning Outcomes

Program Learning Outcomes (PLOs) or Student Learning Outcomes (SOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



SOs

SO 1: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

SO 2: an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

SO 3: an ability to communicate effectively with a range of audiences.

SO 4: an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

SO 5: an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

SO 6: an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

SO 7: an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.



Performance Indicators (PI)

SO 1:

PI(1)-1: Ability to identify engineering problems

Excellent: Student identifies all relevant factors and constraints that contribute to the problem and effectively identifies a clear and concise problem statement.

Good: Student identifies most relevant factors and constraints that contribute to the problem and effectively identifies a clear problem statement with minor errors.



Acceptable: Student identifies some relevant factors and constraints that contribute to the problem and effectively identifies a problem statement, but with some errors or vagueness.

Poor: Student fails to identify relevant factors and constraints and/or the problem statement is unclear or inappropriate..

PI(1)-2: Ability to formulate engineering problems

Excellent: Student effectively uses principles of engineering, science, and mathematics to develop a thorough and accurate problem formulation that includes all relevant variables and constraints.

Good: Student effectively uses principles of engineering, science, and mathematics to develop a mostly accurate problem formulation that includes most relevant variables and constraints, with minor errors.

Acceptable: Student uses some principles of engineering, science, and mathematics to develop a partially accurate problem formulation that includes some relevant variables and constraints, but with some errors or omissions.

Poor: Student fails to use principles of engineering, science, and mathematics to develop an accurate problem formulation that includes relevant variables and constraints.

PI(1)-3: Ability to solve complex engineering problems

Excellent: Student effectively applies principles of engineering, science, and mathematics to develop a thorough and accurate solution to the problem, accounting for all relevant variables and constraints and considering multiple approaches.

Good: Student effectively applies principles of engineering, science, and mathematics to develop a mostly accurate solution to the problem, accounting for most relevant variables and constraints and considering multiple approaches, with minor errors.

Acceptable: Student applies some principles of engineering, science, and mathematics to develop a partially accurate solution to the problem, accounting for some relevant variables and constraints and considering some alternative approaches, but with some errors or omissions.

Poor: Student fails to apply principles of engineering, science, and mathematics to develop an accurate solution to the problem, and/or the solution does not account for relevant variables and constraints, and/or the approach is inappropriate.

SO 2:

PI(2)-1: Develop a design solution that meets specified needs, considering factors such as public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility.

Excellent: The design solution effectively addresses all specified needs and factors, and shows a sophisticated understanding of the complex interplay between public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility.

Good: The design solution effectively addresses most specified needs and factors, and demonstrates an adequate understanding of the complex interplay between public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility.

Acceptable: The design solution partially addresses specified needs and factors, and shows some awareness of the complex interplay between public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility.

Poor: The design solution inadequately addresses specified needs and factors, and does not demonstrate an understanding of the complex interplay between public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility.

PI(2)-2: Evaluate the effectiveness of the proposed design solution in meeting the specified needs and addressing the identified factors

Excellent: The evaluation process is rigorous and comprehensive, and effectively identifies strengths and weaknesses of the design solution in meeting specified needs and addressing identified factors. The evaluation is supported by extensive and high-quality evidence.

Good: The evaluation process is generally effective in identifying strengths and weaknesses of the design solution in meeting specified needs and addressing identified factors, although some areas of improvement may be identified in terms of rigor, comprehensiveness, or quality of evidence.

Acceptable: The evaluation process is only partially effective in identifying strengths and weaknesses of the design solution in meeting specified needs and addressing identified factors, and there are some areas for improvement in terms of rigor, comprehensiveness, or quality of evidence.

Poor: The evaluation process is inadequate or insufficient in identifying strengths and weaknesses of the design solution in meeting



specified needs and addressing identified factors, and there is little or no evidence to support the evaluation.

PI(2)-3: Refine the design solution based on feedback and evaluation results, ensuring that it continues to meet the specified needs while also accounting for public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility

Excellent: The refined design solution effectively addresses all specified needs and factors, and shows a sophisticated understanding of the complex interplay between public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility. The refinement process is iterative and evidence-based, and involves a range of stakeholders as appropriate.

Good: The refined design solution effectively addresses most specified needs and factors, and demonstrates an adequate understanding of the complex interplay between public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility. The refinement process is generally iterative and evidence-based, and involves some stakeholders as appropriate.

Acceptable: The refined design solution partially addresses specified needs and factors, and shows some awareness of the complex interplay between public health, safety, welfare, global impact, cultural sensitivity, environmental impact, and economic feasibility. The refinement process is only partially iterative and evidence-based, and involves only some stakeholders as appropriate.

Poor: The refined design solution inadequately addresses specified needs and factors, and does not demonstrate an understanding of the complex interplay between public health, safety.

SO 3:

PI(3)-1: Written Communication

Excellent: The student consistently demonstrates an outstanding ability to write effectively, using clear and concise language, organizing information in a logical manner, and formatting their work in a professional manner.

Good: The student demonstrates a good ability to write effectively, using clear and concise language in most situations, organizing information in a logical manner in most cases, but may have room for improvement in formatting their work in a professional manner.

Acceptable: The student occasionally demonstrates an ability to write effectively, using clear and concise language in some situations, organizing information in a logical manner in some cases, but may have limitations or weaknesses in formatting their work in a professional manner.

Poor: The student struggles with writing effectively, using clear and concise language, organizing information in a logical manner, and formatting their work in a professional manner.

PI(3)-2: Oral Communication

Excellent: The student consistently demonstrates an outstanding ability to speak effectively, using clear and concise language, organizing information in a logical manner, and demonstrating confidence and poise when presenting.

Good: The student demonstrates a good ability to speak effectively, using clear and concise language in most situations, organizing information in a logical manner in most cases, but may have room for improvement in demonstrating confidence and poise when presenting.

Acceptable: The student occasionally demonstrates an ability to speak effectively, using clear and concise language in some situations, organizing information in a logical manner in some cases, but may have limitations or weaknesses in demonstrating confidence and poise when presenting.

Poor: The student struggles with speaking effectively, using clear and concise language, organizing information in a logical manner, and demonstrating confidence and poise when presenting.

PI(3)-3: Interpersonal Communication

Excellent: The student consistently demonstrates an outstanding ability to communicate effectively with a range of audiences, adapting their communication style to the situation and audience, and demonstrating empathy and active listening skills.

Good: The student demonstrates a good ability to communicate effectively with a range of audiences, adapting their communication style to the situation and audience in most situations, but may have room for improvement in demonstrating empathy and active listening skills.

Acceptable: The student occasionally demonstrates an ability to communicate effectively with a range of audiences, adapting their communication style to the situation and audience in some situations, but



Poor:	may have limitations or weaknesses in demonstrating empathy and active listening skills. The student struggles with communicating effectively with a range of audiences, adapting their communication style to the situation and audience, and demonstrating empathy and active listening skills.	Poor:	The student struggles with making informed judgments that consider the impact of engineering solutions on global, economic, environmental, and societal contexts, demonstrating a limited understanding of the ethical and professional responsibilities involved in engineering.
SO 4:			PI(4)-3: Application of Professional Codes of Conduct
PI(4)-1: Recognition of Ethical Issues			
Excellent:	The student demonstrates a thorough understanding of the ethical issues involved in engineering situations, showing a deep appreciation for the impact of engineering solutions on global, economic, environmental, and societal contexts.	Excellent:	The student consistently applies the professional codes of conduct in engineering situations, demonstrating a thorough understanding of the ethical and professional responsibilities involved in engineering.
Good:	The student demonstrates a good understanding of the ethical issues involved in engineering situations, but may have room for improvement in considering the impact of engineering solutions on global, economic, environmental, and societal contexts.	Good:	The student consistently applies the professional codes of conduct in most engineering situations, but may have room for improvement in applying them in all situations.
Acceptable:	The student demonstrates an acceptable understanding of some of the ethical issues involved in engineering situations, but may have limitations or weaknesses in considering the impact of engineering solutions on global, economic, environmental, and societal contexts.	Acceptable:	The student occasionally applies the professional codes of conduct in some engineering situations, but may have limitations or weaknesses in applying them in all situations.
Poor:	The student struggles with recognizing the ethical issues involved in engineering situations, demonstrating a limited understanding of the impact of engineering solutions on global, economic, environmental, and societal contexts.	Poor:	The student struggles with applying the professional codes of conduct in engineering situations, demonstrating a limited understanding of the ethical and professional responsibilities involved in engineering.
PI(4)-2: Making Informed Judgments			SO 5:
Excellent:	The student consistently makes informed judgments that consider the impact of engineering solutions on global, economic, environmental, and societal contexts, demonstrating a thorough understanding of the ethical and professional responsibilities involved in engineering.	Excellent:	The student consistently demonstrates strong leadership skills, providing guidance and direction to the team, creating a collaborative and inclusive environment, and inspiring team members to achieve their goals.
Good:	The student consistently makes informed judgments that consider the impact of engineering solutions on most global, economic, environmental, and societal contexts, but may have room for improvement in considering all of them.	Good:	The student demonstrates good leadership skills, providing guidance and direction to the team in most situations, but may have room for improvement in creating a collaborative and inclusive environment.
Acceptable:	The student occasionally makes informed judgments that consider the impact of engineering solutions on some global, economic, environmental, and societal contexts, but may have limitations or weaknesses in considering all of them.	Acceptable:	The student occasionally demonstrates leadership skills, providing guidance and direction to the team in some situations, but may have limitations or weaknesses in inspiring team members to achieve their goals.
		Poor:	The student struggles with demonstrating leadership skills, providing guidance and direction to the team, and creating a collaborative and inclusive environment.
PI(5)-1: Leadership			PI(5)-2: Collaboration and Inclusiveness
PI(5)-2: Collaboration and Inclusiveness			
Excellent:	The student consistently demonstrates a strong commitment to collaboration and inclusiveness, creating a positive and inclusive environment for	Excellent:	



	all team members, and actively promoting teamwork and cooperation.	Acceptable: The student occasionally demonstrates an understanding of experimental design principles, and creates experiments that are well-planned and well-executed in some situations, but may have limitations or weaknesses in optimizing experiments to minimize errors.
Good:	The student demonstrates a good commitment to collaboration and inclusiveness, creating a positive and inclusive environment for most team members, but may have room for improvement in promoting teamwork and cooperation.	Poor: The student struggles with demonstrating an understanding of experimental design principles, and creating experiments that are well-planned, well-executed, and optimized to minimize errors.
Acceptable:	The student occasionally demonstrates a commitment to collaboration and inclusiveness, creating a positive and inclusive environment for some team members, but may have limitations or weaknesses in promoting teamwork and cooperation.	PI(6)-2: Data Analysis
Poor:	The student struggles with demonstrating a commitment to collaboration and inclusiveness, creating a positive and inclusive environment for team members, and promoting teamwork and cooperation.	Excellent: The student consistently demonstrates a strong ability to analyze data, using appropriate methods and techniques, and correctly interpreting the results to draw meaningful conclusions.
	PI(5)-3: Task Planning and Management	Good: The student demonstrates a good ability to analyze data, using appropriate methods and techniques in most situations, but may have room for improvement in correctly interpreting the results to draw meaningful conclusions.
Excellent:	The student consistently demonstrates strong task planning and management skills, establishing clear goals, delegating tasks effectively, and ensuring that tasks are completed on time and to the desired quality level.	Acceptable: The student occasionally demonstrates an ability to analyze data, using appropriate methods and techniques in some situations, but may have limitations or weaknesses in correctly interpreting the results to draw meaningful conclusions.
Good:	The student demonstrates good task planning and management skills, establishing clear goals and delegating tasks effectively in most situations, but may have room for improvement in ensuring that tasks are completed on time and to the desired quality level.	Poor: The student struggles with demonstrating an ability to analyze data, using appropriate methods and techniques, and correctly interpreting the results to draw meaningful conclusions.
Acceptable:	The student occasionally demonstrates task planning and management skills, establishing clear goals and delegating tasks effectively in some situations, but may have limitations or weaknesses in ensuring that tasks are completed on time and to the desired quality level.	PI(6)-3: Engineering Judgment
Poor:	The student struggles with demonstrating task planning and management skills, establishing clear goals, delegating tasks effectively, and ensuring that tasks are completed on time and to the desired quality level.	Excellent: The student consistently demonstrates strong engineering judgment, critically evaluating the results of the experiments, considering sources of error, and making informed conclusions that are supported by the data.
SO 6:		Good: The student demonstrates good engineering judgment, critically evaluating the results of the experiments in most situations, but may have room for improvement in considering sources of error and making informed conclusions that are supported by the data.
	PI(6)-1: Experimental Design	Acceptable: The student occasionally demonstrates engineering judgment, critically evaluating the results of the experiments in some situations, but may have limitations or weaknesses in considering sources of error and making informed conclusions that are supported by the data.
Excellent:	The student consistently demonstrates a strong understanding of experimental design principles, and creates experiments that are well-planned, well-executed, and optimized to minimize errors.	Poor: The student struggles with demonstrating engineering judgment, critically evaluating the results of the experiments, considering sources of error,
Good:	The student demonstrates a good understanding of experimental design principles, and creates experiments that are well-planned and well-executed in most situations, but may have room for improvement in optimizing experiments to minimize errors.	



error, and making informed conclusions that are supported by the data.

SO 7:

PI(7)-1: Acquisition of New Knowledge

Excellent: The student consistently demonstrates an outstanding ability to acquire new knowledge, proactively seeking out information from a variety of sources, and making connections to previous learning to deepen their understanding.

Good: The student demonstrates a good ability to acquire new knowledge, actively seeking out information from a variety of sources in most situations, but may have room for improvement in making connections to previous learning to deepen their understanding.

Acceptable: The student occasionally demonstrates an ability to acquire new knowledge, seeking out information from a variety of sources in some situations, but may have limitations or weaknesses in making connections to previous learning to deepen their understanding.

Poor: The student struggles with acquiring new knowledge, proactively seeking out information from a variety of sources, and making connections to previous learning to deepen their understanding.

PI(7)-2: Application of New Knowledge

Excellent: The student consistently demonstrates an outstanding ability to apply new knowledge, incorporating it into their problem-solving approach, and demonstrating a deep understanding of the material.

Good: The student demonstrates a good ability to apply new knowledge, incorporating it into their problem-solving approach in most situations, but may have room for improvement in demonstrating a deep understanding of the material.

Acceptable: The student occasionally demonstrates an ability to apply new knowledge, incorporating it into their problem-solving approach in some situations, but may have limitations or weaknesses in demonstrating a deep understanding of the material.

Poor: The student struggles with applying new knowledge, incorporating it into their problem-solving approach, and demonstrating a deep understanding of the material.

PI(7)-3: Learning Strategies

Excellent: The student consistently demonstrates an outstanding ability to use a variety of learning strategies, tailoring their approach to the task at hand, and adapting as needed to acquire and apply new knowledge.

Good: The student demonstrates a good ability to use a variety of learning strategies, tailoring their approach to the task at hand in most situations, but may have room for improvement in adapting as needed to acquire and apply new knowledge.

Acceptable: The student occasionally demonstrates an ability to use a variety of learning strategies, tailoring their approach to the task at hand in some situations, but may have limitations or weaknesses in adapting as needed to acquire and apply new knowledge.

Poor: The student struggles with using a variety of learning strategies, tailoring their approach to the task at hand, and adapting as needed to acquire and apply new knowledge.

Note: These are just suggested examples of performance indicators and their scorings for each SO. They can be modified and adjusted based on the specific needs and requirements of your program.



Assessment Tools

SO 1:

- **Problem sets:** Assign students a set of complex engineering problems to solve and evaluate their solutions based on their ability to identify, formulate, and solve the problems.
- **Lab reports:** Have students conduct experiments and analyze data, and evaluate their lab reports based on their ability to identify, formulate, and solve complex engineering problems.
- **Design projects:** Have students design and build a complex engineering system, and evaluate their design based on their ability to identify, formulate, and solve complex engineering problems.
- **Homework assignments:** Have students solve complex engineering problems and evaluate their solutions based on their ability to identify, formulate, and solve problems.
- **Quizzes/exams:** Have students solve complex engineering problems and evaluate their solutions based on their ability to identify, formulate, and solve problems.

SO 2:

- **Design projects:** Have students design and build a complex engineering system and evaluate their design based on their ability to consider public health, safety, and welfare,



as well as global, cultural, social, environmental, and economic factors.

- Peer evaluations: Have students evaluate the designs of their classmates based on their ability to consider public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Reflection papers: Have students write reflection papers on their design process, and evaluate their papers based on their ability to consider public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

SO 3:

- Oral presentations: Oral presentations are a common tool for evaluating students' ability to communicate effectively with a range of audiences. This can include having students give presentations on technical or non-technical topics, or giving presentations on their laboratory or fieldwork. Oral presentations provide students with an opportunity to practice their communication skills and to receive feedback on their delivery and content.
- Written reports: Written reports are a common tool for evaluating students' ability to communicate effectively with a range of audiences. This can include having students write reports on technical or non-technical topics or writing reports on their laboratory or fieldwork. Written reports provide students with an opportunity to practice their writing skills and to receive feedback on their content, organization, and clarity. Adequate report writing format can be considered as one of the ways to assess students' ability to communicate effectively in writing with a range of audiences. The structure and presentation of a report can be used as an indicator of how well students are able to organize their thoughts, convey technical information, and communicate their ideas effectively to different audiences. The report writing format can be used to evaluate a student's ability to communicate effectively with different audiences, such as technical experts, industry professionals, and laypeople.

For example, a well-organized, clearly written report that uses appropriate technical language and includes visual aids can indicate that the student is able to communicate effectively with technical experts. On the other hand, a report that is written in plain language, with clear explanations and examples, can indicate that the student is able to communicate effectively with laypeople. However, It is important to note that the report writing format alone is not sufficient to assess students' ability to communicate effectively with a range of audiences, it should be complemented with other assessment tools such as oral presentations, poster presentations, and self-reflection activities.

Additionally, providing feedback on the report writing format, and giving students guidance on how to improve their writing skills, can help them develop their ability to communicate effectively with a range of audiences.

- Role-playing: Role-playing is an effective way to evaluate students' ability to communicate effectively with a range of audiences. This can include having students role-play different scenarios, such as job interviews, client meetings, or technical explanations to non-technical audiences. Role-playing allows students to practice their communication skills in a safe, simulated environment.
- Peer evaluations: Have students evaluate the communication skills of their classmates based on their ability to communicate effectively with a range of audiences.
- Self-Assessment: Self-Assessment is a powerful tool for evaluating students' ability to communicate effectively with a range of audiences. This can include self-reflection activities, self-evaluation questionnaires, or self-assessment rubrics that allow students to reflect on their own communication skills and evaluate their own performance in terms of tone, clarity, content, and other aspects of effective communication. Additionally, it allows students to identify areas of improvement and set goals for future communication.

SO 4:

- Ethical case studies: Have students analyze real-world ethical scenarios and evaluate their ability to recognize ethical and professional responsibilities and make informed judgments based on the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Ethical analysis papers: Have students write papers on the ethical implications of a specific engineering solution and evaluate their papers based on their ability to recognize ethical and professional responsibilities and make informed judgments. Have students reflect on their own ethical decision-making processes and evaluate their ability to recognize ethical and professional responsibilities and make informed judgments based on the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Group discussions: Have students participate in group discussions on the ethical implications of a specific engineering solution and evaluate their participation based on their ability to recognize ethical and professional responsibilities and make informed judgments.
- Exams & Quizzes: Note that exams and quizzes can be used to assess this outcome. However, It is important to keep in mind that quizzes alone may not provide a comprehensive picture of a student's understanding and application of ethical principles in engineering. Quizzes and exams can be useful for testing students' knowledge of ethical principles and codes of conduct, but they may not be able to effectively assess a student's ability to apply these principles in real-world situations or their ability to



make informed judgments in complex scenarios. Therefore, It is recommended to use other assessment methods such as case studies, discussions, role-playing, or project-based assignments that require students to apply ethical principles in real-world situations and defend their decision-making. Additionally, it is important to consider the format of the quiz questions, as simply providing multiple-choice questions may not be effective in assessing the students' ability to apply ethical principles in real-world situations. Open-ended questions that require written or verbal responses may be more appropriate in this context. It is also a good idea to provide feedback on quiz answers and include a discussion about the reasoning behind the correct answers.

SO 5:

Assessing this outcome for individual students while they are working in teams can be challenging, but several methods can be used to evaluate each student's performance and contributions. Here are a few examples:

- Self-assessment: Have each student complete a self-assessment, where they reflect on their own performance and contributions to the team. This can include evaluating their own leadership, collaboration, and problem-solving skills.
- Peer assessment: Have each team member evaluate the performance and contributions of their teammates. This can include evaluating each team member's leadership, collaboration, and problem-solving skills.
- Team assessment: Have the entire team evaluate their own performance and contributions, including their ability to provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Rubric-based evaluation: Develop a rubric that outlines the criteria and expectations for the outcome, and use it to evaluate each student's performance and contributions. This can include evaluating each student's leadership, collaboration, and problem-solving skills.
- Direct observation: Observe each student during team meetings and group work sessions and take note of their participation, leadership, and problem-solving skills.
- Reflective journal: Encourage each student to keep a reflective journal throughout the team project, where they document their own learning process, challenges, and contributions to the team.
- Group project evaluation: Incorporate an evaluation of the group project, where students can reflect on their own and their team's performance in meeting the project goals and objectives, and on their ability to work together effectively.

- Post-project evaluation: Conduct a post-project evaluation, where students can reflect on their overall experience working in teams, and on the skills they developed and improved during the project.

It is important to use a combination of these methods to provide a more comprehensive evaluation of each student's performance and contributions. The specific methods will depend on the program, the resources available, and the needs of the students.

SO 6:

- Lab reports: Have students conduct experiments and analyze data, and evaluate their lab reports based on their ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Design projects: Have students design and build a complex engineering system and evaluate their design based on their ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Data analysis assignments: Have students analyze a dataset and use engineering judgment to draw conclusions, evaluate their analysis based on their ability to analyze and interpret data, and use engineering judgment to draw conclusions.

SO 7:

- Research projects: Have students conduct independent research on a topic relevant to their field of study and evaluate their ability to acquire and apply new knowledge through their research.
- Case studies: Have students analyze real-world scenarios and evaluate their ability to acquire and apply new knowledge to solve problems.
- Problem-based learning: Have students work on complex engineering problems and evaluate their ability to acquire and apply new knowledge as they work through the problem.
- Continuing education: Have students participate in continuing education activities, such as workshops, and evaluate their ability to acquire and apply new knowledge through their participation. Self-reflection activities: Have students reflect on their own learning process and evaluate their ability to acquire and apply new knowledge using appropriate learning strategies.
- Portfolios: Have students create portfolios that demonstrate their ability to acquire and apply new knowledge using appropriate learning strategies.
- Self-Assessment: Self-assessment is a powerful tool for evaluating students' ability to acquire and apply new knowledge. This can include self-reflection activities, self-evaluation questionnaires, or self-assessment rubrics. Self-assessment provides students with an opportunity to reflect on their own learning process and to evaluate their own progress.



- Peer-Assessment: Peer assessment allows students to evaluate their peers' ability to acquire and apply new knowledge. This can include peer-evaluation questionnaires, peer-review activities, or peer-assessment rubrics. Peer assessment provides students with an opportunity to learn from their peers and to develop their own evaluation skills.
- Direct Observation: Direct observation is an effective way to evaluate students' ability to acquire and apply new knowledge. This can include observing students in class or laboratory activities or observing students working on projects. Direct observation allows the instructor to see firsthand how well the students are acquiring and applying new knowledge.
- Project-Based Assessment: Project-based assessment is an effective way to evaluate students' ability to acquire and apply new knowledge. This can include having students work on real-world projects that require them to acquire and apply new knowledge. The project-based assessment provides students with an opportunity to apply their knowledge in a real-world context and to develop their problem-solving skills.
- Interviews and focus groups: Interviews and focus groups are qualitative assessment tools that can be used to evaluate students' ability to acquire and apply new knowledge. This can include individual interviews with students, or focus groups where students are asked to discuss their learning experiences and strategies. Interviews and focus groups provide rich data on students' learning experiences and strategies, and they allow the instructor to gain insight into students' perspectives on their own learning.
- Exam: Exams are a common tool used to evaluate students' ability to acquire and apply new knowledge. Exam questions can be designed to measure students' ability to acquire and apply new knowledge, as well as their ability to use appropriate learning strategies, such as problem-solving, critical thinking, and analysis.

SO 1:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on problem-solving skills. Revise the curriculum to include more problem-solving exercises or to provide more opportunities for students to apply the principles of engineering, science, and mathematics to real-world problems.
- Provide additional training and support for students: Provide additional training and support for students in problem-solving skills, such as workshops, tutorials, or one-on-one coaching. This can help students develop the necessary skills and knowledge to identify, formulate, and solve complex engineering problems.
- Increase the focus on hands-on learning: Increase the focus on hands-on learning by incorporating more hands-on projects, labs, or fieldwork in the curriculum. This can provide students with more opportunities to apply what they have learned to real-world problems.
- Provide more feedback and guidance: Provide students with more feedback and guidance on their problem-solving skills, such as through detailed written feedback on their assignments, or through regular check-ins with an advisor or mentor.
- Increase the focus on team-based learning: Increase the focus on team-based learning by incorporating more group projects, case studies, or collaborative problem-solving activities in the curriculum. This can provide students with opportunities to work together and learn from each other.
- Provide opportunities for internships or co-op: Provide opportunities for internships or co-op where students can apply the skills and knowledge learned in the program to real-world problems in the industry.
- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its effectiveness and identify areas for improvement. This can include conducting assessments, surveys, or focus groups with students, alumni, and industry partners.

SO 2:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on the consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors in the design process. Revise the curriculum to include more case studies, examples, or exercises that highlight the importance of these factors.
- Provide additional training and support: Provide additional training and support for students in understanding how to consider public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors in the design process. This can include workshops, guest lectures, or site visits to real-world examples.
- Incorporate more real-world projects: Incorporate more real-world projects in the curriculum, such as design

Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When SOs are not Achieved

If assessment results show that the SOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each SO.



projects that address real-world problems and require students to consider public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration, such as teaming up with students from other disciplines (e.g. social sciences, humanities, environmental studies) to work on projects that require the consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Provide mentorship and guidance: Provide mentorship and guidance to students by pairing them with industry professionals or experts who have experience in considering public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors in the design process.
- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its effectiveness and identify areas for improvement. This can include conducting assessments, surveys, or focus groups with students, alumni, and industry partners.
- Incorporate ethics and sustainability: Incorporate ethics and sustainability into the curriculum by providing training and education on ethical considerations and sustainability principles as they relate to engineering design.

SO 3:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on communication skills. Revise the curriculum to include more opportunities for students to practice and develop their communication skills through activities such as presentations, group projects, and written assignments.
- Provide additional training and support: Provide additional training and support for students in communication skills, such as workshops, tutorials, or one-on-one coaching. This can help students develop the necessary skills and knowledge to communicate effectively with a range of audiences.
- Incorporate more real-world projects: Incorporate more real-world projects in the curriculum, such as projects that require students to communicate with a range of audiences, such as industry professionals, government officials, or members of the community.
- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration, such as teaming up with students from other disciplines to work on projects that require effective communication across different fields.

- Provide mentorship and guidance: Provide mentorship and guidance to students by pairing them with industry professionals or experts who have experience in communicating effectively with a range of audiences.
- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its effectiveness and identify areas for improvement. This can include conducting assessments, surveys, or focus groups with students, alumni, and industry partners.
- Incorporate communication skills into the assessment: Incorporate communication skills into the assessment process by including communication-based tasks or activities, such as presentations, written reports, or group discussions, in the assessment plan. This will provide a more comprehensive evaluation of the students' ability to communicate effectively with a range of audiences.
- Use technology to improve communication skills: Provide students with training on how to use technology effectively to communicate with a range of audiences, such as video conferencing, online communication tools, and social media.

It is important to keep in mind that improving communication skills is a continuous process that requires regular practice, guidance, and feedback. The specific actions will depend on the program, the resources available, and the needs of the students.

SO 4:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on ethical and professional responsibilities in engineering. Revise the curriculum to include more opportunities for students to learn about and reflect on ethical and professional responsibilities, such as through case studies, discussions, and guest lectures.
- Provide additional training and support: Provide additional training and support for students in understanding and applying ethical and professional responsibilities in engineering. This can include workshops, tutorials, or one-on-one coaching.
- Incorporate real-world projects: Incorporate real-world projects in the curriculum that require students to consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration, such as teaming up with students from other disciplines to work on projects that require understanding and applying ethical and professional responsibilities in engineering.
- Provide mentorship and guidance: Provide mentorship and guidance to students by pairing them with industry professionals or experts who have experience in recognizing ethical and professional responsibilities in engineering.
- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its



effectiveness and identify areas for improvement. This can include conducting assessments, surveys, or focus groups with students, alumni, and industry partners.

- Incorporate ethics and social responsibility into the assessment: Incorporate ethics and social responsibility into the assessment process by including tasks or activities that require students to reflect on and apply ethical and professional responsibilities in engineering.
- Incorporate industry and community engagement: Provide opportunities for students to engage with industry and community partners to understand the impact of engineering solutions in global, economic, environmental, and societal contexts. This can include internships, co-op, community service, or volunteer activities that expose students to real-world engineering problems and the impact of their solutions.

It is important to keep in mind that recognizing ethical and professional responsibilities in engineering and considering the impact of engineering solutions in global, economic, environmental, and societal contexts is a complex task that requires a holistic approach. It is essential to provide students with the necessary knowledge, skills and opportunities to reflect on their actions and decisions and to make informed judgments that reflect their ethical and professional responsibilities as engineers. The specific actions will depend on the program, the resources available, and the needs of the students.

SO 5:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on team dynamics and leadership skills. Revise the curriculum to include more opportunities for students to practice and develop these skills through activities such as group projects, team-based competitions, and case studies.
- Provide additional training and support: Provide additional training and support for students in team dynamics and leadership skills, such as workshops, tutorials, or one-on-one coaching. This can help students develop the necessary skills and knowledge to function effectively on a team.
- Incorporate more real-world projects: Incorporate more real-world projects in the curriculum, such as projects that require students to work in teams and apply leadership and collaboration skills.
- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration, such as teaming up with students from other disciplines to work on projects that require effective teamwork and leadership.

- Provide mentorship and guidance: Provide mentorship and guidance to students by pairing them with industry professionals or experts who have experience in leading and working in teams.
- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its effectiveness and identify areas for improvement. This can include conducting assessments, surveys, or focus groups with students, alumni, and industry partners.
- Incorporate team dynamics and leadership skills into the assessment: Incorporate team dynamics and leadership skills into the assessment process by including tasks or activities that require students to demonstrate their ability to function effectively on a team, such as group presentations, reports, or projects.
- Promote a culture of inclusion and diversity: Promote a culture of inclusion and diversity within the program by providing training and education on the importance of diversity and inclusion in team dynamics and leadership, and by actively recruiting and supporting a diverse student body.

It is important to keep in mind that functioning effectively on a team requires a combination of knowledge, skills, and opportunities to practice and develop them. The specific actions will depend on the program, the resources available, and the needs of the students.

SO 6:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on experimental design, data analysis, and engineering judgment. Revise the curriculum to include more opportunities for students to practice and develop these skills through activities such as laboratory experiments, data analysis projects, and case studies.
- Provide additional training and support: Provide additional training and support for students in experimental design, data analysis, and engineering judgment, such as workshops, tutorials, or one-on-one coaching. This can help students develop the necessary skills and knowledge to conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Incorporate more real-world projects: Incorporate more real-world projects in the curriculum, such as projects that require students to conduct experimentation, analyze data, and use engineering judgment to draw conclusions.
- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration, such as teaming up with students from other disciplines to work on projects that require experimental design, data analysis, and engineering judgment.
- Provide mentorship and guidance: Provide mentorship and guidance to students by pairing them with industry professionals or experts who have experience in



experimental design, data analysis, and engineering judgment.

- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its effectiveness and identify areas for improvement.

SO 7:

- Review and revise the curriculum: Review the curriculum to identify any gaps or areas that may not be providing enough emphasis on the development of learning strategies and the acquisition of new knowledge. Revise the curriculum to include more opportunities for students to practice and develop these skills through activities such as problem-based learning, self-directed projects, and independent research.
- Provide additional training and support: Provide additional training and support for students in learning strategies and the acquisition of new knowledge, such as workshops, tutorials, or one-on-one coaching. This can help students develop the necessary skills and knowledge to acquire and apply new knowledge as needed.
- Incorporate more real-world projects: Incorporate more real-world projects in the curriculum, such as projects that require students to acquire and apply new knowledge in order to solve problems.
- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration, such as teaming up with students from other disciplines to work on projects that require the acquisition and application of new knowledge.
- Provide mentorship and guidance: Provide mentorship and guidance to students by pairing them with industry professionals or experts who have experience in acquiring and applying new knowledge.
- Evaluate and review the program regularly: Regularly evaluate and review the program to assess its effectiveness and identify areas for improvement.

When SOs are Achieved

If assessment results show that the SOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the SOs even further:

- Regularly reviewing and updating the curriculum to ensure that it stays current with industry developments and emerging technologies.
- Providing more opportunities for students to engage in hands-on, experiential learning and real-world problem-solving.
- Encouraging and supporting faculty in their own professional development efforts, such as attending conferences and workshops, participating in research, and engaging in other opportunities for learning and growth.
- Gathering feedback from students, alumni, industry partners, and other stakeholders to identify areas for improvement and to inform future decision making.
- Regularly reviewing and updating the assessment methods and tools used to evaluate student learning and program outcomes.
- Creating opportunities for interdisciplinary collaborations, to help students develop a more well-rounded perspective on their field of study and to expose them to different ways of thinking and problem-solving.
- Offering more opportunities for students to engage in leadership and professional development activities, such as internships, co-ops, and mentorship programs.
- Encouraging and supporting students in pursuing independent research or other self-directed learning opportunities.
- Encourage and support faculty to engage in interdisciplinary research.
- Encourage and support faculty to collaborate with industry and community partners..
- Involvement of stakeholders in the program, such as alumni, employers, and other professionals in the field, to get their feedback and suggestions on how to improve the program.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BS ENVIRONMENTAL SCIENCE PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO1: define and explain basic principles and concepts in different environments and ecosystems.

PLO2: explain the underlying causes for environmental degradation and conservation

PLO3: conduct experiments using modern laboratory techniques and analyze, evaluate and interpret data.

PLO4: employ scientific approaches in interdisciplinary research in a safe and ethical manner, and to be aware of risk assessment, health and safety regulations as well as environmental laws

PLO5: explain the human dimensions in their profession, including diverse social, cultural, economic, and international aspects.

PLO6: apply skilled delivery using verbal and written communication to convey environmental issues.

PLO7: explain contemporary and emerging environmental issues.

PLO8: use techniques, skills and modern environmental tools in integration with applying professional and ethical practice with multidisciplinary team in professional practice.



Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Multiple choice or true/false quizzes to test knowledge of basic principles and concepts
- Short answer or essay questions on exams to assess understanding and ability to explain concepts
- Group discussions or debates to evaluate students' ability to articulate and defend their understanding of principles and concepts
- Field trips or observational exercises to assess students' ability to apply concepts in real-world settings

- Research projects or presentations to evaluate students' ability to use principles and concepts to analyze and explain environmental issues.
- Case studies or scenario-based activities, where students are asked to analyze and apply concepts to real-world environmental issues
- Concept mapping or mind-mapping exercises, where students are asked to create visual representations of the relationships between different concepts and principles
- Peer evaluations or self-evaluations, where students are asked to assess their own understanding of concepts and principles
- Laboratory activities or simulations, where students are asked to demonstrate their understanding of concepts through hands-on experimentation and data analysis.
- Role-playing or simulations, where students are given a role in an environmental scenario and asked to explain their decision-making process in relation to the concepts and principles
- Lab reports, where students are asked to document their experiments and findings, demonstrating the application of concepts and principles in the lab setting.

PLO 2:

- Research paper or presentation where students are asked to conduct research on a specific environmental issue and explain the underlying causes for degradation or conservation.
- Critical thinking and problem-solving activities where students are presented with a case study or scenario and asked to analyze the underlying causes of environmental degradation or conservation.
- Group discussions or debates where students are asked to share their understanding of underlying causes and evaluate the different perspectives of their peers.
- Role-playing or simulations where students are given a scenario and asked to explain their decision-making process and the underlying causes of their decisions.
- Short answer or essay questions on exams which assess understanding and ability to explain underlying causes.
- Field trips or observational exercises where students can observe and analyze the causes of environmental degradation or conservation in real-world settings.

PLO 3:

- Laboratory reports or lab notebooks where students document their experiments, procedures, and results, and analyze and interpret their data.
- Practical exams or lab assessments where students conduct experiments and are evaluated on their ability to use proper laboratory techniques and analyze and interpret data.

- Data analysis projects where students are given data sets and asked to analyze, interpret and draw conclusions based on the data.
- Presentations or posters, where students present the results of their experiments and explain the data analysis and interpretation.
- Peer evaluations, where students are asked to evaluate their classmates' laboratory skills, data analysis, and interpretation.
- Laboratory quizzes, where students are asked to demonstrate their understanding of laboratory techniques and data analysis and interpretation
- Research projects or assignments where students are asked to design and conduct experiments, analyze and interpret data, and report on their findings and conclusions.

PLO 4:

- Research projects or assignments where students are asked to demonstrate their ability to employ scientific approaches in interdisciplinary research, and to follow safe and ethical practices, as well as risk assessment, health and safety regulations, and environmental laws.
- Self-reflection assignments or journals, where students are asked to reflect on the ethical and safety aspects of the research they conducted and the practices they followed.
- Peer evaluations, where students are asked to evaluate their classmates' abilities to conduct research safely and ethically.
- Group discussions or debates where students discuss and evaluate different ethical and safety issues related to environmental research.
- Role-playing or simulations, where students are given a scenario and asked to apply their understanding of risk assessment, health and safety regulations, and environmental laws in making decisions.
- Presentations or posters, where students present their research and explain the ethical and safety considerations they took into account.
- Compliance checklists or quizzes, where students are asked to demonstrate their understanding of the regulations and guidelines related to environmental research.

PLO 5:

- Research projects or assignments where students are asked to analyze the social, cultural, economic, and international dimensions of a specific environmental issue.
- Essay questions or short answer questions on exams which assess understanding and ability to explain human dimensions.
- Group discussions or debates where students are asked to share their understanding of human dimensions and evaluate the different perspectives of their peers.
- Case studies or scenario-based activities, where students are asked to analyze and apply the human dimensions of environmental issues in real-world contexts.



- Presentations or posters, where students present their research and explain the human dimensions of their findings.
- Field trips or observational exercises where students can observe and analyze human dimensions in real-world settings.
- Role-playing or simulations, where students are given a role in an environmental scenario and asked to explain their decision-making process in relation to the human dimensions.
- Reflection papers or journals, where students are asked to reflect on their own understanding of the human dimensions of environmental issues and how they will apply this understanding in their professional practice.

PLO 6:

- Public speaking assignments, such as oral presentations or debates, which allow students to practice and receive feedback on their verbal communication skills.
- Written assignments, such as reports or research papers, which allow students to practice and receive feedback on their written communication skills.
- Peer evaluations, in which students evaluate and provide feedback on each other's communication skills during group presentations or debates.
- Self-evaluations, in which students reflect on their own communication skills and strategies, and set goals for improvement.
- Role-playing or simulation exercises, in which students practice communicating environmental issues to a variety of audiences, such as government officials or community members.
- Final project, thesis, or capstone, in which students have the opportunity to conduct research and communicate the findings in an effective and professional manner.
- Portfolio assessment, where students collect and present examples of their work throughout the course, including written and oral presentations, to demonstrate their progress and skill in communicating environmental issues.
- It is important to note that a combination of assessment tools and activities would be the best way to assess PLO6, as it will give a comprehensive picture of the student's skills and abilities. Additionally, providing clear, consistent and actionable feedback is important for the students to understand their strengths and weaknesses and improve their skills in the future.

PLO 7:

- Essay questions or short answer questions on exams, which allow students to demonstrate their understanding of contemporary and emerging environmental issues.

- Research projects or investigations, in which students conduct original research on a contemporary or emerging environmental issue and present their findings in a written or oral format.
- Current event discussions or debates, in which students analyze and discuss recent news or developments related to contemporary and emerging environmental issues.
- Group presentations, in which students research and present on a contemporary or emerging environmental issue and its implications.
- Final project, thesis, or capstone, in which students have the opportunity to conduct research and analyze the implications of a contemporary or emerging environmental issue on society and the environment.
- Reflective journaling, where students can reflect on what they have learned from the class and how it will help them in their future professional practice.
- Group activities, where students work in teams to solve a real-world problem related to contemporary and emerging environmental issues.
- Field trips, where students can observe and learn about contemporary and emerging environmental issues in real-world settings.
- It is important to note that a combination of assessment tools and activities would be the best way to assess PLO7, as it will give a comprehensive picture of the student's understanding of contemporary and emerging environmental issues and their ability to analyze and apply this understanding in real-world contexts. Additionally, providing clear, consistent and actionable feedback is important for the students to understand their strengths and weaknesses and improve their understanding of contemporary and emerging environmental issues.

PLO 8:

- Hands-on laboratory exercises or fieldwork, in which students practice and demonstrate their ability to use techniques, skills and modern environmental tools.
- Case studies or problem-based learning activities, in which students analyze and apply their understanding of professional and ethical practice in a real-world context.
- Team projects or group presentations, in which students work in a multidisciplinary team and demonstrate their ability to apply professional and ethical practice and collaborate effectively with others.
- Self-evaluation or peer-evaluation, where students reflect on their own performance and provide feedback on their ability to use techniques, skills, modern environmental tools and to apply the professional and ethical practice in a multidisciplinary team.
- Written or oral reports, where students demonstrate their ability to communicate the results of their work effectively and ethically.
- Final project, thesis, or capstone, in which students have the opportunity to conduct research or work on a real-world problem, and demonstrate their ability to use



techniques, skills and modern environmental tools, while applying professional and ethical practice and working in a multidisciplinary team.

- Simulation exercises, where students can practice and demonstrate their ability to use techniques, skills, and modern environmental tools, while applying professional and ethical practice and working in a multidisciplinary team in a simulated professional setting.
- It is important to note that a combination of assessment tools and activities would be the best way to assess PLO8, as it will give a comprehensive picture of the student's skills, understanding and ability to apply the professional and ethical practice, while working with a multidisciplinary team in a professional setting. Additionally, providing clear, consistent and actionable feedback is important for the students to understand their strengths and weaknesses and improve their skills.

- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their study strategies.

- Encourage the students to seek help when they need it, and create a culture of inquiry and learning in the class.

It is important to keep in mind that improvement may not happen overnight, and it may take multiple iterations of assessment, analysis and actions to achieve the desired results. It is also important to involve the students in the process of improvement and get their feedback to ensure that the actions taken are effective and beneficial for them.

PLO 2:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular issues or concepts that are causing difficulty? Are students struggling with certain types of assessment tasks?
- Review the course materials and teaching methods to ensure that they are effectively covering the underlying causes for environmental degradation and conservation. Are the materials up-to-date and relevant? Are the teaching methods engaging and effective?
- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more hands-on activities or case studies that allow students to apply the concepts and principles in a real-world context and analyze underlying causes.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information.
- Provide formative assessments that allow students to test their understanding of the underlying causes early in the course, giving them the opportunity to ask questions, get feedback, and make adjustments before the final assessment.
- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their study strategies.
- Encourage the students to seek help when they need it and create a culture of inquiry and learning in the class.
- Incorporate more interactive activities such as group discussions or debates that allow students to share and evaluate different perspectives of the underlying causes.
- Have guest speakers or industry professionals come to speak on the topic of underlying causes in environmental degradation and conservation.

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Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular concepts or principles that are causing difficulty? Are students struggling with certain types of assessment tasks?
- Review the course materials and teaching methods to ensure that they are effectively covering the basic principles and concepts in different environments and ecosystems. Are the materials up-to-date and relevant? Are the teaching methods engaging and effective?
- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more hands-on activities or labs that allow students to apply the concepts and principles in a real-world context.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information.
- Provide formative assessments that allow students to test their understanding of concepts and principles early in the course, giving them the opportunity to ask questions, get feedback and make adjustments before the final assessment.



PLO 3:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular laboratory techniques or data analysis methods that are causing difficulty? Are students struggling with certain types of assessment tasks?
- Review the course materials and teaching methods to ensure that they are effectively covering the laboratory techniques and data analysis methods. Are the materials up-to-date and relevant? Are the teaching methods engaging and effective?
- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more hands-on activities or labs that allow students to practice and apply laboratory techniques and data analysis methods.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information.
- Provide formative assessments that allow students to test their understanding of laboratory techniques and data analysis early in the course, giving them the opportunity to ask questions, get feedback and make adjustments before the final assessment.
- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their study strategies.
- Encourage the students to seek help when they need it, and create a culture of inquiry and learning in the class.
- Assign more projects or research activities that allow students to conduct experiments and analyze, interpret, and report on data.
- Provide training sessions or workshops on modern laboratory techniques, data analysis, and interpretation.
- Incorporate more interactive activities such as peer evaluations or self-evaluations, where students can evaluate and learn from each other's performance.

It is important to keep in mind that improvement may not happen overnight, and it may take multiple iterations of assessment, analysis and actions to achieve the desired results. It is also important to involve the students in the process of improvement and get their feedback to ensure that the actions taken are effective and beneficial for them.

PLO 4:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular ethical or safety issues that are causing difficulty? Are students struggling with certain types of assessment tasks?

- Review the course materials and teaching methods to ensure that they are effectively covering safe and ethical practices, risk assessment, health and safety regulations, and environmental laws. Are the materials up-to-date and relevant? Are the teaching methods engaging and effective?
- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more hands-on activities or case studies that allow students to apply the concepts and principles in a real-world context and analyze underlying causes.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information.
- Provide formative assessments that allow students to test their understanding of ethical and safety issues early in the course, giving them the opportunity to ask questions, get feedback and make adjustments before the final assessment.
- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their study strategies.
- Encourage the students to seek help when they need it and create a culture of inquiry and learning in the class.
- Incorporate more interactive activities such as group discussions or debates that allow students to share and evaluate different perspectives of ethical and safety issues.
- Have guest speakers or industry professionals come to speak on the topic of safe and ethical practices in environmental research.
- Provide training sessions or workshops on risk assessment, health and safety regulations, and environmental laws.
- Provide more opportunities for students to conduct research projects, ensuring that they are aware of and follow safe and ethical practices, risk assessment, health and safety regulations, and environmental laws.

It is important to keep in mind that improvement may not happen overnight, and it may take multiple iterations of assessment, analysis and actions to achieve the desired results. It is also important to involve the students in the process of improvement and get their feedback to ensure that the actions taken are effective and beneficial for them.

PLO 5:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular human dimensions that are causing difficulty? Are students struggling with certain types of assessment tasks?
- Review the course materials and teaching methods to ensure that they are effectively covering the social, cultural, economic, and international dimensions of environmental issues. Are the materials up-to-date and relevant? Are the teaching methods engaging and effective?



- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more hands-on activities or case studies that allow students to apply the human dimensions in a real-world context.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information.
- Provide formative assessments that allow students to test their understanding of human dimensions early in the course, giving them the opportunity to ask questions, get feedback and make adjustments before the final assessment.
- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their study strategies.
- Encourage the students to seek help when they need it and create a culture of inquiry and learning in the class.
- Incorporate more interactive activities such as group discussions or debates that allow students to share and evaluate different perspectives of human dimensions.
- Have guest speakers or industry professionals come to speak on the topic of human dimensions in environmental issues.
- Provide more opportunities for students to conduct research projects, allowing them to analyze and apply the human dimensions of environmental issues.
- Encourage the students to reflect on their own understanding of the human dimensions of environmental issues and how they will apply this understanding in their professional practice.

It is important to keep in mind that improvement may not happen overnight, and it may take multiple iterations of assessment, analysis and actions to achieve the desired results. It is also important to involve the students in the process of improvement and get their feedback to ensure that the actions taken are effective and beneficial for them.

PLO 6:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular types of communication or environmental issues that are causing difficulty? Are students struggling with certain types of assessment tasks?
- Review the course materials and teaching methods to ensure that they are effectively covering the skills of verbal and written communication and how to convey environmental issues. Are the materials up-to-date and relevant? Are the teaching methods engaging and effective?

- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more opportunities for students to practice and receive feedback on their communication skills. This could include public speaking assignments, group presentations, or written reports.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information about communication and environmental issues.
- Provide formative assessments that allow students to test their communication skills early in the course, giving them the opportunity to ask questions, get feedback, and make adjustments before the final assessment.
- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their communication strategies.
- Encourage the students to seek help when they need it and create a culture of inquiry and learning in the class.
- Incorporate more interactive activities such as group discussions or debates that allow students to share and evaluate different perspectives of environmental issues.
- Have guest speakers or industry professionals come to speak on the topic of effective communication strategies for conveying environmental issues.
- Provide training sessions or workshops on public speaking, writing, and other communication skills.
- Incorporate more opportunities for students to receive feedback from their peers and instructors on their communication skills.
- Provide opportunities for students to communicate environmental issues to a real-world audience, such as through a community outreach program or a presentation to a local government agency.
- Encourage students to reflect on their own communication skills and strategies, and provide opportunities for them to set goals and track their progress.

It is important to keep in mind that improvement may not happen overnight, and it may take multiple iterations of assessment, analysis, and actions to achieve the desired results. It is also important to involve the students in the process of improvement and get their feedback to ensure that the actions taken are effective and beneficial for them.

PLO 7:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular environmental issues or concepts that are causing difficulty? Are students struggling with certain types of assessment tasks?
- Review the course materials and teaching methods to ensure that they are effectively covering contemporary and emerging environmental issues. Are the materials up-to-



date and relevant? Are the teaching methods engaging and effective?

- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more hands-on activities or case studies that allow students to apply their understanding of contemporary and emerging environmental issues in real-world contexts.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information on contemporary and emerging environmental issues.
- Provide formative assessments that allow students to test their understanding of contemporary and emerging environmental issues early in the course, giving them the opportunity to ask questions, get feedback, and make adjustments before the final assessment.
- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their study strategies.
- Encourage the students to seek help when they need it and create a culture of inquiry and learning in the class.
- Incorporate more interactive activities such as group discussions or debates that allow students to share and evaluate different perspectives of contemporary and emerging environmental issues.
- Have guest speakers or industry professionals come to speak on the topic of contemporary and emerging environmental issues.
- Incorporate current and relevant news articles, research papers, or videos related to contemporary and emerging environmental issues into the course material.
- Provide opportunities for students to conduct research projects or investigations on contemporary and emerging environmental issues.
- Encourage students to reflect on the implications of contemporary and emerging environmental issues on their future professional practice.
- Create opportunities for students to engage with their local or global community to address contemporary and emerging environmental issues.

It is important to keep in mind that improvement may not happen overnight, and it may take multiple iterations of assessment, analysis and actions to achieve the desired results. It is also important to involve the students in the process of improvement and get their feedback to ensure that the actions taken are effective and beneficial for them. Keeping the curriculum updated and providing students with opportunities to interact with people in the field is a key to success.

PLO 8:

- Review the assessment results to identify the specific areas where students are struggling. Are there particular techniques, skills, or tools that are causing difficulty? Are students struggling with certain types of assessment tasks?
- Review the course materials and teaching methods to ensure that they are effectively covering the techniques, skills, and modern environmental tools, as well as professional and ethical practice and working in a multidisciplinary team. Are the materials up-to-date and relevant? Are the teaching methods engaging and effective?
- Consider providing additional support for students who are struggling. This could include additional resources or tutorials, peer tutoring, or extra help sessions with the instructor.
- Add more hands-on activities or projects that allow students to practice and apply the techniques, skills, and modern environmental tools in a professional setting.
- Revise the course curriculum if necessary, and make sure that the course covers all the necessary information on techniques, skills, and modern environmental tools, as well as professional and ethical practice and working in a multidisciplinary team.
- Provide formative assessments that allow students to test their understanding of techniques, skills, and modern environmental tools early in the course, giving them the opportunity to ask questions, get feedback, and make adjustments before the final assessment.
- Provide clear and consistent feedback to the students on their performance, which will help them understand their strengths and weaknesses and allow them to adjust their study strategies.
- Encourage the students to seek help when they need it and create a culture of inquiry and learning in the class.
- Incorporate more interactive activities such as group discussions or debates that allow students to share and evaluate different perspectives of professional and ethical practices and working in a multidisciplinary team.
- Have guest speakers or industry professionals come to speak on the topic of professional and ethical practice and working in a multidisciplinary team in the environmental field.
- Provide training sessions or workshops on techniques, skills, and modern environmental tools.
- Provide more opportunities for students to work in teams and conduct research projects, ensuring that they are aware of and follow professional and ethical practices and work effectively in a multidisciplinary team.
- Encourage the students to reflect on their own understanding of the professional and ethical practice and working in a multidisciplinary team and how they will apply this understanding in their professional practice.



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When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Review the assessment results to identify areas of strength and areas for improvement. Are there any specific areas that students are excelling in? Are there any areas that could be improved?
- Continue to use the effective teaching methods and assessment tools that are helping students achieve the PLOs.
- Provide opportunities for students to apply and practice what they have learned in real-world contexts through internships, research projects, or community service.

- Keep the curriculum and materials up-to-date and relevant to current trends and issues in the field.
- Encourage the students to reflect on their own learning and how they will apply it in their professional practice.
- Involve students in the process of program development and improvement by seeking their feedback and suggestions.
- Utilize the program's strengths and achievements to promote the program to prospective students and industry partners.
- Overall, it is important to maintain the standards that are met by the students and keep the program updated and relevant to current trends and issues in the field to attract more students and more industry partners.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

FINANCE BBA PROGRAM | COLLEGE OF BUSINESS & ECONOMICS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO1: Explain, analyze, interpret, and synthesize the fundamental financial theories in finance.

PLO2: Assess and solve financial problems by selecting the appropriate problem-solving methodologies.

PLO3: Identify ethical implications in a business situation, analyze alternatives and recommend an appropriate action.

PLO4: Choose appropriate information and communication technologies in solving real-life financial problems.

PLO5: Apply knowledge of the global economy and international business to recommend solutions to business problems.



Assessment Tools

PLO 1:

- Written exams: These can test students' understanding and ability to explain, analyze, interpret, and synthesize financial theories.
- Case studies: Students could be given a real-life business case and asked to analyze and interpret the financial information provided, and recommend a course of action.
- Group projects: Students could be assigned a group project in which they have to analyze a financial problem, and recommend a solution by applying the fundamental financial theories learned in class.
- Research papers: Students could be asked to conduct independent research on a specific financial theory or concept and present their findings in a written paper.
- Oral presentations: Students could be asked to present a financial analysis of a company, and explain their interpretation of the financial data, and how it relates to the fundamental financial theories learned in class.

PLO 2:

- Problem-based assessments: Students could be given a financial problem and asked to analyze the situation and

- recommend a solution using appropriate problem-solving methodologies.
- Business simulations: Students could be given a simulated business scenario and asked to make financial decisions based on the information provided. This would assess their ability to apply problem-solving methodologies in real-life situations.
- Group projects: Students could be assigned a group project in which they have to analyze a financial problem, and recommend a solution by applying the appropriate problem-solving methodologies learned in class.
- Case studies: Students could be given a real-life business case and asked to analyze the financial information provided, and recommend a course of action by selecting the appropriate problem-solving methodologies.
- Portfolio: Students could be asked to create a portfolio of their problem-solving work throughout the program, which would demonstrate their ability to apply appropriate problem-solving methodologies to different financial problems.

PLO 3:

- Case studies: Students could be given a real-life business case and asked to analyze the ethical implications of the situation and recommend an appropriate course of action.
- Role-playing: Students could participate in role-playing exercises in which they are put in ethical dilemmas and asked to make a decision and justify their choice.
- Group discussions and debates: Students could participate in group discussions or debates on ethical business issues, which would assess their ability to analyze alternatives and recommend an appropriate action.
- Research papers: Students could be asked to conduct independent research on a specific ethical issue in business and present their findings in a written paper.
- Oral presentations: Students could be asked to present a case study or a real-life example of an ethical issue in business and explain their analysis of the situation and the appropriate action they would recommend.

PLO 4:

- Technology-based assessments: Students could be asked to use specific software or technology to analyze financial data and present their findings.
- Group projects: Students could be assigned a group project in which they have to analyze a financial problem and recommend a solution by applying appropriate information and communication technologies.
- Business simulations: Students could be given a simulated business scenario and asked to make financial decisions based on the information provided, assessing their ability to use appropriate information and communication technologies in solving real-life financial problems.

- Oral presentations: Students could be asked to present a financial analysis of a company, and explain how they used appropriate information and communication technologies to analyze the data.
- Practical exams: The students could be given a financial problem and asked to solve it using appropriate information and communication technologies within a set time.

PLO 5:

- Written exams: These can test students' understanding and ability to apply knowledge of the global economy and international business in recommending solutions to business problems.
- Case studies: Students could be given a real-life business case that involves international business and asked to analyze the situation, identifying the global economic factors involved, and recommend a course of action.
- Group projects: Students could be assigned a group project in which they have to analyze a business problem that involves international business and recommend a solution by applying knowledge of the global economy.
- Research papers: Students could be asked to conduct independent research on a specific international business topic and present their findings in a written paper.
- Oral presentations: Students could be asked to present a business case that involves international business, and explain how they applied knowledge of the global economy and international business to recommend solutions to the problem.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Reviewing the curriculum: The program's curriculum should be reviewed to ensure that it is providing students with the necessary knowledge and skills to achieve PLO1. Are the fundamental financial theories covered in sufficient depth and detail, and are there enough opportunities for students to practice applying them?
- Assessing the teaching methods: The teaching methods used in the program should be assessed to determine if they are effective in helping students achieve PLO1. Are



the lectures engaging and interactive, are there enough opportunities for students to ask questions and receive feedback, and are there enough opportunities for students to practice applying the theories in real-life scenarios?

- Identifying students' needs: A survey or focus group could be conducted to identify students' specific needs and areas of difficulty in relation to PLO1. This would help to determine where the program needs to focus its efforts in order to improve students' understanding and ability to apply the fundamental financial theories.
- Additional resources: Additional resources such as supplementary materials, online tutorials, or workshops could be provided to students to help them understand the fundamental financial theories better.
- Monitoring the results: Once the changes have been made, it is important to monitor the results to see if the program is achieving its desired outcomes. This can be done by regularly assessing students' understanding and ability to apply the fundamental financial theories, and making adjustments as needed.

PLO 2:

- Reviewing the curriculum: The program's curriculum should be reviewed to ensure that it is providing students with the necessary knowledge and skills to achieve PLO2. Are the appropriate problem-solving methodologies covered in sufficient depth and detail, and are there enough opportunities for students to practice applying them?
- Assessing the teaching methods: The teaching methods used in the program should be assessed to determine if they are effective in helping students achieve PLO2. Are the lectures engaging and interactive, are there enough opportunities for students to ask questions and receive feedback, and are there enough opportunities for students to practice applying the methodologies in real-life scenarios?
- Identifying students' needs: A survey or focus group could be conducted to identify students' specific needs and areas of difficulty in relation to PLO2. This would help to determine where the program needs to focus its efforts in order to improve students' understanding and ability to apply the appropriate problem-solving methodologies.
- Additional resources: Additional resources such as supplementary materials, online tutorials or workshops could be provided to students to help them understand the appropriate problem-solving methodologies better.
- Monitoring the results: Once the changes have been made, it is important to monitor the results to see if the program is achieving its desired outcomes. This can be done by regularly assessing students' understanding and ability to apply the appropriate problem-solving methodologies, and making adjustments as needed.

PLO 3:

- Reviewing the curriculum: The program's curriculum should be reviewed to ensure that it is providing students with the necessary knowledge and skills to achieve PLO3. Are the ethical implications and decision-making process covered in sufficient depth and detail, and are there enough opportunities for students to practice identifying ethical issues and analyzing alternatives?
- Assessing the teaching methods: The teaching methods used in the program should be assessed to determine if they are effective in helping students achieve PLO3. Are the lectures engaging and interactive, are there enough opportunities for students to ask questions and receive feedback, and are there enough opportunities for students to practice identifying ethical issues and analyzing alternatives in real-life scenarios?
- Identifying students' needs: A survey or focus group could be conducted to identify students' specific needs and areas of difficulty in relation to PLO3. This would help to determine where the program needs to focus its efforts in order to improve students' understanding and ability to identify ethical issues and analyze alternatives.
- Additional resources: Additional resources such as supplementary materials, online tutorials, or workshops could be provided to students to help them understand the ethical decision-making process better.
- Monitoring the results: Once the changes have been made, it is important to monitor the results to see if the program is achieving its desired outcomes. This can be done by regularly assessing students' understanding and ability to identify ethical issues and analyze alternatives, and making adjustments as needed.

PLO 4:

- Reviewing the curriculum: The program's curriculum should be reviewed to ensure that it is providing students with the necessary knowledge and skills to achieve PLO4. Are the appropriate information and communication technologies covered in sufficient depth and detail, and are there enough opportunities for students to practice using them?
- Assessing the teaching methods: The teaching methods used in the program should be assessed to determine if they are effective in helping students achieve PLO4. Are the lectures engaging and interactive, are there enough opportunities for students to ask questions and receive feedback, and are there enough opportunities for students to practice using the technologies in real-life scenarios?
- Identifying students' needs: A survey or focus group could be conducted to identify students' specific needs and areas of difficulty in relation to PLO4. This would help to determine where the program needs to focus its efforts in order to improve students' understanding and ability to choose appropriate information and communication technologies.



- Additional resources: Additional resources such as supplementary materials, online tutorials, or workshops could be provided to students to help them understand the appropriate information and communication technologies better.
- Monitoring the results: Once the changes have been made, it is important to monitor the results to see if the program is achieving its desired outcomes. This can be done by regularly assessing students' understanding and ability to choose appropriate information and communication technologies and making adjustments as needed.

PLO 5:

- Reviewing the curriculum: The program's curriculum should be reviewed to ensure that it is providing students with the necessary knowledge and skills to achieve PLO5. Are the global economic and international business concepts covered in sufficient depth and detail, and are there enough opportunities for students to practice applying them?
- Assessing the teaching methods: The teaching methods used in the program should be assessed to determine if they are effective in helping students achieve PLO5. Are the lectures engaging and interactive, are there enough opportunities for students to ask questions and receive feedback, and are there enough opportunities for students to practice applying the knowledge in real-life scenarios?
- Identifying students' needs: A survey or focus group could be conducted to identify students' specific needs and areas of difficulty in relation to PLO5. This would help to determine where the program needs to focus its efforts in order to improve students' understanding and ability to apply knowledge of the global economy and international business.
- Additional resources: Additional resources such as supplementary materials, online tutorials or workshops could be provided to students to help them understand the global economy and international business concepts better.
- Monitoring the results: Once the changes have been made, it is important to monitor the results to see if the program is achieving its desired outcomes. This can be done by regularly assessing students' understanding and ability to

apply knowledge of the global economy and international business, and making adjustments as needed.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used is effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Continuing to monitor the program: Even though the PLOs are being achieved, it is important to continue monitoring the program to ensure that it remains effective and relevant. This can be done by regularly assessing students' understanding and ability to apply the knowledge and skills learned and making adjustments as needed.
- Sharing the results: The results of the assessments can be shared with stakeholders such as faculty, administrators, and external accrediting bodies to demonstrate the program's success and to promote it.
- Using the results to improve the program: The results can be used to identify areas of strength and weakness within the program and to make improvements where necessary.
- Celebrating the success: Recognize the efforts of the faculty and staff that have contributed to the success of the program.
- Encourage the students to reflect on their own learning, to evaluate their own performance, and to set goals for further learning.

Overall, the important thing is to continue evaluating and improving the program to ensure that it remains effective in providing students with the necessary knowledge and skills to meet its goals.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

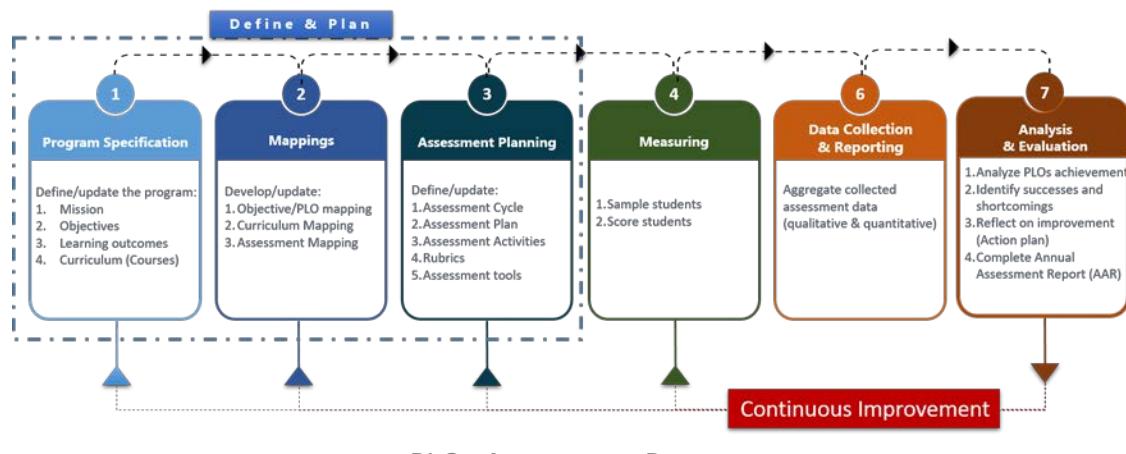
The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



Website:
<https://www.qu.edu.qa/offices/vpaa/aqa>



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الرِّيلُ الْجَنْسُ لِلْفُوْجِ وَلِقَيْعِ الْجَهَادِ لِلْبَرَاجِ

٢٠٢٣ | مكثٌ النَّمَاءُ الْمُكَانِيُّ وَمُكَلَّمُ الْجَوَاهِرَةِ

برنامِي البَكَالُورِيوس فِي الفَقْهِ وَأَصْوَالِهِ | طَلَيْةُ الْمَطَابِ وَالْمَلَوِّدِ

مخرجات التعلم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعارف والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. فالمخرجات تعتبر طريقة واضحة وقابلة للقياس تضمن أن البرنامج يلبي أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح. كما أنها تمكّن البرنامج من وسائل التحسين المستمر لتلبية الاحتياجات المتغيرة للطالب وسوق العمل. تعتبر مخرجات التعلم للبرنامج بمثابة خارطة طريق لتطوير منهج البرنامج، كما توفر إطاراً لتقدير البرنامج وتحسينه. من ناحية أخرى، تضمن مخرجات التعلم مواصفة البرنامج مع سمات خريجي الجامعة وكفاءتهم الداعمة.

10. يجري بحوثاً فقهية، أو بينية، تعالج مختلف قضايا المجتمع من المنظور الفقهي.

أدوات التقويم



من المهم ملاحظة أن أدوات وأنشطة التقويم يجب أن تتماشى مع مخرجات التعليم ويجب أن تعكس مستوى المعرفة والمهارات المطلوبة للبرنامج. كما يجب أن تكون التقييمات صحيحة وموثوقة وعادلة.

مخرج 1:

الامتحانات الشفوية حيث يطلب من الطالب تلاوة مقاطع محددة من القرآن ويتم تقييمهم من خلال النطق والتعميم وإتقان النص بشكل عام تسجيل الطالب لتلاوة آيات من القرآن مع وجود لجنة من الخبراء لتقدير أدائهم.

اختبارات أو اختبارات كتابية تقيم معرفة الطالب بقواعد التغريم وقدرتهم على تطبيقها بشكل صحيح عند تلاوة آيات من القرآن تمارين التأمل الذاتي والتقييم الذاتي حيث يفكّر الطالب في تقدمه في حفظ القرآن وتلاوته وتحديد مجالات التحسين.

مخرجات التعلم للبرنامج



يحتوي برنامج البكالوريوس في الفقه وأصوله على مخرجات التعلم التالية:

- يتلو من حفظه أربعة أجزاء من القرآن الكريم مع إتقان أحكام التجويد.
- يقرأ من حفظه الأربعين حديثاً النبوية ويشرح معانيها.
- يوضح المعالم والمفاهيم الأساسية في العلوم الإسلامية.
- يسنتج سنّاً في التطور الحضاري الإسلامي والإنساني وبيتناها.
- يفسر قدرًا مناسبًا من النصوص الشرعية والتراثية في العلوم الإسلامية تفسيرًا سليماً.
- يبين المسائل الفقهية في مجال الفقه الإسلامي بأبوابه المختلفة.
- يقارن بين الفقه الإسلامي والتشريعات المعاصرة في أمهات المسائل في المجالات المختلفة.
- يستنتج أحكاماً فقهية ويقارن بين المعرض منها ويوارن بمنهجية علمية.
- يميز الآراء المصطبة بالوسطية في الطرح الفقهي ويتبعها بعيداً عن التصبّب وإقصاء الآخر.



تمارين التأمل الذاتي والتقييم الذاتي حيث يفكّر الطالب في تقدمه في فهم معايير التطور الحضاري الإسلامي والإنساني ويحدد مجالات التحسين.

مشاريع جماعية حيث يعمل الطالب معًا لبحث وتحليل موضوع معين يتعلّق بالتنمية الحضارية الإسلامية والإنسانية ويتم تقييمهم بناءً على مشاركتهم ومساهمتهم في المشروع، فضلاً عن قدرتهم على العمل بفعالية في فريق.

مخرج 4:

الامتحانات الكتابية حيث يطلب من الطالب الإجابة على الأسئلة المتعلقة بمعايير التطور الحضاري الإسلامي والإنساني ويتم تقييمهم بناءً على معرفتهم وفهمهم للمادة.

ورقة بحثية أو مهام مقالية حيث يطلب من الطالب كتابة ورقة بحثية أو مقالة حول موضوع محدّد يتعلّق بالتطور الحضاري الإسلامي والإنساني ويتم تقييمه بناءً على قدرتهم على إجراء البحث وتحليل المصادر وتقييم نتائجهم بشكل واضح وجيد. بطريقة منظمة. العروض التقديمية الشفوية أو الندوات حيث يطلب من الطالب تقديم عرض تقييمي أو قيادة ندوة حول موضوع محدّد يتعلّق بالتطور الحضاري الإسلامي والإنساني ويتم تقييمه بناءً على قدرتهم على تقديم أبحاثهم وتحليلاتهم بوضوح وفعالية، فضلاً عن قدرتهم على ذلك. الإجابة على الأسئلة والمشاركة في المناقشة.

تمارين التأمل الذاتي والتقييم الذاتي حيث يفكّر الطالب في تقدمه في فهم معايير التطور الحضاري الإسلامي والإنساني ويحدد مجالات التحسين.

مشاريع جماعية حيث يعمل الطالب معًا لبحث وتحليل موضوع معين يتعلّق بالتنمية الحضارية الإسلامية والإنسانية ويتم تقييمهم بناءً على مشاركتهم ومساهمتهم في المشروع، فضلاً عن قدرتهم على العمل بفعالية في فريق.

مخرج 5:

الامتحانات الكتابية حيث يطلب من الطالب تحليل وتقسيم نصوص قانونية أو تقليدية محدّدة في العلوم الإسلامية ويتم تقييمهم بناءً على قدرتهم على تحديد المفاهيم الأساسية والموضوعات والحجج، فضلاً عن قدرتهم على ربط النص بأجزاء أخرى من الشريعة الإسلامية.

مهام الترجمة حيث يطلب من الطالب ترجمة نص قانوني أو تقليدي من لغته الأصلية إلى اللغة الإنجليزية أو لغة أخرى ويتم تقييمهم بناءً على دقتها وطلاقتها وفهم النص.

العروض التقديمية الشفوية أو المنازرات حيث يطلب من الطالب تقديم عرض تقييمي أو قيادة مناقشة حول نص قانوني أو تقليدي معين في العلوم الإسلامية ويتم تقييمهم بناءً على قدرتهم على تقديم تحليل وتقسيم للنص بشكل واضح وفعال، وكذلك القدرة على الإجابة على الأسئلة والدخول في المناقشة.

تمارين التأمل الذاتي والتقييم الذاتي حيث يفكّر الطالب في تقدمه في تقسيم النصوص القانونية والتقليدية في العلوم الإسلامية ويحدد مجالات التحسين.

- مهام عملية حيث يطلب من الطالب تدريس أو قيادة تلاوة من القرآن إلى مجموعة، ويتم تقييمهم بناءً على قدرتهم على نقل فهمهم للنص وقواعد التعميم إلى الآخرين.
- العروض الشفوية حيث يطلب من الطالب إلقاء محاضرة حول موضوع محدّد يتعلّق بالقرآن، مثل تاريخ تجميعه أو أهمية سورة معينة، ويتم تقييمه بناءً على قدرتهم على تقديم بحثه وتحليله بوضوح. وفعاليّة في فريق.
- تمارين التلاوة أو الحفظ الجماعي حيث يعمل الطالب معًا لحفظ وتلاوة مقاطع من القرآن، ويتم تقييمهم بناءً على مشاركتهم وتقديمهم في المجموعة.

مخرج 2:

- الامتحانات الكتابية حيث يطلب من الطالب تلاوة أحاديث معينة من الذكرة وشرح معانيها. سيتم تقييمهم من حيث دقتها وطلاقتها في قراءة الأحاديث، وكذلك فهمهم وتقسيرهم للأحاديث النبوية.
- اختبارات أو اختبارات كتابية تقيم معرفة الطالب بأحاديث النبوة الأربعين، بما في ذلك قدرتهم على التعرف على الحديث، وشرح معناه، وربطه بأجزاء أخرى من القواعد الإسلامية.
- مهام كتابية أو شفوية حيث يطلب من الطالب تحليل حديث معين من حيث سياقه التاريخي أو أهميته أو علاقته بالقضايا المعاصرة، ويتم تقييمه بناءً على جودة تحليلهم وعمق فهمهم للحديث.
- تمارين التأمل الذاتي والتقييم الذاتي حيث يفكّر الطالب في تقدمه في حفظ وفهم الأحاديث الأربعين النبوة ويحدد مجالات التحسين.
- العروض الشفوية حيث يطلب من الطالب إلقاء محاضرة حول موضوع معين يتعلّق بأربعين حديث للنبوة ويتم تقييمهم على مدى قدرتهم على عرض أبحاثهم وتحليلاتهم بشكل واضح وفعال.
- مناقشات جماعية أو مناقشات حيث ينالش الطالب ويطالوا أحاديث معينة في مجموعات صغيرة ويتم تقييمهم على أساس مشاركتهم وتقديرهم النقدي وقدرتهم على التعبير عن أفكارهم.

مخرج 3:

- الامتحانات الكتابية حيث يطلب من الطالب الإجابة على الأسئلة المتعلقة بمعايير التطور الحضاري الإسلامي والإنساني ويتم تقييمهم بناءً على معرفتهم وفهمهم للمادة.
- ورقة بحثية أو مهام مقالية حيث يطلب من الطالب كتابة ورقة بحثية أو مقالة حول موضوع محدّد يتعلّق بالتطور الحضاري الإسلامي والإنساني ويتم تقييمه بناءً على قدرتهم على إجراء البحث وتحليل المصادر وتقييم نتائجهم بشكل واضح وجيد وبطريقة منتظمة.
- العروض التقديمية الشفوية أو الندوات حيث يطلب من الطالب تقديم عرض تقييمي أو قيادة ندوة حول موضوع محدّد يتعلّق بالتطور الحضاري الإسلامي والإنساني ويتم تقييمه بناءً على قدرتهم على تقديم أبحاثهم وتحليلاتهم بوضوح وفعالية، فضلاً عن قدرتهم على ذلك. الإجابة على الأسئلة والمشاركة في المناقشة.



تمارين التأمل الذاتي والتقييم الذاتي حيث يفكر الطالب في تقدمهم في فهم أوجه التشابه والاختلاف بين الفقه الإسلامي والتشريعات المعاصرة ويحدّدوا مجالات التحسين.

مشاريع جماعية حيث يعمل الطالب معًا للبحث والتحليل في موضوع معين يقارن ويتناقض بين الفقه الإسلامي والتشريعات المعاصرة ويتم تقييمهم بناءً على مشاركتهم ومساهمتهم في المشروع، فضلاً عن قدرتهم على العمل بفعالية في فريق.

دراسات الحال، حيث يعرض على الطالب حالات من العالم الواقعي ويطلب منه مقارنة الفقه الإسلامي والتشريعات المعاصرة، ويتم تقييمه بناءً على قدرتهم على تطبيق معرفتهم على سيناريوهات العالم الحقيقي.

مخرج 8:

الامتحانات الكتابية حيث يطلب من الطالب تطبيق منهجية علمية لاستنباط أحكام فقهية في قضايا معينة ويتم تقييمهم على أساس قدرتهم على تطبيق المنهج بشكل صحيح واستنباط أحكام دقيقة ومبررة. ورقة بحثية أو مهام مقالية حيث يطلب من الطالب كتابة ورقة بحثية أو مقالة باستخدام منهجية علمية لاستنباط أحكام فقهية حول موضوع معين ويتم تقييمهم بناءً على قدرتهم على إجراء البحث والتحليل المصادر وعرض نتائجها بشكل واضح وبطريقة جيدة التنظيم.

عروض تقديمية شفهية أو ندوات حيث يطلب من الطالب تقديم عرض تقييمي أو قيادة ندوة بتطبيق منهجية علمية لاستنباط أحكام فقهية حول موضوع معين ويتم تقييمهم على مدى قدرتهم على عرض أبحاثهم وتحليلاتهم بشكل واضح وفعال، وكذلك قدرتهم للإجابة على الأسئلة والمشاركة في المناقشة.

تمارين التأمل الذاتي والتقييم الذاتي حيث يفكر الطالب في تقدمه في فهم المنهج العلمي وتطبيقه في استنباط الأحكام الفقهية وتحديد مجالات التحسين.

المشاريع الجماعية حيث يعمل الطالب معًا للبحث والتحليل في موضوع معين وتطبيق منهجية علمية لاستنباط أحكام فقهية وتقييمها على مشاركتهم ومساهمتهم في المشروع، فضلاً عن قدرتهم على العمل بفعالية في فريق.

تمارين لعب الأدوار حيث يتم وضع الطالب في محاكاة لسيناريو من العالم الحقيقي ويطلب منه تطبيق معرفته بالمنهج العلمي لاستنباط الأحكام الفقهية. يمكن تقييم ذلك من قبل لجنة من الخبراء أو القرآن.

مخرج 9:

الامتحانات الكتابية حيث يطلب من الطالب تحليل ومقارنة الآراء المختلفة في الفقه وتقييمها من حيث قدرتهم على التمييز بين الآراء المعتدلة والمتردفة وبيان أسباب اختيارها.

ورقة بحثية أو مهام مقالية حيث يطلب من الطالب كتابة ورقة بحثية أو مقالة لتحليل ومقارنة الآراء المختلفة في الفقه وتقييمهم على مدى قدرتهم على إجراء البحث وتحليل المصادر وعرض نتائجها بطريقة واضحة ومنظمة بشكل جيد.

عروض تقديمية شفهية أو ندوات حيث يطلب من الطالب تقديم عرض تقييمي أو قيادة ندوة حول وجهات نظر مختلفة في الفقه ويتم تقييمهم

- مشاريع جماعية حيث يعمل الطالب معًا للبحث والتحليل نص قانوني أو تقليدي معين في العلوم الإسلامية ويتم تقييمهم بناءً على مشاركتهم ومساهمتهم في المشروع، فضلاً عن قدرتهم على العمل بفعالية في فريق.

مخرج 6:

- الامتحانات الكتابية حيث يطلب من الطالب الإجابة على الأسئلة المتعلقة بالمسائل الفقهية في الفقه الإسلامي ويتم تقييمهم بناءً على معرفتهم وفهمهم للمادة.
- ورقة بحثية أو مهام مقالية حيث يطلب من الطالب كتابة ورقة بحثية أو مقالة حول موضوع معين يتعلّق بالفقه الإسلامي ويتم تقييمه على أساس قدرتهم على إجراء البحث وتحليل المصادر وتقييم نتائجهم بطريقة واضحة ومنظمة جيداً.

- العروض التقديمية الشفوية أو الندوات حيث يطلب من الطالب تقديم عرض تقييمي أو قيادة ندوة حول موضوع معين يتعلّق بالفقه الإسلامي ويتم تقييمهم على مدى قدرتهم على تقديم أبحاثهم وتحليلاتهم بوضوح وفعالية، وكذلك قدرتهم على الإجابة على الأسئلة والانخراط في المناقشة.

- تمارين التأمل الذاتي والتقييم الذاتي حيث يفكر الطالب في تقدمه في فهم القضايا الفقهية في الفقه الإسلامي ويهذّب مجالات التحسين.
- مشاريع جماعية حيث يطلب من الطالب معًا للبحث والتحليل موضوع معين يتعلّق بالفقه الإسلامي ويتم تقييمهم بناءً على مشاركتهم ومساهمتهم في المشروع، فضلاً عن قدرتهم على العمل بفعالية في فريق.

- تمارين لعب الأدوار حيث يتم وضع الطالب في محاكاة لسيناريو من العالم الحقيقي ويطلب منهم تطبيق معرفتهم بالقضايا الفقهية في الفقه الإسلامي لاتخاذ القرار. يمكن تقييم ذلك من قبل لجنة من الخبراء أو القرآن.

مخرج 7:

- الامتحانات الكتابية حيث يطلب من الطالب مقارنة ومقارنة الفقه الإسلامي والتشريع المعاصر حول قضايا محددة ويتم تقييمهم بناءً على معرفتهم وفهمهم للمادة.

- ورقة بحثية أو مهام مقالية حيث يطلب من الطالب كتابة ورقة بحثية أو مقالة تقارن وتناقض بين الفقه الإسلامي والتشريعات المعاصرة حول موضوع معين ويتم تقييمهم بناءً على قدرتهم على إجراء البحث وتحليل المصادر وعرض نتائجها بشكل واضح وبطريقة جيدة التنظيم.

- العروض التقديمية الشفوية أو الندوات حيث يطلب من الطالب تقديم عرض تقييمي أو قيادة ندوة تقارن وتناقض بين الفقه الإسلامي والتشريعات المعاصرة حول موضوع معين ويتم تقييمهم على مدى قدرتهم على عرض أبحاثهم وتحليلاتهم بشكل واضح وفعال، وكذلك قدرتهم للإجابة على الأسئلة والمشاركة في المناقشة.



عندما لا تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم لم تتحقق، فهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الزملاء. تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطالب، مثل مجموعات الدراسة أو جلسات المساعدة الإضافية.

تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية أو مجموعات دراسية.

المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطالب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطالب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

دمج التكنولوجيا: إن دمج أدوات وموارد التعلم القائمة على التكنولوجيا، مثل برامج تلاوة القرآن وتطبيقات الهاتف المحمول، يمكن أن يساعد الطالب على تحسين مهاراتهم في تلاوة القرآن وحفظه.

تشجيع الحفظ من خلال التكرار: شجع الطالب على ممارسة التلاوة بانتظام، واستخدام التكرار والمراجعة لمساعدتهم على حفظ أجزاء القرآن التي يحتاجون إليها.

تقديم دعم إضافي: يمكن أن يكون تقديم دعم إضافي، مثل التدريس الفردي، مفيداً للطلاب الذين يعانون من صعوبة في تلاوة القرآن.

خلق بيئة تعليمية إيجابية: يمكن أن يساعد إنشاء بيئة تعليمية إيجابية حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطالب وتحفيزهم.

التطوير المهني للمدرسين: التطوير المهني للمدرسين، مثل ورش تلاوة القرآن، يمكن أن يساعدهم على فهم قواعد التجويد وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطالب في العملية وتشجيع مشاركتهم الشفافة في الحل.

على مدى قدرتهم على عرض تحليلها ومقارنتها بأراء مختلفة بشكل واضح وفعال، وكذلك قدرتهم على الإجابة على الأسئلة والانخراط في المناقشة.

- تمارين التأمل الذاتي والتقييم الذاتي حيث يفكّر الطالب في تقدمه في فهم الآراء المعتدلة في الفقه وتحديد الآراء المتطرفة وتحديد مجالات التحسين.

مشاريع جماعية حيث يعمل الطالب معًا للبحث وتحليل وجهات النظر المختلفة في الفقه وتقييمهم على مشاركتهم ومساهمتهم في المشروع، بالإضافة إلى قدرتهم على العمل بفعالية في فريق.

- دراسات الحالة، حيث يتم تقديم سيناريوهات واقعية للطالب ومطلوب منه التمييز بين وجهات النظر المعتدلة ووجهات النظر المتطرفة وشرح أسبابهم وراء ذلك.

مخرج 10:

أطروحة أو أطروحة بحث: حيث يجري الطالب بحثاً أصلياً حول موضوع معين يتعلق بالفقه الإسلامي وتطبيقه على القضايا المعاصرة، ويتم تقييمه على أساس جودة تصميم البحث وجمع البيانات وتحليلها والاستنتاجات المستخلصة.

- ورقة بحثية أو مهام مقالية:** حيث يطلب من الطالب إجراء بحث وكتابة ورقة أو مقالة حول موضوع معين يتعلق بالفقه الإسلامي وتطبيقه على القضايا المعاصرة ويتم تقييمه على أساس قدرتهم على إجراء البحث وتحليل المصادر وتقديم نتائجها بطريقة واضحة ومنظمة تنظيماً جيداً.

عروض تقديمية شفهية أو ندوات: حيث يُطلب من الطالب تقديم أبحاثه حول موضوع معين يتعلق بالفقه الإسلامي وتطبيقه على القضايا المعاصرة ويتم تقييمه على مدى قدرتهم على عرض أبحاثهم وتحليلهم بشكل واضح وفعال، وكذلك قدرتهم على الإجابة على الأسئلة والمشاركة في المناقشة.

- تمارين التأمل الذاتي والتقييم الذاتي:** حيث يفكّر الطالب في تقدمه في فهم عملية إجراء البحث من منظور فقهي وتحديد مجالات التحسين.

مشاريع جماعية: حيث يعمل الطالب معًا للبحث وتحليل وجهات النظر المعتدلة في الفقه وتقييمهم على أساس جودة تصميم البحث وتقديرهم على العمل بفعالية في فريق.

- امتحان شفهي أو كتابي شامل حول أبحاثهم:** حيث يوضح الطالب فهتمهم وإنقاذه للموضوع وعملية البحث.

التحليل والإجراءات



تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطالب والمدرسين والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.



مخرج 2:

مخرج 3:

تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الزملاء.

تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطالب، مثل جمومعات الدراسة أو جلسات المساعدة الإضافية.

تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطالب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطالب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

دمج التكنولوجيا: يمكن أن يساعد دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية، الطالب على فهم وتوضيح المفاهيم الرئيسية في العلوم الإسلامية بشكل أفضل.

تقديم تطبيقات واقعية: تزويد الطالب بتطبيقات واقعية للسمات والمفاهيم الرئيسية في العلوم الإسلامية، لمساعدتهم على فهم كيفية تطبيق المفاهيم على حياتهم اليومية.

تشجيع التعلم النشط: تشجيع الطالب على الانخراط في التعلم النشط من خلال المناقشات والمشاركة التي تسمح لهم بتطبيق المفاهيم الرئيسية في العلوم الإسلامية على سيناريوهات العالم الحقيقي.

خلق بيئه تعليمية إيجابية: يمكن أن يساعد إنشاء بيئه تعليمية إيجابية، حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطالب وتحفيزهم.

التطوير المهني للمدرسين: التطوير المهني للمدرسين، مثل ورش العمل حول تدريس العلوم الإسلامية، يمكن أن يساعدتهم على فهم أفضل للسمات والمفاهيم الرئيسية وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطلاب في العملية وتشجيع مشاركتهم النشطة في الحل.

مخرج 4:

تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الزملاء.

- تحليل نتائج التقويم:** يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الزملاء.
- تحديد السبب:** بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

- وضع خطة عمل:** بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطالب، مثل جمومعات الدراسة أو جلسات المساعدة الإضافية.

- تنفيذ الخطة:** يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية أو مجموعات دراسية.

- المراقبة والتقييم:** من المهم مراقبة وتقييم تقدم الطالب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطالب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

- دمج التكنولوجيا:** إن دمج أدوات التعلم القائمة على التكنولوجيا، مثل تطبيقات الهاتف المحمول، يمكن أن يساعد الطالب على تحسين فهمهم وحفظهم للأحاديث الأربعين النووية.

- تشجيع الحفظ عن طريق التكرار:** تشجيع الطالب على ممارسة تلاوة الأحاديث وتفسيرها بانتظام، واستخدام التكرار والمراجعة لمساعدتهم على حفظ الأحاديث التي يحتاجون إليها.

- تقديم دعم إضافي:** يمكن أن يكون تقديم دعم إضافي، مثل التدريس الفردي أو مجموعات الدراسة، مفيداً للطالب الذين يكافحون من أجل فهم وحفظ الأحاديث الأربعين النووية.

- خلق بيئه تعليمية إيجابية:** يمكن أن يساعد إنشاء بيئه تعليمية إيجابية حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطالب وتحفيزهم.

- التطوير المهني للمدرسين:** يمكن أن يساعد التطوير المهني للمدرسين، مثل ورش عمل تدريس الحديث، على فهم الأحاديث النووية بشكل أفضل وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطلاب في العملية وتشجيع مشاركتهم النشطة في الحل.



مخرج 5:

تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الرملاء.

تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطالب، مثل جمومعات الدراسة أو جلسات المساعدة الإضافية.

تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطالب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطالب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

دمج التكنولوجيا: يمكن أن يساعد دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية، الطالب على فهم وتفسير النصوص القانونية والتقاليد بشكل أفضل في العلوم الإسلامية.

توفير تطبيقات واقعية: تزويد الطالب بتطبيقات واقعية للنصوص القانونية والتقاليدية في العلوم الإسلامية، لمساعدتهم على فهم كيفية تطبيق المفاهيم على حياتهم اليومية.

تشجيع التعلم النشط: شجع الطالب على الانخراط في التعلم النشط من خلال المناقشات والمشاريع التي تسمح لهم بتطبيق فهمهم للنصوص القانونية والتقاليدية في العلوم الإسلامية على سيناريوهات العالم الحقيقي.

خلق بيئه تعليمية إيجابية: يمكن أن يساعد إنشاء بيئه تعليمية إيجابية، حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطالب وتحفيزهم.

التطوير المهني للمدرسين: التطوير المهني للمدرسين، مثل ورش العمل حول تدريس النصوص القانونية والتقاليدية في العلوم الإسلامية، يمكن أن يساعدتهم على فهم النصوص بشكل أفضل وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة علاوة على ذلك، من الضروري إشراك الطلاب في العملية وتشجيع مشاركتهم النشطة في الحل.

مخرج 6:

تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعني فيها الطالب. يمكن أن يشمل ذلك مراجعة

- تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

- وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطالب، مثل جمومعات الدراسة أو جلسات المساعدة الإضافية.
- تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

- المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطالب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتابع التقدم وإجراء مقابلات مع الطالب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

- دمج التكنولوجيا: دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية، يمكن أن يساعد الطالب على فهم وتوضيح معايير التنمية الحضارية الإسلامية والإنسانية بشكل أفضل.
- توفير تطبيقات واقعية: تزويد الطالب بتطبيقات واقعية لمعايير التطور الحضاري الإسلامي والإنساني، لمساعدتهم على فهم كيفية تطبيق المفاهيم على حياتهم اليومية.

- تشجيع التعلم النشط: شجع الطالب على الانخراط في التعلم النشط من خلال المناقشات والمشاريع التي تسمح لهم بتطبيق معايير التنمية الحضارية الإسلامية والإنسانية على سيناريوهات العالم الحقيقي.
- خلق بيئه تعليمية إيجابية: يمكن أن يساعد إنشاء بيئه تعليمية إيجابية، حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطالب وتحفيزهم.

- التطوير المهني للمدرسين: التطوير المهني للمدرسين، مثل ورش العمل حول تدريس التنمية الحضارية الإسلامية والبشرية، يمكن أن يساعدهم على فهم القواعد بشكل أفضل وكيفية تعليمها للطلاب بشكل فعال.

- من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة علاوة على ذلك، من المهم إشراك الطلاب في العملية، لتشجيع مشاركتهم النشطة في الحل، وتزويدهم بفرص لاستكشاف معايير التطور الحضاري الإسلامي والإنساني من وجهات نظر مختلفة. يمكن أن يشمل ذلك دراسة الأمثلة التاريخية والمعاصرة، وكذلك استكشاف وجهات نظر الثقافات والمجتمعات المختلفة. بالإضافة إلى ذلك، يمكن أن يؤدي دمج محاضرات الضيوف والرحلات الميدانية إلى تزويد الطلاب بمنظور أوسع وفهم لقواعد التنمية الحضارية الإسلامية والإنسانية.



مخرج 7:

تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الرّملاء.

تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطالب، مثل مجموعات الدراسة أو جلسات المساعدة الإضافية.

تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطالب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطالب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

دمج التكنولوجيا: يمكن أن يساعد دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية والموارد عبر الإنترنت، الطالب على فهم ومقارنة الفقه الإسلامي والتشريعات المعاصرة بشكل أفضل في أهم القضايا في مختلف المجالات.

تقديم أمثلة من العالم الحقيقي: تزويد الطالب بأمثلة من العالم الحقيقي للقارنة بين الفقه الإسلامي والتشريع المعاصر في مختلف المجالات، لمساعدتهم على فهم كيفية تطبيق المفاهيم على المجتمع المعاصر.

تشجيع التفكير النقدي: تشجيع الطالب على الانخراط في التفكير النقدي وتحليل المقارنة بين الفقه الإسلامي والتشريع المعاصر في مختلف المجالات.

خلق بيئة تعليمية إيجابية: يمكن أن يساعد إنشاء بيئة تعليمية إيجابية، حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطالب وتحفيزهم.

التطوير المهني للمدرسين: التطوير المهني للمدرسين، مثل ورش العمل حول تدريس المقارنة بين الفقه الإسلامي والتشريع المعاصر في مختلف المجالات، يمكن أن يساعدتهم على فهم المفاهيم بشكل أفضل وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطالب في العملية وتشجيع مشاركتهم النشطة في الحل. من المهم أيضًا توفير الفرص للطلاب لاستكشاف ومناقشة وجهات النظر والنهج المختلفة للمقارنة بين الفقه الإسلامي والتشريعات المعاصرة في مختلف المجالات.

درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الرّملاء.

تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطالب، مثل مجموعات الدراسة أو جلسات المساعدة الإضافية.

تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطالب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطالب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

دمج التكنولوجيا: إن دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية، يمكن أن يساعد الطالب على فهم أفضل وعرض القضايا الفقهية في مجال الفقه الإسلامي في فصوله المختلفة.

تقديم أمثلة من العالم الحقيقي: تزويد الطالب بأمثلة من العالم الواقعي للقضايا الفقهية في مجال الفقه الإسلامي في فصوله المختلفة، لمساعدتهم على فهم كيفية تطبيق المفاهيم على المجتمع المعاصر.

تشجيع التفكير النقدي: تشجيع الطالب على الانخراط في التفكير النقدي وتحليل القضايا الفقهية في مجال الفقه الإسلامي بفضله المختلفة.

خلق بيئة تعليمية إيجابية: يمكن أن يساعد إنشاء بيئة تعليمية إيجابية، حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطالب وتحفيزهم.

التطوير المهني للمدرسين: يمكن أن يساعد التطوير المهني للمدرسين، مثل ورش العمل حول تدريس المسائل الفقهية في مجال الفقه الإسلامي في فصوله المختلفة، على فهم المفاهيم بشكل أفضل وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطالب في العملية وتشجيع مشاركتهم النشطة في الحل. من المهم أيضًا توفير الفرص للطلاب لاستكشاف ومناقشة القضايا المعاصرة المتعلقة بالفقه الإسلامي، وتشجيعهم على التفكير النقدي في وجهات النظر والنهج المختلفة للفقه.



مخرج 9:

تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الرملاء.

تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطلاب، مثل جمومعات الدراسة أو جلسات المساعدة الإضافية.

تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطلاب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطلاب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

دمج التكنولوجيا: يمكن أن يساعد دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية والموارد عبر الإنترنت، الطلاب على فهم الآراء المعتمدة في الفقه وتبنيها بشكل أفضل وتبنيها بعيداً عن التعصب وإقصاء الآخر.

تقديم أمثلة من العالم الواقعي: تزويد الطلاب بأمثلة من العالم الواقعي عن كيفية التمييز بين الآراء المعتمدة في الفقه وتبنيها بعيداً عن التعصب وإقصاء الآخر.

تشجيع التفكير النقدي: تشجيع الطلاب على الانخراط في التفكير النقدي والتحليل عند التمييز بين الآراء الوسطية في الفقه وتبنيها بعيداً عن التعصب وإقصاء الآخر.

خلق بيئة تعليمية إيجابية: يمكن أن يساعد إنشاء بيئة تعليمية إيجابية، حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطلاب وتحفيزهم.

التطوير المهني للمدرسين: التطوير المهني للمدرسين، مثل ورش العمل حول كيفية التمييز بين الآراء المعتمدة في الفقه وتبنيها بعيداً عن التعصب وإقصاء الآخر، يمكن أن يساعدهم على فهم المفاهيم بشكل أفضل وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطلاب في العملية وتشجيع مشاركتهم النشطة في الحل. كما أنه من المهم إتاحة الفرصة للطلاب لاستكشاف ومناقشة وجهات النظر والمقاربات المختلفة لعملية تمييز الآراء المعتمدة في الفقه وتبنيها بعيداً عن التعصب وإقصاء الآخر.

- **تحليل نتائج التقويم:** يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الرملاء.
- **تحديد السبب:** بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

- **وضع خطة عمل:** بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطلاب، مثل جمومعات الدراسة أو جلسات المساعدة الإضافية.

- **تنفيذ الخطة:** يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

- **المراقبة والتقييم:** من المهم مراقبة وتقييم تقدم الطلاب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطلاب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

- **دمج التكنولوجيا:** يمكن أن يساعد دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية والموارد عبر الإنترنت، الطلاب على فهم المنهج العلمي وتطبيقه بشكل أفضل عند استبطان الأحكام الفقهية ومقارنته ما يتم تقديمها وتحقيق التوازن فيه.

- **تقديم أمثلة من العالم الحقيقي:** تزويد الطلاب بأمثلة من العالم الواقعي حول كيفية تطبيق منهاجية علمية عند استبطان الأحكام الفقهية ومقارنته ما يتم تقديمها وتحقيق التوازن فيه.

- **تشجيع التفكير النقدي:** تشجيع الطلاب على الانخراط في التفكير النقدي والتحليل عند استبطان الأحكام الفقهية والمقارنة والموازنة بين ما يتم تقديمها.

- **خلق بيئة تعليمية إيجابية:** يمكن أن يساعد إنشاء بيئة تعليمية إيجابية، حيث يشعر الطالب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطلاب وتحفيزهم.

- **التطوير المهني للمدرسين:** يمكن أن يساعد التطوير المهني للمدرسين، مثل ورش العمل الخاصة بتدريس كيفية تطبيق منهاجية علمية عند استبطان الأحكام الفقهية، ومقارنته ما يتم تقديمها والموازنة فيه، على فهم المفاهيم بشكل أفضل وكيفية تعليمها للطلاب بشكل فعال.

من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطلاب في العملية وتشجيع مشاركتهم النشطة في الحل. كما أنه من أيضاً توفير الفرصة للطلاب لاستكشاف ومناقشة وجهات النظر والأساليب المختلفة لتطبيق منهاجية علمية عند استبطان الأحكام الفقهية ومقارنته ما يتم تقديمها وتحقيق التوازن بينهما.



من المهم ملاحظة أن هذه ليست قائمة شاملة ويمكن اتخاذ إجراءات أخرى، لكنها نقطة بداية جيدة لمعالجة المشكلة. علاوة على ذلك، من الضروري إشراك الطلاب في العملية وتشجيع مشاركتهم النشطة في الحل. من المهم أيضًا توفير الفرص للطلاب لاستكشاف ومناقشة وجهات النظر والأساليب المختلفة لعملية إجراء البحث الفقهي أو متعددة التخصصات التي تتناول مختلف قضايا المجتمع من منظور فقهي.

عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن التعليمات والمناهج المستخدمة فعالة في مساعدة الطلاب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

التقييم المستمر: قم بإدارة التقييمات بانتظام لتتبع تقدم الطالب والتأكيد من استمرار تحقيق مخرجات التعلم.

ملاحظات الطلاب: أجمع الملاحظات من الطلاب حول تجربة التعلم الخاصة بهم واستخدم هذه المعلومات لتحسين طرق التدريس والموارد.

التطوير المهني: توفر الفرص للمدرسين لمواصلة تطويرهم المهني من أجل مواكبة أساليب التدريس والموارد الجديدة.

طرق التدريس المبتكرة: دمج أساليب التدريس المبتكرة والموارد للحفاظ على تفاعل الطلاب وتحفيزهم.

دمج التكنولوجيا: دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية والموارد عبر الإنترنت، للوصول بشكل أفضل إلى الطلاب وتعزيز تجربة التعلم الخاصة بهم.

التفكير في المنهج: التفكير باستمرار في المنهج وإجراء التغييرات اللازمة للتأكد من أنه يليبي احتياجات الطلاب ويتقاشى مع الاتجاهات والتطورات الحالية في هذا المجال.

تشجيع التفكير النقدي: شجع الطلاب على الانخراط في التفكير النقدي والتحليل، وتزويدهم بفرص لتطبيق تعلمهم في سياقات واقعية.

تشجيع التعلم المتمحور حول الطلاب: شجع التعلم المتمركز حول الطلاب من خلال خلق بيئة تعليمية إيجابية وشاملة، حيث يشعر الطلاب بالراحة عند طرح الأسئلة وطلب المساعدة.

التأكيد على البحث: التأكيد على أهمية البحث وتشجيع الطلاب على إجراء بحث مستقل حول الموضوعات التي يدرسونها.

الشراكة مع الصناعة: الشراكة مع الصناعة والمنظمات الأخرى لتزويد الطلاب بتجارب وفرص واقعية لتطبيق تعلمهم.

من المهم أيضًا أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج أفضل للطلاب على المدى الطويل.

- تحليل نتائج التقويم: يمكن إجراء تحليل مفصل لنتائج التقويم لتحديد المجالات التي يعني فيها الطالب. يمكن أن يشمل ذلك مراجعة درجات الطالب في الاختبارات القصيرة أو التقييمات الأخرى، بالإضافة إلى النظر في التعليقات الواردة من المدرسين أو الرملاء.
- تحديد السبب: بمجرد تحديد مناطق الضعف، فإن الخطوة التالية هي تحديد سبب المشكلة. يمكن أن يشمل ذلك الافتقار إلى المعرفة السابقة، أو عادات الدراسة السيئة، أو عدم المشاركة، أو نقص الدعم من المدرسين أو الأقران.

- وضع خطة عمل: بعد تحديد سبب المشكلة، يمكن وضع خطة عمل لمعالجتها. يمكن أن يشمل ذلك توفير دعم وموارد إضافية للطلاب، مثل جموعات الدراسة أو جلسات المساعدة الإضافية.

- تنفيذ الخطة: يجب تنفيذ خطة العمل في أسرع وقت ممكن. يمكن أن يشمل ذلك تقديم تعليمات أو دعم إضافي، مثل توفير جلسات مساعدة إضافية، أو مجموعات دراسية.

- المراقبة والتقييم: من المهم مراقبة وتقييم تقدم الطلاب وفعالية خطة العمل. يمكن أن يشمل ذلك إدارة التقييمات لتتبع التقدم وإجراء مقابلات مع الطلاب وتحليل التغذية الراجعة من المدرسين والأقران. بناءً على نتائج هذا الرصد والتقييم، يمكن إجراء تعديلات على خطة العمل حسب الحاجة.

- دمج التكنولوجيا: يمكن أن يساعد دمج أدوات التعلم القائمة على التكنولوجيا، مثل مقاطع الفيديو التفاعلية والموارد عبر الإنترنت، الطلاب على فهم وإجراء البحث الفقهي أو متعددة التخصصات التي تتناول قضايا المجتمع المختلفة من منظور فقهي.

- تقديم أمثلة من العالم الحقيقي: تزويد الطلاب بأمثلة من العالم الواقعي حول كيفية إجراء بحث فقهي أو متعددة التخصصات يعالج قضايا المجتمع المختلفة من منظور فقهي.

- تشجيع التفكير النقدي: تشجيع الطلاب على الانخراط في التفكير النقدي والتحليل عند إجراء البحث الفقهي أو متعددة التخصصات التي تتناول مختلف قضايا المجتمع من منظور فقهي.

- خلق بيئة تعليمية إيجابية: يمكن أن يساعد إنشاء بيئة تعليمية إيجابية، حيث يشعر الطلاب بالراحة في طرح الأسئلة وطلب المساعدة، على زيادة مشاركة الطلاب وتحفيزهم.

- التطوير المهني للمدرسين: يمكن أن يساعد التطوير المهني للمدرسين، مثل ورش العمل حول تدريس كيفية إجراء البحث الفقهي، أو البحث متعددة التخصصات التي تتناول مختلف قضايا المجتمع من منظور فقهي، على فهم المفاهيم بشكل أفضل وكيفية تدريسيها للطلاب. على نحو فعال.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعليم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المُهْدَفُ ٣: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المُهْدَفُ ٤: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكademie وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

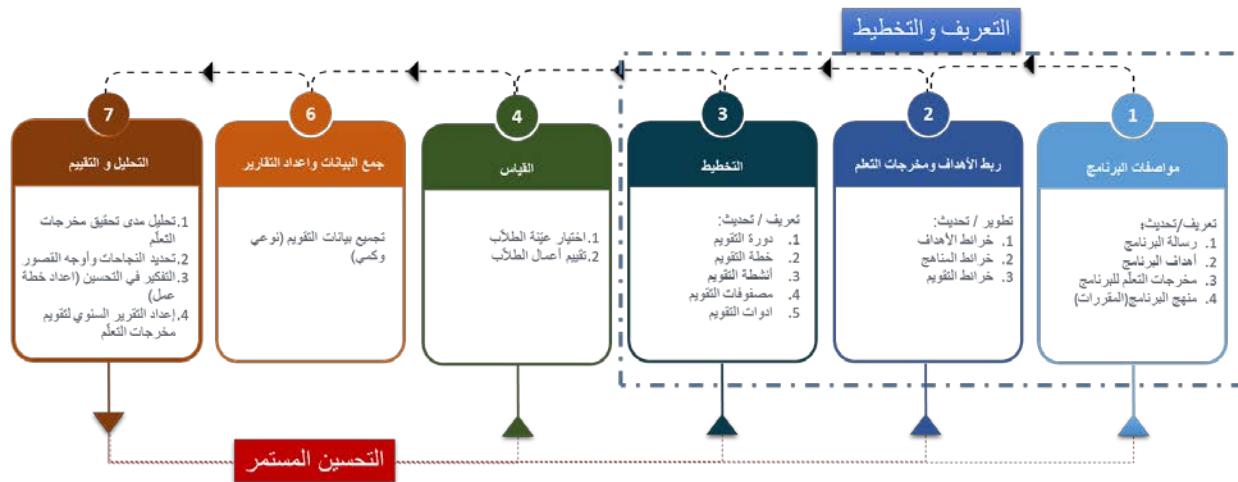
الهُدُفُ ١: تطوير ودعم عمليات تقويم مخرجات التعليم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجات ومنطلقاتها الخاصة.

الهُدُفُ ٢: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.

التخطيط الأكاديمي



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة



عملية تقويم مخرجات التعليم للبرنامج

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الموقع الإلكتروني:





Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

FOUNDATION PROGRAM | DEANSHIP OF GENERAL STUDIES

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Interpret academic texts.

PLO 2: Express ideas and facts effectively in writing.

PLO 3: Use verbal skills to communicate effectively.

PLO 4: Apply algebraic skills to solve mathematical problems.

PLO 5: Apply academic study skills.

PLO 6: Demonstrate critical thinking skills.



Assessment Tools

PLO 1:

- Essay writing assignments where students are required to analyze and interpret a given text.
- Multiple-choice or true/false tests that assess comprehension and understanding of a text.
- Oral presentations or debates where students are required to present their interpretation of a text.
- Written quizzes or summaries that assess students' ability to identify key ideas and main arguments in a text.
- Discussions or group work where students are required to interpret and analyze a text in collaboration with their peers.
- Make a more extensive list and do not forget to end the sentences with a full stop.
- Essay writing assignments where students are required to analyze and interpret a given text.
- Multiple-choice or true/false tests that assess comprehension and understanding of a text.
- Oral presentations or debates where students are required to present their interpretation of a text.
- Written quizzes or summaries that assess students' ability to identify key ideas and main arguments in a text.



- Discussions or group work where students are required to interpret and analyze a text in collaboration with their peers.
- In-class written or oral exams, where students must answer questions or complete tasks related to interpreting academic texts.
- Peer review, where students evaluate and provide feedback on each other's written work to assess their ability to interpret texts.
- Annotated bibliographies, where students must read and analyze multiple texts, and then summarize and evaluate their main arguments.
- Independent research projects, where students must use academic texts as sources and integrate them into their own writing to demonstrate their understanding of interpreting texts.
- Using reading journals, where students must write a reflection after reading each text, which can be used to assess their comprehension, analysis, and interpretation skills.

PLO 2:

- Essay writing assignments that require students to present their ideas and arguments in a clear and logical manner.
- Research papers or projects where students must gather, analyze, and present information in written form.
- Written exams or quizzes that assess students' ability to organize and present information in a clear and concise manner.
- Peer review, where students evaluate and provide feedback on each other's written work to assess their ability to express ideas effectively.
- Journal writing, where students reflect on their learning and express their understanding of the material in writing.
- Presentations or oral reports where students present their ideas in a clear and well-organized manner.
- Blogging, where students can express their ideas in writing in a more informal setting.
- Creative writing assignments, where students can express their ideas through fiction, poetry or other forms of creative writing.
- Collaborative writing, where students work in groups to write a report or paper, and this process can assess their ability to express ideas effectively in a group setting.
- Self-assessment, where students evaluate their own writing and identify areas for improvement.

PLO 3:

- Oral presentations, where students must clearly and effectively convey information or ideas to an audience.
- Group discussions or debates, where students must express their ideas and listen to and respond to the ideas of others.

- Oral exams or quizzes, where students must answer questions or complete tasks related to verbal communication.
- Role-playing or simulation activities, where students must use verbal communication to achieve a specific goal or outcome.
- Self-reflection, where students evaluate their own verbal communication skills and identify areas for improvement.
- Audio or video recordings of students' verbal presentations, discussions, or debates, which can be used to assess their verbal communication skills.
- Peer evaluation, where students provide feedback on each other's verbal communication skills during group work or discussions.
- Oral interviews, where students must use verbal communication skills to answer questions or convey information.
- Public speaking engagements, where students must use verbal communication skills to present information or ideas to a real-world audience.
- Case studies, where students must analyze and discuss real-world examples of verbal communication in a professional setting.

PLO 4:

- Mathematical problem sets, where students must use algebraic skills to solve a variety of problems.
- Written exams or quizzes that assess students' ability to apply algebraic concepts and techniques to solve mathematical problems.
- Online or computer-based assessments, where students must use algebraic skills to solve mathematical problems in a timed setting.
- Group work or collaborative problem-solving, where students must work together to apply algebraic skills to solve mathematical problems.
- Hands-on or experimental activities, where students must use algebraic skills to design, conduct, and analyze experiments or investigations.
- Project-based assessments, where students must apply algebraic skills to solve a real-world problem or scenario.
- Self-reflection, where students evaluate their own algebraic skills and identify areas for improvement.
- Peer evaluation, where students provide feedback on each other's ability to apply algebraic skills to solve mathematical problems during group work.
- Oral or written explanations, where students must explain the algebraic steps and reasoning used to solve a mathematical problem.
- Real-world applications of algebra where students can show how algebraic skills are used to solve problems in different settings, such as finance, physics, engineering, and so on.



PLO 5:

- Self-reflection and self-assessment, where students evaluate their own study skills and identify areas for improvement.
- Time management and organization exercises, where students must demonstrate their ability to prioritize tasks, manage their time effectively, and meet deadlines.
- Note-taking assessments, where students must demonstrate their ability to effectively summarize and organize information from lectures, readings, or other sources.
- Research skills assessments, where students must demonstrate their ability to find, evaluate, and use academic sources.
- Quizzes or exams that assess students' ability to effectively review and study material.
- Reflection journals, where students reflect on their learning process, and it can be used to assess their study skills.
- Group projects or presentations, where students must demonstrate their ability to work effectively in a team and apply study skills to complete a project.
- Peer evaluations, where students provide feedback on each other's study skills during group work or collaborative projects.
- Assessment of study habits, such as monitoring, how often students attend lectures, how much time they spend studying, etc.
- Online or computer-based assessments, such as adaptive learning or gamification, that can be used to assess students' study skills.
- Progress monitoring, where students must demonstrate their ability to improve their study skills over time.

PLO 6:

- Essay or writing assignments that require students to analyze, evaluate, and synthesize information or arguments.
- Case studies or scenario-based assessments, where students must analyze and solve a real-world problem or situation using critical thinking skills.
- Group discussions or debates, where students must express their ideas and evaluate the ideas of others.
- Written exams or quizzes that assess students' ability to analyze and evaluate information or arguments.
- Critical thinking assessments, such as the Watson-Glaser Critical Thinking Appraisal or the California Critical Thinking Skills Test.
- Self-reflection and self-assessment, where students evaluate their own critical thinking skills and identify areas for improvement.
- Peer evaluations, where students provide feedback on each other's critical thinking skills during group work or discussions.

- Project-based assessments, where students must apply critical thinking skills to design and carry out a research project or other real-world problem-solving task.
- Reflective journals, where students reflect on their learning process, and it can be used to assess their critical thinking skills.
- Online or computer-based assessments, such as adaptive learning or gamification, that can be used to assess students' critical thinking skills.
- Journal writing, where students reflect on their learning and express their understanding of the material, which can be used to assess their critical thinking skills.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Essay or writing assignments that require students to analyze, evaluate, and synthesize information or arguments.
- Case studies or scenario-based assessments, where students must analyze and solve a real-world problem or situation using critical thinking skills.
- Group discussions or debates, where students must express their ideas and evaluate the ideas of others.
- Written exams or quizzes that assess students' ability to analyze and evaluate information or arguments.
- Self-reflection and self-assessment, where students evaluate their own critical thinking skills and identify areas for improvement.
- Peer evaluations, where students provide feedback on each other's critical thinking skills during group work or discussions.
- Project-based assessments, where students must apply critical thinking skills to design and carry out a research project or other real-world problem-solving task.
- Reflective journals, where students reflect on their learning process, and can be used to assess their critical thinking skills.
- Online or computer-based assessments, such as adaptive learning or gamification, that can be used to assess students' critical thinking skills.



- Journal writing, where students reflect on their learning and express their understanding of the material, which can be used to assess their critical thinking skills.

PLO 2:

- Review the assessment results to identify common areas of difficulty among students, such as specific texts or types of texts that are causing difficulties.
- Analyze the instruction and curriculum to determine if the texts being used are appropriate for the students' level and if the instruction is effectively teaching the necessary skills for interpreting texts.
- Consider providing additional support or resources, such as study guides, note-taking strategies, or examples of good analysis to help students improve their skills.
- Provide more opportunities for students to practice interpreting texts through writing assignments, discussions, and other activities.
- Provide more opportunities for formative assessment and feedback, such as peer review or self-assessment, to help students identify areas for improvement and monitor their own progress.
- Provide additional instruction or support for students who are struggling to meet the PLO, such as small group instruction or one-on-one tutoring.
- Reflect on the instruction and materials and make changes as necessary, such as revising the curriculum, selecting different texts, or revising the instruction approach.
- Incorporate technology tools that can assist in the text analysis and interpretation process, like text-to-speech, summarization software, etc.
- Increase the frequency of the assessments to monitor progress and make adjustments accordingly.
- Evaluate the effectiveness of the actions taken by collecting and analyzing data to determine if students are making progress and achieving the PLO.

PLO 3:

- Review the assessment results to identify common areas of difficulty among students, such as specific types of writing assignments or writing skills that are causing difficulties.
- Analyze the instruction and curriculum to determine if the writing tasks and assignments are appropriate for the students' level and if the instruction is effectively teaching the necessary skills for expressing ideas effectively in writing.
- Provide additional support or resources, such as writing guides, rubrics, or examples of good writing to help students improve their skills.
- Provide more opportunities for students to practice expressing ideas effectively in writing through writing assignments, journaling, and other activities.

- Provide more opportunities for formative assessment and feedback, such as peer review or self-assessment, to help students identify areas for improvement and monitor their own progress.
- Provide additional instruction or support for students who are struggling to meet the PLO, such as small group instruction or one-on-one tutoring.
- Reflect on the instruction and materials and make changes as necessary, such as revising the curriculum, selecting different writing tasks, or revising the instruction approach.
- Incorporate technology tools that can assist in the writing process, such as grammar checkers, writing improvement software, etc.
- Increase the frequency of the assessments to monitor progress and make adjustments accordingly.
- Evaluate the effectiveness of the actions taken by collecting and analyzing data to determine if students are making progress and achieving the PLO.

PLO 4:

- Review the assessment results to identify common areas of difficulty among students, such as specific algebraic concepts or types of mathematical problems that are causing difficulties.
- Analyze the instruction and curriculum to determine if the algebraic concepts and mathematical problems being covered are appropriate for the students' level and if the instruction is effectively teaching the necessary skills for applying algebraic skills to solve mathematical problems.
- Provide additional support or resources, such as algebraic concept guides, problem-solving strategies, or examples of algebraic problem-solving to help students improve their skills.
- Provide more opportunities for students to practice applying algebraic skills through problem sets, group work, and other activities.
- Provide more opportunities for formative assessment and feedback, such as peer review or self-assessment, to help students identify areas for improvement and monitor their own progress.
- Provide additional instruction or support for students who are struggling to meet the PLO, such as small group instruction or one-on-one tutoring.
- Reflect on the instruction and materials and make changes as necessary, such as revising the curriculum, selecting different algebraic concepts or mathematical problems, or revising the instruction approach.
- Incorporate technology tools that can assist in the mathematical problem-solving process, such as graphing calculators, math learning software, or online simulations.
- Increase the frequency of the assessments to monitor progress and make adjustments accordingly.
- Evaluate the effectiveness of the actions taken by collecting and analyzing data to determine if students are making progress and achieving the PLO.



PLO 5:

- Review the assessment results to identify common areas of difficulty among students, such as specific study skills or academic tasks that are causing difficulties.
- Analyze the instruction and curriculum to determine if the study skills and academic tasks being covered are appropriate for the students' level and if the instruction is effectively teaching the necessary study skills.
- Provide additional support or resources, such as study guides, time management strategies, or examples of effective study habits to help students improve their skills.
- Provide more opportunities for students to practice study skills through independent study, group work, and other activities.
- Provide more opportunities for formative assessment and feedback, such as peer review or self-assessment, to help students identify areas for improvement and monitor their own progress.
- Provide additional instruction or support for students who are struggling to meet the PLO, such as small group instruction or one-on-one tutoring.
- Reflect on the instruction and materials and make changes as necessary, such as revising the curriculum, selecting different study skills or academic tasks, or revising the instruction approach.
- Incorporate technology tools that can assist in the study process, such as flashcards, note-taking apps, or adaptive learning software.
- Increase the frequency of the assessments to monitor progress and make adjustments accordingly.
- Evaluate the effectiveness of the actions taken by collecting and analyzing data to determine if students are making progress and achieving the PLO.

PLO 6:

- Review the assessment results to identify common areas of difficulty among students, such as specific critical thinking tasks or skills that are causing difficulties.
- Analyze the instruction and curriculum to determine if the critical thinking tasks and activities being covered are appropriate for the students' level and if the instruction is effectively teaching the necessary critical thinking skills.
- Provide additional support or resources, such as critical thinking guides, rubrics, or examples of good critical thinking to help students improve their skills.
- Provide more opportunities for students to practice critical thinking through writing assignments, debates, discussions, and other activities.
- Provide more opportunities for formative assessment and feedback, such as peer review or self-assessment, to help students identify areas for improvement and monitor their own progress.

- Provide additional instruction or support for students who are struggling to meet the PLO, such as small group instruction or one-on-one tutoring.
- Reflect on the instruction and materials and make changes as necessary, such as revising the curriculum, selecting different critical thinking tasks or activities, or revising the instruction approach.
- Incorporate technology tools that can assist in the critical thinking process, such as online reasoning games, decision-making simulations, or artificial intelligence-based tools.
- Increase the frequency of the assessments to monitor progress and make adjustments accordingly.
- Evaluate the effectiveness of the actions taken by collecting and analyzing data to determine if students are making progress and achieving the PLO.
- Incorporate real-world scenarios and problem-solving activities to provide a context for critical thinking.
- Encourage students to engage in critical thinking activities outside of the classroom, such as reading news articles, participating in discussions and debates with their peers and family, and volunteering in their communities.
- Create opportunities for students to present and defend their ideas, thoughts, and solutions in class or in front of a panel.
- Create an environment that fosters critical thinking by promoting open-mindedness, respect for different perspectives, and encouraging questioning and curiosity.
- Provide opportunities for students to work in small groups or pairs to learn from each other and to develop their critical thinking skills through collaborative problem-solving and decision-making.

As always, It is important to note that the analysis and actions will vary depending on the specific course or program, and the results of the assessment. It is recommended to gather feedback from students and instructors and to involve them in the decision-making process.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used is effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Analyze the results to identify areas of strength and areas that could still use improvement.
- Share the results with the students to provide them with feedback on their performance and to encourage them to continue their progress.
- Share the results with instructors and staff to provide them with feedback on the effectiveness of the instruction and curriculum.
- Use the results to inform future instruction and curriculum development.



- Use the results to identify areas that can be emphasized more and to adjust the instruction and curriculum to better meet the needs of the students.
- Use the results to evaluate the effectiveness of the assessments and make necessary changes or adjustments.
- Use the results to identify areas where additional support or resources may be needed.
- Use the results to identify students who may need additional support or resources to achieve the PLOs.
- Use the results to provide evidence of student learning and achievement to external stakeholders, such as accrediting bodies or funding agencies.

- Use the results to build a culture of continuous improvement.

It is important to remember that maintaining high levels of achievement in PLOs requires continuous monitoring and improvement efforts. It is important to keep track of the students' progress and be ready to adjust the approach if necessary.

It is important to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

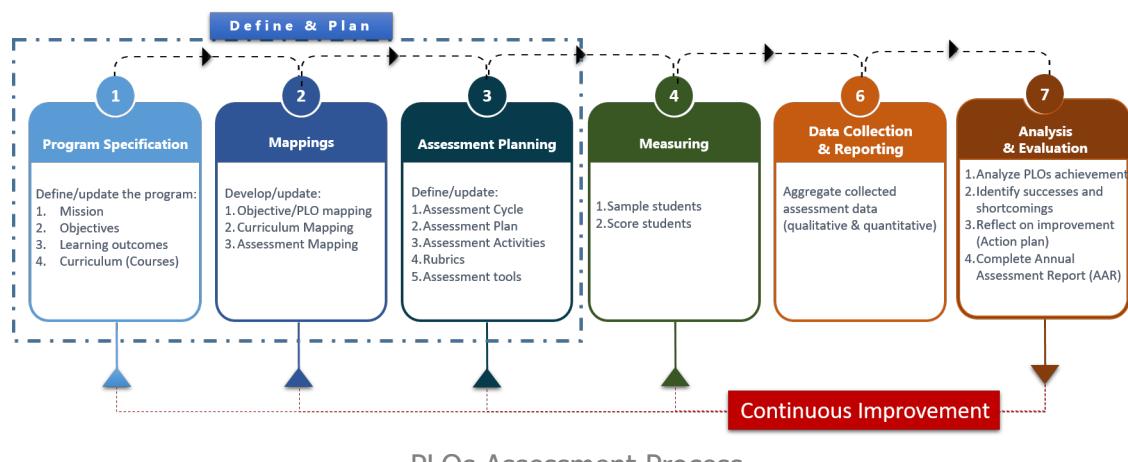
The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BA HISTORY PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Analyze the evolution and distinctive characteristics of global societies and cultures across different periods in history.

PLO 2: Examine interactions among major civilizations and their effects with special emphasis on Islamic History.

PLO 3: Analyze patterns of continuity and change in historical events across time periods.

PLO 4: Compare similarities and differences in historical phenomena.

PLO 5: Interpret historical facts to draw conclusions.

PLO 6: Develop information gathering, reasoning and synthesizing abilities through the examination of primary sources.



Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- **Essay exams:** These can be used to assess students' ability to analyze and synthesize information about the evolution and characteristics of global societies and cultures across different periods in history.
- **Research papers:** This type of assignment can be used to assess students' ability to analyze primary sources and draw conclusions about the evolution and characteristics of global societies and cultures.
- **Oral presentations:** This can be used to assess students' ability to effectively communicate their analysis and understanding of the evolution and characteristics of global societies and cultures.
- **Group projects:** This can be used to assess students' ability to analyze and draw conclusions about the evolution and characteristics of global societies and cultures as well as their ability to work effectively in a team.
- **Document analysis:** This can be used to assess students' ability to analyze primary sources and draw conclusions



about the evolution and characteristics of global societies and cultures.

Keep in mind that the assessment tools used should match the learning outcomes and the teaching methodologies that are used in the course.

PLO 2:

- Essay exams: These can be used to assess students' understanding of the interactions and effects of major civilizations, with a focus on Islamic history.
- Research papers: This type of assignment can be used to assess students' ability to analyze primary sources and draw conclusions about the interactions and effects of major civilizations, with a focus on Islamic history.
- Oral presentations: This can be used to assess students' ability to effectively communicate their understanding of the interactions and effects of major civilizations, with a focus on Islamic history.
- Group projects: This can be used to assess students' ability to analyze the interactions and effects of major civilizations, with a focus on Islamic history, as well as their ability to work effectively in a team.
- Case studies: This can be used to assess students' ability to analyze specific historical events or periods, with a focus on the interactions and effects of major civilizations, with a focus on Islamic history.

It is also important to include primary sources from Islamic civilization in the assessments to have a more accurate measurement of student understanding and ability to analyze and draw conclusions about the Islamic history interactions and effects.

PLO 3:

- Comparative analysis essay: This can be used to assess students' ability to analyze the patterns of continuity and change in historical events across different time periods.
- Historical research paper: This type of assignment can be used to assess students' ability to analyze primary sources and draw conclusions about the patterns of continuity and change in historical events across different time periods.
- Time-line creation: This can be used to assess students' ability to identify and analyze the patterns of continuity and change in historical events across different time periods.
- Group presentation: This can be used to assess students' ability to analyze and present on the patterns of continuity and change in historical events across different time periods, as well as their ability to work effectively in a team.
- Historical debate: This can be used to assess students' ability to identify, analyze, and argue about the patterns of continuity and change in historical events across different time periods.

It is important to use a variety of historical events and time periods in the assessments to have a comprehensive measurement of students' understanding of continuity and change across time.

PLO 4:

- Comparison essay: This can be used to assess students' ability to compare and contrast similarities and differences in historical phenomena.
- Historical comparison research paper: This type of assignment can be used to assess students' ability to analyze primary sources and draw conclusions about similarities and differences in historical phenomena.
- Venn diagrams: This can be used to assess students' ability to identify and analyze similarities and differences in historical phenomena.
- Group presentation: This can be used to assess students' ability to compare and contrast similarities and differences in historical phenomena, as well as their ability to work effectively in a team.
- Historical simulation: This can be used to assess students' ability to compare and contrast similarities and differences in historical phenomena by simulating historical events or periods.

It is important to use a variety of historical phenomena and time periods in the assessments to have a comprehensive measurement of students' understanding of similarities and differences across history.

PLO 5:

- Interpretive essay: This can be used to assess students' ability to interpret historical facts and draw conclusions.
- Historical analysis research paper: This type of assignment can be used to assess students' ability to analyze primary sources and draw conclusions about historical facts.
- Critical thinking exercises: This can be used to assess students' ability to interpret historical facts and draw logical conclusions.
- Debate: This can be used to assess students' ability to interpret historical facts, draw conclusions, and defend their arguments.
- Historical case study: This can be used to assess students' ability to interpret historical facts and draw conclusions about a specific historical event or period.

It is important to use a variety of primary sources and historical facts in the assessments to have a comprehensive measurement of students' understanding and ability to interpret and draw conclusions on historical facts.

PLO 6:

- Primary source analysis: This can be used to assess students' ability to gather information from primary sources, analyze them, and draw conclusions.
- Historical research paper: This type of assignment can be used to assess students' ability to gather information from primary sources, reason, and synthesize it to form an argument.



- Document-based question (DBQ): This can be used to assess students' ability to gather information from primary sources, reason and synthesize it to form an argument in response to a specific question.
- Historical mock trial: This can be used to assess students' ability to gather information from primary sources, reason, and synthesize it to form an argument in a courtroom setting.
- Primary source-based group project: This can be used to assess students' ability to work in a team, gather information from primary sources, reason and synthesize it to form an argument or presentation.

It is important to use a variety of primary sources from different historical time periods and cultures in the assessments to have a comprehensive measurement of students understanding and ability to gather information, reason and synthesize from primary sources.

- Review the feedback and evaluation process: Review the feedback and evaluation process to ensure that it is providing meaningful feedback to the students and that it is aligned with the PLO 1.
- Consider involving students in the process: Involve students in the process of identifying and addressing the issues related to PLO1, ask for their input and consider their suggestions.

By analyzing the results and taking appropriate actions, it should be possible to improve students' understanding and ability to achieve PLO 1.

PLO 2:

- Analyze the assessment results: Review the results of the assessments used to measure PLO 2 (e.g. essay exams, research papers, oral presentations, etc.) and identify any common misconceptions or areas of difficulty among the students.
- Review the course content and instruction: Analyze the course content and instruction to see if it aligns with PLO 2 and if it is appropriate for the level of the students. If there's a mismatch, consider making adjustments to the course content or instruction, specially to the emphasis on Islamic history.
- Provide additional support: Consider providing additional support to students, such as tutoring, office hours, or study groups, to help them better understand the material related to PLO 2, specially Islamic history.
- Review assessment tools: Consider revising or updating the assessment tools used to measure PLO 2 to better align with the course content and instruction and to more accurately measure students' understanding and ability to examine interactions among major civilizations and their effects with special emphasis on Islamic History.
- Review the feedback and evaluation process: Review the feedback and evaluation process to ensure that it is providing meaningful feedback to the students and that it is aligned with the PLO 2.
- Consider involving students in the process: Involve students in the process of identifying and addressing the issues related to PLO2, ask for their input and consider their suggestions.
- By analyzing the results and taking appropriate actions, it should be possible to improve students' understanding and ability to achieve PLO 2.

PLO 3:

- Analyze the assessment results: Review the results of the assessments used to measure PLO 3 (e.g. comparative analysis essay, historical research paper, timeline creation, etc.) and identify any common misconceptions or areas of difficulty among the students.
- Review the course content and instruction: Analyze the course content and instruction to see if it aligns with PLO 3 and if it is appropriate for the level of the students. If there's a mismatch, consider making adjustments to the

Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analyze the assessment results: Review the results of the assessments used to measure PLO 1 (e.g., essay exams, research papers, oral presentations, etc.) and identify any common misconceptions or areas of difficulty among the students.
- Review the course content and instruction: Analyze the course content and instruction to see if it aligns with the PLO 1 and if it is appropriate for the level of the students, if there's a mismatch, consider making adjustments to the course content or instruction.
- Provide additional support: Consider providing additional support to students, such as tutoring, office hours, or study groups, to help them better understand the material related to PLO 1.
- Review assessment tools: Consider revising or updating the assessment tools used to measure PLO 1 to better align with the course content and instruction and to more accurately measure students' understanding and ability to analyze the evolution and distinctive characteristics of global societies and cultures across different periods in history.



- course content or instruction, specially related to continuity and change in historical events across time periods.
- Provide additional support: Consider providing additional support to students, such as tutoring, office hours, or study groups, to help them better understand the material related to PLO 3, specially continuity and change in historical events across time periods.
- Review assessment tools: Consider revising or updating the assessment tools used to measure PLO 3 to better align with the course content and instruction and to more accurately measure students' understanding and ability to analyze patterns of continuity and change in historical events across time periods.
- Review the feedback and evaluation process: Review the feedback and evaluation process to ensure that it is providing meaningful feedback to the students and that it is aligned with the PLO 3.
- Consider involving students in the process: Involve students in the process of identifying and addressing the issues related to PLO3, ask for their input and consider their suggestions.

By analyzing the results and taking appropriate actions, it should be possible to improve students' understanding and ability to achieve PLO 3.

PLO 4:

- Analyze the assessment results: Review the results of the assessments used to measure PLO 4 (e.g. comparison essay, historical comparison research paper, Venn diagrams, etc.) and identify any common misconceptions or areas of difficulty among the students.
- Review the course content and instruction: Analyze the course content and instruction to see if it aligns with PLO 4 and if it is appropriate for the level of the students. If there's a mismatch, consider making adjustments to the course content or instruction, specially related to comparing and contrasting similarities and differences in historical phenomena.
- Provide additional support: Consider providing additional support to students, such as tutoring, office hours, or study groups, to help them better understand the material related to PLO 4, specially comparing and contrasting similarities and differences in historical phenomena.
- Review assessment tools: Consider revising or updating the assessment tools used to measure PLO 4 to better align with the course content and instruction and to more accurately measure students' understanding and ability to compare similarities and differences in historical phenomena.
- Review the feedback and evaluation process: Review the feedback and evaluation process to ensure that it is providing meaningful feedback to the students and that it is aligned with the PLO 4.

- Consider involving students in the process: Involve students in the process of identifying and addressing the issues related to PLO 4, ask for their input and consider their suggestions.

By analyzing the results and taking appropriate actions, it should be possible to improve students' understanding and ability to achieve PLO 4.

PLO 5:

- Analyze the assessment results: Review the results of the assessments used to measure PLO 5 (e.g. interpretive essay, historical analysis research paper, critical thinking exercises, etc.) and identify any common misconceptions or areas of difficulty among the students.
- Review the course content and instruction: Analyze the course content and instruction to see if it aligns with PLO 5 and if it is appropriate for the level of the students. If there's a mismatch, consider making adjustments to the course content or instruction, specially related to interpreting historical facts and drawing conclusions.
- Provide additional support: Consider providing additional support to students, such as tutoring, office hours, or study groups, to help them better understand the material related to PLO 5, specially interpreting historical facts and drawing conclusions.
- Review assessment tools: Consider revising or updating the assessment tools used to measure PLO 5 to better align with the course content and instruction and to more accurately measure students' understanding and ability to interpret historical facts and draw conclusions.
- Review the feedback and evaluation process: Review the feedback and evaluation process to ensure that it is providing meaningful feedback to the students and that it is aligned with the PLO 5.
- Consider involving students in the process: Involve students in the process of identifying and addressing the issues related to PLO 5, ask for their input and consider their suggestions.

By analyzing the results and taking appropriate actions, it should be possible to improve students' understanding and ability to achieve PLO 5.

PLO 6:

- Analyze the assessment results: Review the results of the assessments used to measure PLO 6 (e.g. primary source analysis, historical research paper, document-based question, historical mock trial, etc.) and identify any common misconceptions or areas of difficulty among the students.
- Review the course content and instruction: Analyze the course content and instruction to see if it aligns with PLO 6 and if it is appropriate for the level of the students. If there's a mismatch, consider making adjustments to the course content or instruction, specially related to the examination of primary sources.
- Provide additional support: Consider providing additional support to students, such as tutoring, office hours, or study



groups, to help them better understand the material related to PLO 6, specially the examination of primary sources.

- Review assessment tools: Consider revising or updating the assessment tools used to measure PLO 6 to better align with the course content and instruction and to more accurately measure students' understanding and ability to develop information gathering, reasoning and synthesizing abilities through the examination of primary sources.
- Review the feedback and evaluation process: Review the feedback and evaluation process to ensure that it is providing meaningful feedback to the students and that it is aligned with the PLO 6.
- Consider involving students in the process: Involve students in the process of identifying and addressing the issues related to PLO 6, ask for their input and consider their suggestions.

By analyzing the results and taking appropriate actions, it should be possible to improve students' understanding and ability to achieve PLO 6.

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Continuing to monitor and evaluate the assessments: Regularly review the assessment results to ensure that the PLOs are still being achieved and that the course is meeting its objectives.
- Refining the course content and instruction: Continuously improve the course content and instruction based on the assessment results and feedback from the students.
- Recognizing the achievements: Recognize and celebrate the students' achievements and the success of the course.
- Reviewing and updating the PLOs: Review and update the PLOs to ensure that they are current and relevant to the field and to stay aligned with the new discoveries, developments, and needs of the industry or society.
- Sharing the success: Share the success of the course and the achievements of the students with the department, the school, and the wider academic community.
- Using the results to improve future classes: Use the results of the assessments to improve future classes and to ensure that the students continue to achieve the PLOs and gain the knowledge and skills outlined in the PLOs.

By continuing to monitor and evaluate the course, it should be possible to maintain the high level of achievement of the PLOs and ensure that the program remains effective in meeting its objectives.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

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The main objectives of the Academic Planning and Quality Assurance office are:

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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

HONORS PROGRAM | DEANSHIP OF GENERAL STUDIES

Program Learning Outcomes

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PLOs

- PLO1:** Generate innovative responses to promote entrepreneurial creative learning experiences.
- PLO2:** Provide solutions to complex real-world problems by applying higher-order critical thinking skills.
- PLO3:** Exhibit qualities of leadership to transition from graduate to careers, and professional paths.
- PLO4:** Demonstrate proficiency with digital technology for designing and organizing works using various media and platforms.
- PLO5:** Apply concepts of sustainable development to address ecosystems capacity challenges in local and global contexts.
- PLO6:** Produce an Honors Graduation Project that reflects outstanding research skills.
- PLO7:** Participate in global citizenship activities to cope with ethical and moral responsibilities.



Assessment Tools

PLO 1:

- Entrepreneurial project: Students can be assigned a project where they have to come up with an innovative business idea and develop a plan for it. This can be assessed through a presentation, business plan report, or a pitch to a panel of experts.
- Innovative problem-solving activity: Students can be given a real-world problem and challenged to come up with an innovative solution. This can be assessed through a presentation, report, or a poster presentation.
- Creative writing assignment: Students can be assigned a creative writing assignment where they have to come up with an original story or poem. This can be assessed through a peer review process or by a panel of experts.
- Collaborative project: Students can be assigned a collaborative project where they have to work together to come up with an innovative solution to a problem. This can be assessed through a presentation, report, or a poster presentation.
- Entrepreneurship competition: Students can participate in an entrepreneurship competition where they have to pitch



their business idea to a panel of judges. This can be assessed through a scoring rubric or by a panel of experts.

PLO 2:

- Case study analysis: Students can be given a complex real-world case study and challenged to analyze it using critical thinking skills. This can be assessed through a written report or a presentation.
- Debate: Students can participate in a debate where they have to defend a position on a complex real-world issue. This can be assessed through a scoring rubric or by a panel of experts.
- Research paper: Students can be assigned a research paper on a complex real-world issue. This can be assessed through a peer review process or by a panel of experts.
- Group discussion: Students can participate in a group discussion on a complex real-world issue. This can be assessed through a self-reflection or a peer evaluation.
- Simulation activity: Students can participate in a simulation activity where they have to apply critical thinking skills to solve a complex real-world problem. This can be assessed through a report or a presentation.

PLO 3:

- Case study analysis: Students can be given a complex real-world case study and challenged to analyze it using critical thinking skills. This can be assessed through a written report or a presentation.
- Debate: Students can participate in a debate where they have to defend a position on a complex real-world issue. This can be assessed through a scoring rubric or by a panel of experts.
- Research paper: Students can be assigned a research paper on a complex real-world issue. This can be assessed through a peer review process or by a panel of experts.
- Group discussion: Students can participate in a group discussion on a complex real-world issue. This can be assessed through a self-reflection or a peer evaluation.
- Simulation activity: Students can participate in a simulation activity where they have to apply critical thinking skills to solve a complex real-world problem. This can be assessed through a report or a presentation.

PLO 4:

- Digital portfolio: Students can create a digital portfolio that showcases their proficiency with digital technology and their ability to design and organize work using various media and platforms. This can be assessed through a peer review process or by a panel of experts.
- Web design project: Students can be assigned a web design project where they have to design and develop a website using various digital tools and platforms. This can be assessed through a peer review process or by a panel of experts.

- Digital storytelling: Students can create a digital story using various digital tools and platforms. This can be assessed through a peer review process or by a panel of experts.
- Data visualization project: Students can be assigned a data visualization project where they have to use digital tools and platforms to create visual representations of data. This can be assessed through a peer review process or by a panel of experts.
- Digital technology survey: Students can participate in a survey on digital technology, in which they have to demonstrate their understanding of digital tools and platforms. This can be assessed through a scoring rubric or by a panel of experts.

PLO 5:

- Sustainability project: Students can be assigned a sustainability project where they have to apply concepts of sustainable development to address ecosystem capacity challenges in local and global contexts. This can be assessed through a presentation, report, or a poster presentation.
- Field trip: Students can participate in a field trip where they have the opportunity to observe and analyze sustainable development practices in different local and global contexts. This can be assessed through a reflection paper or a report.
- Research paper: Students can be assigned a research paper on sustainable development and ecosystem capacity challenges in local and global contexts. This can be assessed through a peer review process or by a panel of experts.
- Group discussion: Students can participate in a group discussion on sustainable development and ecosystem capacity challenges in local and global contexts. This can be assessed through a self-reflection or a peer evaluation.
- Volunteer program: Students can participate in a volunteer program where they have the opportunity to work on sustainable development projects in local and global contexts. This can be assessed through a self-reflection or an evaluation by a supervisor or community leader.

PLO 6:

- Honors Graduation Project: The final project is the most important assessment tool for PLO 6, as it is the culmination of the students' research skills. The project can be assessed through a presentation, report, or a poster presentation, as well as through peer review process or by a panel of experts.
- Oral defense: Students can participate in an oral defense of their Honors Graduation Project where they have to present their research and answer questions from a panel of experts. This can be assessed through a scoring rubric or by a panel of experts.
- Research proposal: Students can be assigned a research proposal where they have to demonstrate their research skills and outline their proposed Honors Graduation



Project. This can be assessed through a peer review process or by a panel of experts.

- Research journal: Students can maintain a research journal throughout the process of their Honors Graduation Project, documenting their progress, research methods, and findings. This can be assessed through a self-reflection or an evaluation by a supervisor or mentor.
- Research presentation: Students can give a presentation on their Honors Graduation Project, highlighting the research methods and findings, as well as the implications of their research. This can be assessed through a scoring rubric or by a panel of experts.

PLO 7:

- Global citizenship reflection journal: Students can maintain a reflection journal throughout the program, where they reflect on their global citizenship experiences and how they have coped with ethical and moral responsibilities. This can be assessed through a self-reflection or an evaluation by a mentor or supervisor.
- Service-learning project: Students can participate in a service-learning project where they have the opportunity to learn about ethical and moral responsibilities while serving a community in need. This can be assessed through a self-reflection or an evaluation by a supervisor or community leader.
- Global citizenship presentation: Students can give a presentation on a global citizenship topic or case study. This can be assessed through a scoring rubric or by a panel of experts.
- Study abroad: Students can participate in a study abroad program where they have the opportunity to learn about ethical and moral responsibilities in a different cultural context. This can be assessed through a self-reflection or an evaluation by a supervisor or mentor.
- Cultural immersion program: Students can participate in a cultural immersion program where they have the opportunity to learn about ethical and moral responsibilities by immersing themselves in a different culture. This can be assessed through a self-reflection or an evaluation by a supervisor or mentor.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Identify the root cause of the problem: Analyze the assessment results to identify the specific areas where students are struggling to generate innovative responses to promote entrepreneurial creative learning experiences. This could include lack of knowledge, skills, or motivation.
- Review the curriculum: Review the curriculum to ensure that it is providing students with the necessary knowledge, skills, and resources to generate innovative responses. This could include adding new courses, modifying existing courses, or providing additional resources.
- Provide additional support: Provide additional support for students who are struggling to generate innovative responses. This could include providing additional tutoring, mentoring, or coaching.
- Encourage students to take risks: Encourage students to take risks and to think outside the box by providing opportunities for them to explore new ideas and to experiment with different approaches.
- Create a culture of innovation: Create a culture of innovation within the program by recognizing and rewarding innovative thinking, and by promoting a collaborative and supportive environment.
- Involve industry experts: Involve industry experts in the program to provide students with real-world perspectives and to inspire them to think more creatively.
- Provide opportunities for students to apply their learning: Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their entrepreneurial and creative skills in a practical setting.
- Incorporate entrepreneurship and innovation activities: Incorporate entrepreneurship and innovation activities into the curriculum, such as case studies, business plan competitions, and hackathons.
- Provide opportunities for networking and collaboration: Provide opportunities for students to network and collaborate with other students, industry professionals, and entrepreneurs. This can help to expose them to new ideas and inspire them to think more creatively.
- Monitor and evaluate progress: Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO1. Use this feedback to make adjustments and continue to improve the program.

PLO 2:

- Identify the root cause of the problem: Analyze the assessment results to identify the specific areas where students are struggling to provide solutions to complex

Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.



real-world problems. This could include a lack of knowledge, skills, or motivation.

- Review the curriculum: Review the curriculum to ensure that it is providing students with the necessary knowledge, skills, and resources to provide solutions to complex real-world problems. This could include adding new courses, modifying existing courses, or providing additional resources.
- Provide additional support: Provide additional support for students who are struggling to provide solutions to complex real-world problems. This could include providing additional tutoring, mentoring, or coaching.
- Encourage critical thinking: Encourage critical thinking by providing opportunities for students to analyze and evaluate different perspectives, and to develop their own solutions to complex problems.
- Create a culture of problem-solving: Create a culture of problem-solving within the program by recognizing and rewarding critical thinking and problem-solving skills.
- Involve industry experts: Involve industry experts in the program to provide students with real-world perspectives and to inspire them to think more critically.
- Provide opportunities for students to apply their learning: Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their problem-solving skills in a practical setting.
- Incorporate problem-solving activities: Incorporate problem-solving activities into the curriculum, such as case studies, group discussions, and simulations.
- Provide opportunities for networking and collaboration: Provide opportunities for students to network and collaborate with other students, industry professionals, and experts. This can help to expose them to new ideas and inspire them to think more critically.
- Monitor and evaluate progress: Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO 2. Use this feedback to make adjustments and continue to improve the program.

PLO 3:

- Identify the root cause of the problem: Analyze the assessment results to identify the specific areas where students are struggling to exhibit qualities of leadership to transition from graduate to careers, and professional paths. This could include lack of knowledge, skills, or motivation.
- Review the curriculum: Review the curriculum to ensure that it is providing students with the necessary knowledge, skills, and resources to exhibit qualities of leadership. This could include adding new courses, modifying existing courses, or providing additional resources.

- Provide additional support: Provide additional support for students who are struggling to exhibit qualities of leadership. This could include providing additional tutoring, mentoring, or coaching.
- Encourage leadership development: Encourage leadership development by providing opportunities for students to take on leadership roles and to develop their leadership skills.
- Create a culture of leadership: Create a culture of leadership within the program by recognizing and rewarding leadership skills and by promoting a collaborative and supportive environment.
- Involve industry experts: Involve industry experts in the program to provide students with real-world perspectives and to inspire them to develop their leadership skills.
- Provide opportunities for students to apply their learning: Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their leadership skills in a practical setting.
- Incorporate leadership activities: Incorporate leadership activities into the curriculum, such as case studies, group discussions, and simulations.
- Provide opportunities for networking and collaboration: Provide opportunities for students to network and collaborate with other students, industry professionals, and experts. This can help to expose them to new ideas and inspire them to develop their leadership skills.
- Monitor and evaluate progress: Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO 3. Use this feedback to make adjustments and continue to improve the program.

PLO 4:

- Identify the root cause of the problem: Analyze the assessment results to identify the specific areas where students are struggling to demonstrate proficiency with digital technology for designing and organizing works using various media and platforms. This could include lack of knowledge, skills, or motivation.
- Review the curriculum: Review the curriculum to ensure that it is providing students with the necessary knowledge, skills, and resources to demonstrate proficiency with digital technology. This could include adding new courses, modifying existing courses, or providing additional resources.
- Provide additional support: Provide additional support for students who are struggling to demonstrate proficiency with digital technology. This could include providing additional tutoring, mentoring, or coaching.
- Encourage technology integration: Encourage technology integration by providing opportunities for students to use digital technology in their coursework and projects.
- Create a culture of technology innovation: Create a culture of technology innovation within the program by



recognizing and rewarding technology skills and by promoting a collaborative and supportive environment.

- **Involve industry experts:** Involve industry experts in the program to provide students with real-world perspectives and to inspire them to develop their technology skills.
- **Provide opportunities for students to apply their learning:** Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their digital technology skills in a practical setting.
- **Incorporate technology activities:** Incorporate technology activities into the curriculum, such as workshops, webinars, and hands-on training sessions.
- **Provide access to state-of-the-art technology:** Provide access to state-of-the-art technology and software for students to use in their coursework and projects. This will help them to stay current with industry trends and best practices.
- **Monitor and evaluate progress:** Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO 4. Use this feedback to make adjustments and continue to improve the program.
- **Provide continuous training:** Provide continuous training and professional development opportunities for students to keep them updated with the latest technology and tools.
- **Encourage student-led technology projects:** Encourage student-led technology projects and initiatives to give them a chance to showcase their skills and explore their interests in technology.
- **Incorporate technology-related discussions and debates:** Incorporate technology-related discussions and debates in classes and workshops to help students understand the impact of technology on society and industries.

PLO 5:

- **Identify the root cause of the problem:** Analyze the assessment results to identify the specific areas where students are struggling to apply concepts of sustainable development to address ecosystem capacity challenges in local and global contexts. This could include a lack of knowledge, skills, or motivation.
- **Review the curriculum:** Review the curriculum to ensure that it is providing students with the necessary knowledge, skills, and resources to apply concepts of sustainable development. This could include adding new courses, modifying existing courses, or providing additional resources.
- **Provide additional support:** Provide additional support for students who are struggling to apply concepts of sustainable development. This could include providing additional tutoring, mentoring, or coaching.

- **Encourage sustainable development practices:** Encourage sustainable development practices by providing opportunities for students to engage in sustainable development projects and initiatives.
- **Create a culture of sustainability:** Create a culture of sustainability within the program by recognizing and rewarding sustainable development skills and by promoting a collaborative and supportive environment.
- **Involve industry experts:** Involve industry experts in the program to provide students with real-world perspectives and to inspire them to develop their sustainable development skills.
- **Provide opportunities for students to apply their learning:** Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their sustainable development skills in a practical setting.
- **Incorporate sustainable development activities:** Incorporate sustainable development activities into the curriculum, such as workshops, webinars, and hands-on training sessions.
- **Provide access to sustainable development resources:** Provide access to sustainable development resources and information for students to use in their coursework and projects. This will help them to stay current with industry trends and best practices.
- **Monitor and evaluate progress:** Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO 5. Use this feedback to make adjustments and continue to improve the program.
- **Provide continuous training:** Provide continuous training and professional development opportunities for students to keep them updated with the latest sustainable development trends and tools.
- **Encourage student-led sustainable development projects:** Encourage student-led sustainable development projects and initiatives to give them a chance to showcase their skills and explore their interests in sustainable development.
- **Incorporate sustainable development-related discussions and debates:** Incorporate sustainable development-related discussions and debates in classes and workshops to help students understand the impact of sustainable development on society and industries.

PLO 6:

- **Identify the root cause of the problem:** Analyze the assessment results to identify the specific areas where students are struggling to produce an Honors Graduation Project that reflects outstanding research skills. This could include a lack of knowledge, skills, or motivation.
- **Review the Honors Graduation Project guidelines:** Review the guidelines for the Honors Graduation Project to ensure that they are clear and that students have a clear understanding of what is expected of them.



- Provide additional support: Provide additional support for students who are struggling to produce an Honors Graduation Project that reflects outstanding research skills. This could include providing additional tutoring, mentoring, or coaching.
- Encourage research skills development: Encourage research skills development by providing opportunities for students to engage in research projects and initiatives throughout their studies.
- Create a culture of research excellence: Create a culture of research excellence within the program by recognizing and rewarding research skills and by promoting a collaborative and supportive environment.
- Involve industry experts: Involve industry experts in the program to provide students with real-world perspectives and to inspire them to develop their research skills.
- Provide opportunities for students to apply their learning: Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their research skills in a practical setting.
- Incorporate research skills activities: Incorporate research skills activities into the curriculum, such as workshops, webinars, and hands-on training sessions.
- Provide access to research resources: Provide access to research resources and information for students to use in their coursework and projects. This will help them to stay current with industry trends and best practices.
- Monitor and evaluate progress: Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO 6. Use this feedback to make adjustments and continue to improve the program.
- Provide continuous training: Provide continuous training and professional development opportunities for students to keep them updated with the latest research trends and tools.
- Encourage student-led research projects: Encourage student-led research projects and initiatives to give them a chance to showcase their skills and explore their interests in research.
- Incorporate research-related discussions and debates: Incorporate research-related discussions and debates in classes and workshops to help students understand the importance of research skills and the impact of research on society and industries.
- Provide guidance on research methods and techniques: Provide guidance on research methods and techniques to help students understand the different approaches to research and how to choose the best method for their project.
- Provide support for data analysis and interpretation: Provide support for data analysis and interpretation to help students understand how to analyze and interpret their research findings.
- Connect students with research mentors: Connect students with research mentors who can provide guidance and support throughout the research process.
- Incorporate peer review and feedback: Incorporate peer review and feedback into the Honors Graduation Project process to help students improve their research skills and receive feedback on their work.
- Provide opportunities for students to present their research: Provide opportunities for students to present their research at conferences, symposiums, and other events to give them the opportunity to share their work with others and receive feedback.
- Evaluate the effectiveness of the Honors Graduation Project process: Evaluate the effectiveness of the Honors Graduation Project process and make changes as needed to ensure that students have the necessary resources and support to produce an Honors Graduation Project that reflects outstanding research skills.
- Provide opportunities for students to engage in interdisciplinary research: Provide opportunities for students to engage in interdisciplinary research to help them understand the impact of research on different fields and industries..

PLO 7:

- Identify the root cause of the problem: Analyze the assessment results to identify the specific areas where students are struggling to participate in global citizenship activities and cope with ethical and moral responsibilities. This could include lack of knowledge, skills, or motivation.
- Review the global citizenship curriculum: Review the global citizenship curriculum to ensure that it is aligned with the program's learning outcomes and that students have a clear understanding of what is expected of them.
- Provide additional support: Provide additional support for students who are struggling to participate in global citizenship activities and cope with ethical and moral responsibilities. This could include providing additional tutoring, mentoring, or coaching.
- Encourage participation in global citizenship activities: Encourage participation in global citizenship activities by providing opportunities for students to engage in volunteer work, internships, and study abroad programs.
- Create a culture of global citizenship: Create a culture of global citizenship within the program by recognizing and rewarding participation in global citizenship activities and by promoting a collaborative and supportive environment.
- Involve industry experts: Involve industry experts in the program to provide students with real-world perspectives and to inspire them to engage in global citizenship activities.



- Provide opportunities for students to apply their learning: Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their global citizenship skills in a practical setting.
- Incorporate global citizenship activities: Incorporate global citizenship activities into the curriculum, such as workshops, webinars, and hands-on training sessions.
- Provide access to global citizenship resources: Provide access to global citizenship resources and information for students to use in their coursework and projects. This will help them to stay current with industry trends and best practices.
- Monitor and evaluate progress: Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO 7. Use this feedback to make adjustments and continue to improve the program.
- Provide continuous training: Provide continuous training and professional development opportunities for students to keep them updated with the latest global citizenship trends and tools.
- Encourage student-led global citizenship projects: Encourage student-led global citizenship projects and initiatives to give them a chance to showcase their skills and explore their interests in global citizenship.
- Incorporate global citizenship-related discussions and debates: Incorporate global citizenship-related discussions and debates in classes and workshops to help students understand the importance of ethical and moral responsibilities and the impact of global citizenship on society and industries.
- Provide guidance on ethical and moral responsibilities: Provide guidance on ethical and moral responsibilities to help students understand the different approaches to global citizenship and how to cope with ethical and moral responsibilities.
- Connect students with global citizenship mentors: Connect students with global citizenship mentors who can provide guidance and support throughout their participation in global citizenship activities.
- Incorporate peer review and feedback: Incorporate peer review and feedback into the global citizenship process to help students improve their skills and receive feedback on their work.
- Provide opportunities for students to present their global citizenship projects: Provide opportunities for students to present their global citizenship projects at conferences, symposiums, and other events to give them the opportunity to share their work with others and receive feedback.
- Evaluate the effectiveness of the global citizenship program: Evaluate the effectiveness of the global citizenship program and make changes as needed to ensure that students have the necessary resources and support to participate in global citizenship activities and cope with ethical and moral responsibilities.
- Incorporate global citizenship perspectives in all courses: Incorporate global citizenship perspectives in all courses and not just in specific global citizenship courses. This will help students to understand the importance of ethical and moral responsibilities in all aspects of their education and future careers.
- Provide opportunities for intercultural exchange: Provide opportunities for intercultural exchange, such as study abroad programs, to help students understand different cultures and perspectives and to develop their global citizenship skills.
- Encourage student-led initiatives for global citizenship: Encourage student-led initiatives for global citizenship to give them a chance to explore their interests and develop their leadership skills.
- Create a global citizenship community: Create a global citizenship community within the program to promote a collaborative and supportive environment, where students can share ideas, experiences, and best practices.
- Provide access to global citizenship resources: Provide access to global citizenship resources and information for students to use in their coursework and projects. This will help them to stay current with industry trends and best practices.
- Monitor and evaluate progress: Monitor and evaluate progress regularly to ensure that the actions taken are having the desired effect and that students are making progress in achieving PLO 7. Use this feedback to make adjustments and continue to improve the program.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used is effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Recognize and reward success: Recognize and reward students and faculty members who have contributed to the success of the program.
- Share best practices: Share best practices among faculty members and other institutions to promote continuous improvement and innovation.
- Evaluate the effectiveness of the program: Evaluate the effectiveness of the program to identify areas that can be improved and to ensure that the program remains relevant and responsive to the needs of students and the industry.



- Incorporate feedback from students and stakeholders: Incorporate feedback from students and stakeholders to make adjustments and improvements to the program.
- Provide professional development opportunities for faculty members: Provide professional development opportunities for faculty members to keep them updated with the latest trends, technologies, and best practices in the field.
- Maintain high standards of quality: Maintain high standards of quality to ensure that the program remains competitive and that students are well-prepared for their future careers.
- Expand the program: Consider expanding the program by adding new courses, programs, or partnerships to meet the needs of students and the industry.
- Leverage technology: Leverage technology to enhance the learning experience and to provide students with access to a wide range of resources and tools.
- Provide opportunities for students to apply their learning: Provide opportunities for students to apply their learning through internships, co-op programs, or real-world projects. This will give them the opportunity to practice their skills in a practical setting.
- Monitor and evaluate progress: Monitor and evaluate progress regularly to ensure that the program remains effective and that students are making progress in achieving the PLOs. Use this feedback to make adjustments and continue to improve the program.
- Create a culture of continuous improvement: Create a culture of continuous improvement within the program to ensure that all stakeholders are committed to improving the program and that all feedback and suggestions are taken into account.
- Offer additional opportunities: Offer additional opportunities to students to participate in global citizenship activities, research, and other activities to enhance their experience and provide opportunities to apply their learning.
- Create a global network: Create a global network with other institutions and organizations to provide students with opportunities to learn from experts in different fields and to connect with professionals in the industry.
- Incorporate industry-specific skills: Incorporate industry-specific skills into the curriculum to ensure that students are well-prepared for their future careers. This can be done through partnerships with industry professionals, guest lectures, or industry-specific projects.
- Celebrate student achievements: Celebrate student achievements by showcasing their work, such as through a student showcase or an Honors Graduation Project exhibition. This will help to highlight the success of the program and the achievements of students.
- Encourage alumni engagement: Encourage alumni engagement by creating opportunities for alumni to come back and share their experiences and to mentor current students.
- Measure the impact of the program: Measure the impact of the program by tracking the career paths of graduates and the impact of their work on the industry or community.
- Continuously review and improve the curriculum: Continuously review and improve the curriculum to ensure that it remains current and relevant. This can be done through regular curriculum reviews and by incorporating feedback from students, faculty, and industry professionals.
- Provide opportunities for leadership development: Provide opportunities for leadership development, such as through student clubs or leadership training programs, to help students develop the leadership skills necessary to transition from graduate to careers, and professional paths.
- Foster a culture of innovation: Foster a culture of innovation by encouraging students to think outside the box and to come up with creative solutions to problems.
- Provide opportunities for interdisciplinary collaboration: Provide opportunities for interdisciplinary collaboration to help students see how different fields and disciplines can work together to solve complex problems.
- Celebrate the success of the program: Celebrate the success of the program by sharing the results of the assessment with students, faculty, staff, and stakeholders. This will help to promote the program and to attract more students to it.
- Continuously monitor and evaluate the program: Continuously monitor and evaluate the program to ensure that it remains effective and that students are making progress in achieving the PLOs. Use this feedback to make adjustments and continue to improve the program.

Overall, It is important to maintain a continuous improvement process, even if the PLOs are being achieved. This can help to ensure that the program remains effective and continues to meet the needs of the students.

It is important also to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

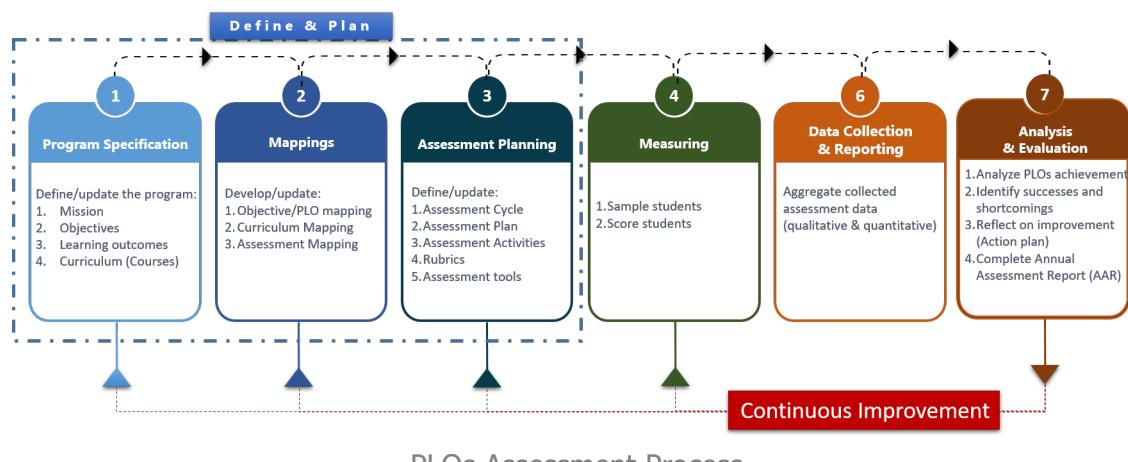
The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



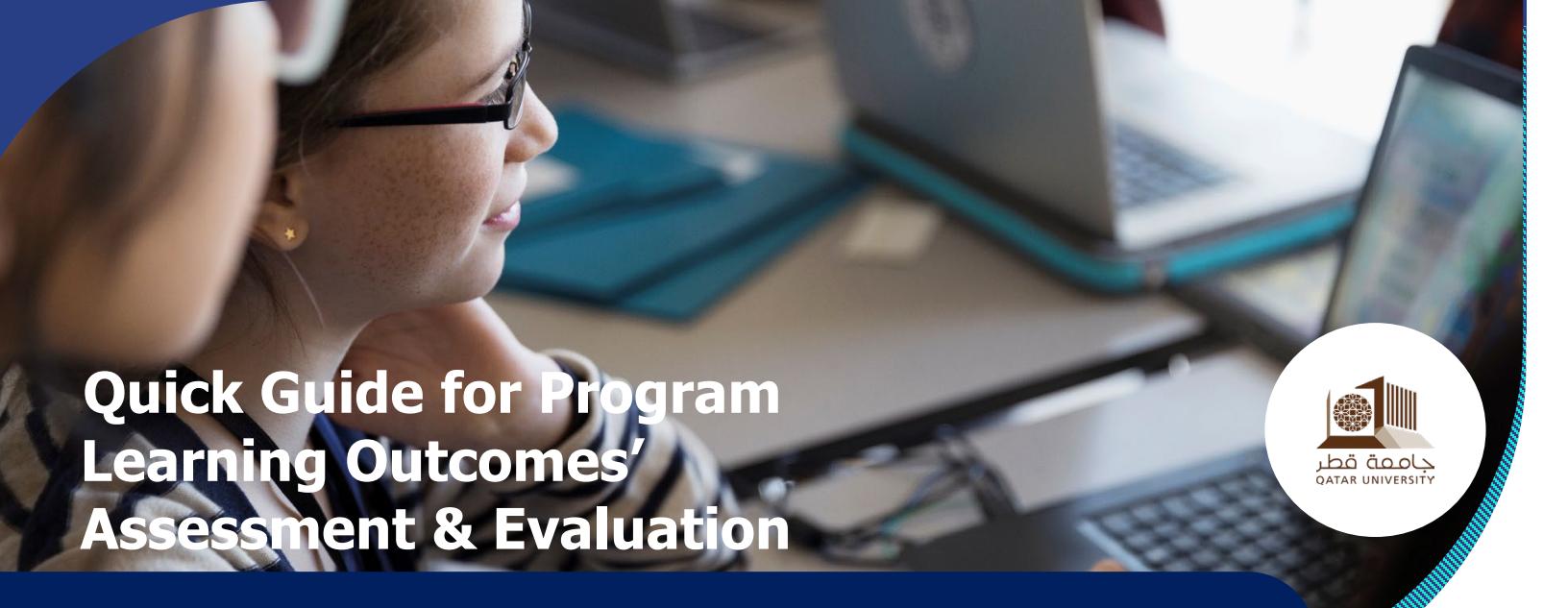
Website:
<https://www.qu.edu.qa/offices/vpaa/aqa>



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation



Qatar University | Academic Planning and Quality Assurance Office

BA INTERNATIONAL AFFAIRS PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Analyse global issues, systems and trends from a variety of disciplinary perspectives (political, cultural, economic, geographic, and diplomatic).

PLO 2: Effectively and ethically utilize discipline-specific information from appropriate sources.

PLO 3: Explain the importance of the histories, politics, cultures and perspectives of different regions of the world.

PLO 4: Analyse the impact of political, social, cultural, and economic systems on Gulf societies and politics.

PLO 5: Evaluate the political and economic impact of energy and natural resources on modern societies and international affairs.

PLO 6: Effectively apply appropriate research methods skills to international affairs related issues.

PLO 7: Communicate findings clearly, analytically and persuasively in both oral and written formats.



Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Essays or research papers that require students to analyze a specific global issue from multiple disciplinary perspectives.
- Group discussions or debates that encourage students to consider different perspectives on a global issue.
- Case studies that ask students to analyze a real-world example of a global issue.
- Oral presentations that require students to explain their analysis of a global issue to the class.
- Exams that include multiple-choice, short-answer, and/or essay questions that test students' understanding of global issues and the various perspectives that can be used to analyze them.
- Simulation exercises that allow students to experience and analyze global issues in a simulated environment.
- Service-learning projects or internships that involve students working on real-world global issues.



- Peer evaluations or self-reflection exercises that assess students' ability to analyze global issues from multiple perspectives.
- Group projects that require students to work together to analyze a global issue from multiple disciplinary perspectives.
- Final capstone projects or theses that require students to conduct independent research on a global issue and analyze it from multiple perspectives.

It is also important to keep in mind that the assessment tools and activities used to assess PLO 1 should align with the overall learning objectives of the program and should be designed to measure student progress and achievement of the PLO.

PLO 2:

- Research assignments or projects that require students to find and use discipline-specific information from appropriate sources.
- Annotated bibliographies or literature reviews that assess students' ability to identify and evaluate relevant sources
- Quizzes or exams that test students' knowledge of discipline-specific information and their ability to use it in an appropriate context.
- Group projects or presentations that require students to use discipline-specific information to analyze a specific issue or problem.
- Self-reflection or peer evaluations that assess students' ability to use discipline-specific information in an ethical manner.

It is also important to keep in mind that the assessment tools and activities used to assess PLO 2 should align with the overall learning objectives of the program and should be designed to measure student progress and achievement of the PLO.

PLO 3:

- Research assignments or projects that require students to find and use discipline-specific information from appropriate sources.
- Annotated bibliographies or literature reviews that assess students' ability to identify and evaluate relevant sources
- Quizzes or exams that test students' knowledge of discipline-specific information and their ability to use it in an appropriate context.
- Group projects or presentations that require students to use discipline-specific information to analyze a specific issue or problem.
- Self-reflection or peer evaluations that assess students' ability to use discipline-specific information in an ethical manner.

It is also important to keep in mind that the assessment tools and activities used to assess PLO 2 should align with the overall learning objectives of the program and should be designed to measure student progress and achievement of the PLO.

PLO 4:

- Analytical essays or research papers that require students to analyze the impact of political, social, cultural, and economic systems on Gulf societies and politics.
- Group discussions or debates that encourage students to consider the impact of these systems on Gulf societies and politics.
- Case studies or simulations that ask students to analyze real-world examples or simulated scenarios of the impact of political, social, cultural, and economic systems on Gulf societies and politics.
- Oral presentations or speeches that require students to explain their analysis of the impact of these systems on Gulf societies and politics.
- Exams that include multiple-choice, short-answer, and/or essay questions that test students' understanding of the impact of these systems on Gulf societies and politics.

It is also important to keep in mind that the assessment tools and activities used to assess PLO 4 should align with the overall learning objectives of the program and should be designed to measure student progress and achievement of the PLO.

PLO 5:

- Analytical essays or research papers that require students to evaluate the political and economic impact of energy and natural resources on modern societies and international affairs.
- Group discussions or debates that encourage students to consider the impact of energy and natural resources on modern societies and international affairs.
- Case studies or simulations that ask students to evaluate real-world examples or simulated scenarios of the impact of energy and natural resources on modern societies and international affairs.
- Oral presentations or speeches that require students to explain their evaluation of the impact of energy and natural resources on modern societies and international affairs.
- Exams that include multiple-choice, short-answer, and/or essay questions that test students' understanding of the impact of energy and natural resources on modern societies and international affairs.

It is also important to keep in mind that the assessment tools and activities used to assess PLO 5 should align with the overall learning objectives of the program and should be designed to measure student progress and achievement of the PLO.

PLO 6:

- Research projects or papers that require students to apply appropriate research methods to international affairs-related issues.



- Research proposal or design assignments that assess students' ability to formulate research questions, select appropriate research methods, and design a study.
- Data analysis assignments or exercises that require students to apply appropriate research methods and techniques to analyze data related to international affairs.
- Group projects or presentations that require students to apply appropriate research methods to analyze a specific issue or problem.
- Self-reflection or peer evaluations that assess students' ability to apply appropriate research methods in an ethical and effective manner.

It is also important to keep in mind that the assessment tools and activities used to assess PLO 6 should align with the overall learning objectives of the program and should be designed to measure student progress and achievement of the PLO.

PLO 7:

- Written assignments, such as research papers, essays, or reports, that require students to communicate their findings clearly, analytically, and persuasively.
- Oral presentations, such as speeches, group presentations, or debates, that require students to communicate their findings clearly, analytically, and persuasively to an audience.
- Role-playing or simulation exercises that require students to communicate their findings in a simulated or real-world scenario.
- Peer evaluations or self-reflection exercises that assess students' ability to communicate their findings clearly, analytically, and persuasively.
- Final capstone projects or theses that require students to conduct independent research and communicate their findings clearly, analytically, and persuasively in a written format.
- It is also important to keep in mind that the assessment tools and activities used to assess PLO 7 should align with the overall learning objectives of the program and should be designed to measure student progress and achievement of the PLO.

PLO 1:

- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific concepts or perspectives they are not able to analyze effectively.
- Review the curriculum: Review the curriculum to ensure that it covers all the necessary disciplinary perspectives and that they are presented in a clear and logical manner. Also, ensure that the curriculum is aligned with the PLO1.
- Provide additional resources: Provide additional resources such as readings, videos, or interactive activities that can help students understand the different disciplinary perspectives and how to analyze global issues from them.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice analyzing global issues from different disciplinary perspectives, such as group discussions, debates, or case studies. Also, provide feedback on their analysis to help them improve.
- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of the disciplinary perspectives and how to teach them effectively.
- Re-evaluation: Regularly re-evaluation of the PLO1 by reviewing the assessment results, curriculum, and teaching strategies.

It is important to note that to effectively improve PLO1, the actions that can be taken should be tailored to the specific needs of the students and the program, and should be implemented in a systematic and ongoing manner.

PLO 2:

- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific sources or types of information they are not able to effectively use.
- Review the curriculum: Review the curriculum to ensure that it covers the necessary information literacy skills and that students are provided with appropriate guidance on how to find and evaluate sources.
- Provide additional resources: Provide additional resources such as tutorials, workshops, or online guides that can help students develop information literacy skills.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice finding and using discipline-specific information, such as research assignments, literature reviews, or annotated bibliographies. Also, provide feedback on their use of information to help them improve.

Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.



- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of information literacy skills and how to teach them effectively.
- Re-evaluation: Regularly re-evaluate the PLO2 by reviewing the assessment results, curriculum, and teaching strategies.

It is important to note that to effectively improve PLO2, the actions that can be taken should be tailored to the specific needs of the students and the program, and should be implemented in a systematic and ongoing manner.

PLO 3:

- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific aspects of the history, politics, culture, or perspectives they are not able to explain effectively.
- Review the curriculum: Review the curriculum to ensure that it covers the necessary historical, political, cultural, and perspective aspects of different regions of the world. Also, ensure that the curriculum is aligned with the PLO3.
- Provide additional resources: Provide additional resources such as readings, videos, or interactive activities that can help students understand the history, politics, culture, and perspectives of different regions of the world.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice explaining the importance of the history, politics, culture, and perspectives of different regions of the world, such as group discussions, debates, or case studies. Also, provide feedback on their analysis to help them improve.
- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of the history, politics, culture, and perspectives of different regions of the world, and how to teach them effectively.
- Re-evaluation: Regularly re-evaluate the PLO3 by reviewing the assessment results, curriculum, and teaching strategies.

It is important to note that to effectively improve PLO3, the actions that can be taken should be tailored to the specific needs of the students and the program, and should be implemented in a systematic and ongoing manner.

PLO 4:

- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific aspects of the political, social, cultural, and economic systems they are not able to analyze effectively in relation to Gulf societies and politics.

- Review the curriculum: Review the curriculum to ensure that it covers the necessary aspects of the political, social, cultural, and economic systems in relation to Gulf societies and politics. Also, ensure that the curriculum is aligned with the PLO4.
- Provide additional resources: Provide additional resources such as readings, videos, or interactive activities that can help students understand the impact of political, social, cultural, and economic systems on Gulf societies and politics.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice analyzing the impact of political, social, cultural, and economic systems on Gulf societies and politics, such as group discussions, debates, or case studies. Also, provide feedback on their analysis to help them improve.
- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of the impact of political, social, cultural, and economic systems on Gulf societies and politics and how to teach them effectively.
- Re-evaluation: Regularly re-evaluate the PLO4 by reviewing the assessment results, curriculum, and teaching strategies.

It is important to note that to effectively improve PLO4, the actions that can be taken should be tailored to the specific needs of the students and the program, and should be implemented in a systematic and ongoing manner.

PLO 5:

- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific aspects of the political and economic impact of energy and natural resources they are not able to evaluate effectively on modern societies and international affairs.
- Review the curriculum: Review the curriculum to ensure that it covers the necessary aspects of the political and economic impact of energy and natural resources on modern societies and international affairs. Also, ensure that the curriculum is aligned with the PLO5.
- Provide additional resources: Provide additional resources such as readings, videos, or interactive activities that can help students understand the political and economic impact of energy and natural resources on modern societies and international affairs.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice evaluating the political and economic impact of energy and natural resources on modern societies and international affairs, such as group discussions, debates, or case studies. Also, provide feedback on their evaluation to help them improve.



- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of the political and economic impact of energy and natural resources on modern societies and international affairs and how to teach them effectively.
- Re-evaluation: Regularly re-evaluate the PLO5 by reviewing the assessment results, curriculum, and teaching strategies.

It is important to note that to effectively improve PLO5, the actions that can be taken should be tailored to the specific needs of the students and the program, and should be implemented in a systematic and ongoing manner.

PLO 6:

- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific research methods and skills they are not able to apply effectively to international affairs-related issues.
- Review the curriculum: Review the curriculum to ensure that it covers the necessary research methods skills and that students are provided with appropriate guidance on how to apply them to international affairs-related issues.
- Provide additional resources: Provide additional resources such as tutorials, workshops, or online guides that can help students develop research methods skills.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice applying research methods skills to international affairs-related issues, such as research assignments, data analysis exercises, or group projects. Also, provide feedback on their application of research methods to help them improve.
- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of research methods skills and how to teach them effectively.
- Re-evaluation: Regularly re-evaluate the PLO6 by reviewing the assessment results, curriculum, and teaching strategies.

It is important to note that to effectively improve PLO6, the actions that can be taken should be tailored to the specific needs of the students and the program, and should be implemented in a systematic and ongoing manner.

PLO 7:

- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific aspects of clear, analytical, and persuasive communication they are not able to effectively demonstrate.

- Review the curriculum: Review the curriculum to ensure that it covers the necessary elements of clear, analytical, and persuasive communication and that students are provided with appropriate guidance on how to communicate effectively in both oral and written formats.
- Provide additional resources: Provide additional resources such as writing guides, grammar handbooks, or communication workshops that can help students develop their communication skills.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice communicating clearly, analytically, and persuasively in both oral and written formats, such as research papers, speeches, or group presentations. Also, provide feedback on their communication skills to help them improve.
- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of clear, analytical, and persuasive communication and how to teach it effectively.
- Analyze the assessment results: Review the assessment results in detail to identify any patterns or common misconceptions among students. This will help to understand what areas students are struggling with and what specific aspects of clear, analytical, and persuasive communication they are not able to effectively demonstrate.
- Review the curriculum: Review the curriculum to ensure that it covers the necessary elements of clear, analytical, and persuasive communication and that students are provided with appropriate guidance on how to communicate effectively in both oral and written formats.
- Provide additional resources: Provide additional resources such as writing guides, grammar handbooks, or communication workshops that can help students develop their communication skills.
- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice communicating clearly, analytically, and persuasively in both oral and written formats, such as research papers, speeches, or group presentations. Also, provide feedback on their communication skills to help them improve.
- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of clear, analytical, and persuasive communication and how to teach it effectively.

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.



When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Review the assessment results: Review the assessment results in detail to identify any patterns or areas of excellence among students. This will help to understand what teaching strategies or resources are effective in helping students achieve the PLOs.
- Review the curriculum: Review the curriculum to ensure that it is still aligned with the PLOs and that it stays relevant and up-to-date.
- Provide additional resources: Provide additional resources such as readings, videos, or interactive activities that can help students deepen their understanding of the PLOs.

- Provide more opportunities for practice and feedback: Provide more opportunities for students to practice and apply the skills and knowledge learned, such as research projects, case studies, or simulations. Also, provide feedback on their performance to help them improve.
- Professional development opportunities: Provide professional development opportunities for the faculty members to enhance their understanding of the PLOs and how to teach them effectively.
- Re-evaluation: Regularly re-evaluate the PLOs by reviewing the assessment results, curriculum, and teaching strategies.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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الرِّيلِيَّلِ لِلْجَنْسِ لِلْفُوْرِ وَلِقَيْمِ خُرُجَاتِ تَعْلِيمِ الْبَرَاجِ

٢٠٢٣ | مُكَلَّمَةٌ إِلَيْكُمْ أَمْبَاطِ الْأَخْتِيَامِ وَمِنْهُمْ الْجَوَاهِرُ

بِنَاءً بِالْبَكَالُورِيوسِ فِي الدِّرَاسَاتِ الْإِسْلَامِيَّةِ | طَلَيْلَةُ الْطَّلَابِ وَالْعَالَمِ

مخرجات التعلم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعارف والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. فالمخرجات تعتبر طريقة واضحة وقابلة للقياس تضمن أن البرنامج يلبي أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح. كما أنها تمكّن البرنامج من وسائل التحسين المستمر لتلبية الاحتياجات المتغيرة للطلاب وسوق العمل. تعتبر مخرجات التعلم للبرنامج بمثابة خارطة طريق لتطوير منهج البرنامج، كما توفر إطاراً لتقدير البرنامج وتحسينه. من ناحية أخرى، تضمن مخرجات التعلم مواصفة البرنامج مع سمات خريجي الجامعة وكفاءتهم الداعمة.

أدوات التقويم



مخرجات التعلم للبرنامج



مخرج 1:

- امتحانات التلاوة الشفوية حيث يطلب من الطالب تلاوة مقاطع من القرآن وتقييم النطق والتتميم والطلاقة.
- الامتحانات الكتابية التي تختبر مدى فهم الطالب وتطبيق قواعد التلاوة القرآنية (مثل التجويد).
- مشروع تلاوة أخيرة أو عرض تقديمي حيث يبرهن الطالب على إتقانهم لقراءة القرآن.
- تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطالب بتقييم تقديمهم وتحديد مجالات التحسين.
- تقييمات الزملاء، حيث يستمع الطالب إلى تلاوة زملائهم في الفصل ويقيّمونها.
- التسجيل والتقييمات المسجلة بالفيديو، حيث يتم تسجيل الطالب وهم يتلون من القرآن، ويستخدم التسجيل لأغراض التقييم.

يحتوي برنامج البكالوريوس في الدراسات الإسلامية على مخرجات التعلم التالية:

1. من حفظه أربعة أجزاء من القرآن الكريم مع إتقان أحكام التجويد.
2. يقرأ من حفظه الأربعين حديثاً النبوية ويشرح معانيها.
3. يوضح المعالم والمفاهيم الأساسية في العلوم الإسلامية.
4. يستنتج سنتاً في التطور الحضاري الإسلامي والإنساني ويبينها.
5. يفسّر النصوص الدينية والتراثية في العلوم الإسلامية.
6. يبين أحكاماً شرعية في مجالات حياتية مختلفة.
7. يربط مناهج وقضايا العلوم الإنسانية والاجتماعية المعاصرة بمفاهيم العلوم الإسلامية.
8. يجري بحوثاً علمية في مجال الدراسات الإسلامية.
9. يحقق مخرجات أحد التخصصات الفرعية المتاحة في الجامعة.



مناقشات جماعية حيث يمكن للطلاب تحليل معايير التطور الحضاري الإسلامي والإنساني وفحصها بشكل نفدي.

• الأوراق البحثية والمقالات حيث يمكن للطلاب إظهار فهمهم لمعايير التطور الحضاري الإسلامي والإنساني وتطبيقها العملي.

• دراسات الحالة التاريخية والتحليل المقارن، حيث يمكن للطلاب إظهار فهمهم للتطور الحضاري في السياق الإسلامي.

• مناقشة أومحاكاة الأحداث الجارية حيث يمكن للطلاب تطبيق معايير التطور الحضاري الإسلامي والإنساني في سياق معاصر.

مخرج ٥:

الامتحانات الكتابية التي تختبر قدرة الطلاب على تفسير النصوص الدينية والتقاليدية في العلوم الإسلامية.

• مشروع نهائي أو عرض تقديمي حيث يُظهر الطلاب قدرتهم على تفسير النصوص الدينية والتقاليدية في العلوم الإسلامية.

• تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطلاب بتقييم قدمهم وتحديد مجالات التحسين.

• تقييمات الزملاء، حيث يستمع الطلاب إلى العروض التقديمية والمقالات الخاصة بزملائهم في الفصل ويقيّمونها.

• مناقشات جماعية حيث يمكن للطلاب تحليل النصوص الدينية والتقاليدية في العلوم الإسلامية وفحصها بشكل نفدي.

• الأوراق البحثية والمقالات حيث يمكن للطلاب إظهار فهمهم لتقدير النصوص الدينية والتقاليدية في العلوم الإسلامية وتطبيقها العملي.

• تمارين الترجمة والتعليق حيث يمكن للطلاب إظهار فهمهم للنص الأصلي وسياقه.

• التحليل النصي، حيث يمكن للطلاب إظهار فهمهم للسمات الأدبية واللغوية للنصوص الدينية والتقاليدية.

• العروض أو المناقشات الشفوية حيث يمكن للطلاب تقديم تفسيرهم للنصوص الدينية والتقاليدية والدفاع عنها.

مخرج ٦:

الامتحانات الكتابية التي تختبر قدرة الطلاب على إظهار الأحكام القانونية في مجالات الحياة المختلفة.

• مشروع نهائي أو عرض تقديمي حيث يُظهر الطلاب قدرتهم على إظهار الأحكام القانونية في مجالات الحياة المختلفة.

• تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطلاب بتقييم قدمهم وتحديد مجالات التحسين.

• تقييمات الزملاء، حيث يستمع الطلاب إلى العروض التقديمية والمقالات الخاصة بزملائهم في الفصل ويقيّمونها.

• مناقشات جماعية حيث يمكن للطلاب تحليل الأحكام القانونية وفحصها بشكل نفدي في مجالات الحياة المختلفة.

• الأوراق البحثية والمقالات حيث يمكن للطلاب إظهار فهمهم للأحكام القانونية في مجالات الحياة المختلفة وتطبيقها العملي.

• تمارين المحاكاة أو تمثيل الأدوار، حيث يمكن للطلاب إظهار فهمهم للأحكام القانونية في مجالات مختلفة من الحياة في سيناريوهات العالم الحقيقي.

مخرج ٢:

- امتحانات التلاوة الشفوية حيث يُطلب من الطلاب تلاوة وشرح معاني الأحاديث النبوية من جمع النwoy.

- الامتحانات الكتابية التي تختبر فهم الطلاب للأحاديث وتفسيرها.

- مشروع نهائي أو عرض تقديمي حيث يُظهر الطلاب إتقانهم لتقدير الحديث وتفسيره.

- تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطلاب بتقييم قدمهم وتحديد مجالات التحسين.

- تقييمات الزملاء، حيث يستمع الطلاب إلى تلاوة أحاديث زملائهم وتقديرها ويفقّهونها.

- مناقشات جماعية حيث يمكن للطلاب تحليل الأحاديث وفحصها بشكل نفدي.

- الأوراق البحثية والمقالات حيث يمكن للطلاب إظهار فهمهم للأحاديث وتطبيقها العملي في الحياة المعاصرة.

مخرج ٣:

- الامتحانات الكتابية التي تختبر معرفة الطلاب وفهمهم للمفاهيم والسمات الأساسية في العلوم الإسلامية.

- مشروع نهائي أو عرض تقديمي حيث يُظهر الطلاب قدرتهم على توضيح وشرح المفاهيم والميزات الرئيسية في العلوم الإسلامية.

- تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطلاب بتقييم قدمهم وتحديد مجالات التحسين.

- تقييمات الزملاء، حيث يستمع الطلاب إلى العروض التقديمية والمقالات الخاصة بزملائهم في الفصل ويقيّمونها.

- مناقشات جماعية حيث يمكن للطلاب تحليل المفاهيم والسمات الرئيسية في العلوم الإسلامية ودراستها بشكل نفدي.

- الأوراق البحثية والمقالات حيث يمكن للطلاب إظهار فهمهم للمفاهيم والميزات الرئيسية في العلوم الإسلامية وتطبيقها العملي.

- العروض التقديمية أو الملصقات أو الرسوم البيانية حيث يمكن للطلاب توضيح المفاهيم والميزات الرئيسية في العلوم الإسلامية بصرياً.

- الاختبارات القصيرة وألعاب البطاقات التعليمية لمساعدة الطلاب على تذكر ما تعلموه.

مخرج ٤:

- الامتحانات الكتابية التي تختبر قدرة الطلاب على استنتاج وشرح معايير التطور الحضاري الإسلامي والإنساني.

- مشروع نهائي أو عرض تقديمي حيث يُظهر الطلاب قدرتهم على استنتاج وشرح معايير التطور الحضاري الإسلامي والإنساني.

- تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطلاب بتقييم قدمهم وتحديد مجالات التحسين.

- تقييمات الزملاء، حيث يستمع الطلاب إلى العروض التقديمية والمقالات الخاصة بزملائهم في الفصل ويقيّمونها.



الأوراق البحثية والمقالات حيث يمكن للطلاب إثبات فهمهم للطرق والتقنيات المستخدمة في إجراء البحث العلمي في مجال الدراسات الإسلامية.

العروض التقديمية أو الملصقات حيث يمكن للطلاب تقديم نتائج أبحاثهم ونتائجها.

اقتراح البحث والعروض التقديمية، حيث يمكن للطلاب إظهار فهمهم لتصميم البحث ومنهجيته وتحليل البيانات.

ورش العمل والندوات البحثية حيث يمكن للطلاب تلقي التوجيه واللاحظات حول مشاريعهم البحثية.

القافع الشفهي عن الرسالة أو مشروع البحث النهائي أمام لجنة من الخبراء في مجال الدراسات الإسلامية.

مخرج 7:

مشروع نهائي أو عرض تقديمي حيث يُظهر الطالب قدرتهم على تحقيق مخرجات أحد التخصصات الفرعية المتاحة في الجامعة.

تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطالب بتقييم تقدمهم وتحديد مجالات التحسين.

تقييمات الزملاء، حيث يستمع الطالب إلى المشاريع والعروض التقديمية النهائية لزملائهم في الفصل ويقيّمونها.

مناقشات جماعية حيث يمكن للطلاب تحليل مخرجات أحد التخصصات الفرعية المتوفرة في الجامعة وفحصها بشكل نقى.

الأوراق البحثية والمقالات حيث يمكن للطلاب إثبات فهمهم لمخرجات أحد التخصصات الفرعية المتاحة في الجامعة وتطبيقاتها العملية.

دراسات حالة وتحليل لمخرجات أحد التخصصات الفرعية المتوفرة بالجامعة.

تمارين المحاكاة أو تمثيل الأدوار، حيث يمكن للطلاب إظهار فهمهم لمخرجات أحد التخصصات الفرعية المتاحة في الجامعة في سيناريوهات العالم الحقيقي.

العروض أو المناقشات الشفوية حيث يمكن للطلاب تقديم والدفاع عن مخرجات أحد التخصصات الفرعية المتاحة في الجامعة.

دراسة الأحداث الجارية وعلاقتها بمخرجات أحد التخصصات الفرعية المتاحة في الجامعة.

الامتحان النهائي أو الامتحان الشامل الذي يغطي مادة التخصص الفرعي المختار.

مخرج 8:

التحليل والإجراءات



تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطلاب والمدرسون والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.

عندما لا تتحقق مخرجات التعلم

إذا أظهرت نتائج التقييم أن مخرجات التعلم لم تتحقق، وهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

- العروض أو المناقشات الشفوية حيث يمكن للطلاب تقديم الأحكام القانونية والدفاع عنها في مجالات الحياة المختلفة.
- دراسات الحالة وتحليل الأحكام الشرعية في مجالات الحياة المختلفة.
- اختبارات قصيرة أو ألعاب بطاقة تعليمية تساعد الطالب على تذكر الأحكام القانونية.

مخرج 9:

مشروع نهائي أو عرض تقديمي حيث يُظهر الطالب قدرتهم على تحقيق مخرجات أحد التخصصات الفرعية المتاحة في الجامعة.

تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطالب بتقييم تقدمهم وتحديد مجالات التحسين.

تقييمات الزملاء، حيث يستمع الطالب إلى العروض التقديمية والمقالات الخاصة بزملائهم في الفصل ويقيّمونها.

مناقشات جماعية حيث يمكن للطلاب تحليل ودراسة نقدية للعلاقة بين مناهج العلوم الإنسانية والاجتماعية المعاصرة وقضايا مفاهيم العلوم الإسلامية.

الأوراق البحثية والمقالات حيث يمكن للطلاب إظهار فهمهم للعلاقة بين مناهج العلوم الإنسانية والاجتماعية المعاصرة وقضايا مع مفاهيم العلوم الإسلامية.

دراسات الحالة وتحليل القضايا المعاصرة وعلاقتها بمفاهيم العلوم الإسلامية.

تمارين المحاكاة أو تمثيل الأدوار، حيث يمكن للطلاب إثبات فهمهم للعلاقة بين مناهج العلوم الإنسانية والاجتماعية المعاصرة وقضايا المتعلقة بمفاهيم العلوم الإسلامية في سيناريوهات العالم الحقيقي.

العروض أو المناقشات الشفوية حيث يمكن للطلاب تقديم والدفاع عن العلاقة بين مناهج العلوم الإنسانية والاجتماعية المعاصرة وقضايا مفاهيم العلوم الإسلامية.

دراسة الأحداث الجارية وعلاقتها بمفاهيم العلوم الإسلامية.

مخرج 10:

مشروع بحثي أو أطروحة يظهر فيها الطالب قدرتهم على إجراء بحث علمي في مجال الدراسات الإسلامية.

تمارين التأمل الذاتي والتقييم الذاتي، حيث يقوم الطالب بتقييم تقدمهم وتحديد مجالات التحسين.

تقييمات الزملاء، حيث يستمع الطالب إلى العروض التقديمية والأوراق البحثية الخاصة بزملائهم في الفصل ويقيّمونها.

مناقشات جماعية حيث يمكن للطلاب تحليل البحث العلمي وفحصه بشكل نقدى في مجال الدراسات الإسلامية.

مخرج 11:

إذا أظهرت نتائج التقييم أن مخرجات التعلم لم تتحقق، وهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.



• مراقبة وتقييم فعالية هذه الإجراءات بمرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطلاب.

كما هو الحال مع منظمة التحرير الأولى، يعد تحقيق منظمة التحرير الثانية هدفًا طويلاً المدى، وقد لا يكون التقدم فوريًا، ولكن بالجهود المتسقة، يمكن تحقيق النتيجة المرجوة.

مخرج 3:

تحليل النتائج لتحديد أين يعاني غالبية الطلاب (على سبيل المثال، مع فهم المفاهيم الأساسية، وتوضيحها بشكل فعال، وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطلاب أو تقييمات الأقران أو تقييمات المدرسين.

مراجعة وتحليل المناهج وطرق التدريس المستخدمة في تدريس السمات والمفاهيم الرئيسية في العلوم الإسلامية. هل الأساليب فعالة في مساعدة الطلاب على تحقيق مخرج التعليم 3؟ هل هناك تغيرات في المناهج يجب معالجتها؟

توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

توفير المزيد من الفرص للطلاب لممارسة توضيح وشرح السمات والمفاهيم الرئيسية في العلوم الإسلامية. يمكن أن يشمل ذلك المزيد من الأنشطة التفاعلية أو المناقشات الجماعية أو المشاريع.

تقديم المزيد من التدريب والتطوير المهني للمدرسين حول الطرق الفعالة لتدريس المفاهيم الأساسية في العلوم الإسلامية.

تضمين المزيد من الوسائل المرئية وموارد الوسائط المتعددة مثل مقاطع الفيديو أو الرسوم البيانية أو الرسوم البيانية لمساعدة الطلاب على فهم وتوضيح المفاهيم الأساسية في العلوم الإسلامية.

تشجيع الطلاب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم وتوضيح المفاهيم الأساسية في العلوم الإسلامية.

مراقبة وتقييم فعالية هذه الإجراءات بمرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطلاب.

مخرج 4:

تحليل النتائج لتحديد الشيء الذي يعاني منه غالبية الطلاب (على سبيل المثال مع فهم المعايير واستنتاجها وشرحها بشكل فعال، وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطلاب أو تقييمات الأقران أو تقييمات المدرسين.

مراجعة وتحليل المناهج وطرق التدريس المستخدمة في تدريس مبادئ التنمية الحضارية الإسلامية والإنسانية. هل الأساليب فعالة في مساعدة الطلاب على تحقيق مخرج التعليم 4؟ هل هناك تغيرات في المناهج يجب معالجتها؟

توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

توفير المزيد من الفرص للطلاب لممارسة استنتاج وشرح معايير التنمية الحضارية الإسلامية والإنسانية. يمكن أن يشمل ذلك المزيد من الأنشطة التفاعلية أو المناقشات الجماعية أو المشاريع.

مخرج 1:

- تحليل النتائج لتحديد الشيء الذي يعاني منه غالبية الطلاب (على سبيل المثال مع النطق، التتميم، الطلاقة، إلخ). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطلاب أو تقييمات الأقران أو تقييمات المدرسين.

- مراجعة وتحليل المناهج وطرق التدريس المستخدمة في تعليم التلاوة القرآنية. هل الأساليب فعالة في مساعدة الطلاب على تحقيق مخرج التعليم 1؟ هل هناك تغيرات في المنهج يجب معالجتها؟

- توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

- توفير المزيد من الفرص للطلاب لممارسة التلاوة القرآنية. يمكن أن يشمل ذلك جلسات تلاوة منتظمة أو نوادي قراءة القرآن أو مسابقات تلاوة القرآن.

- توفير المزيد من التدريب والتطوير المهني للمدرسين على تلاوة القرآن وطرق تدريسه.

- وضع في الاعتبار دمج موارد التكنولوجيا والوسائل المتعددة مثل التسجيلات الصوتية والمرئية لتلاوة القرآن للطلاب للاستماع إليها والتدريب عليها.

- تشجيع الطلاب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على تحسين تلاوتهم القرآنية

- مراقبة وتقييم فعالية هذه الإجراءات بمرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطلاب.

مخرج 2:

- تحليل النتائج لتحديد أين يعاني غالبية الطلاب (على سبيل المثال مع الحفظ والفهم والتفسير وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطلاب أو تقييمات الأقران أو تقييمات المدرسين.

- مراجعة وتحليل المناهج وطرق التدريس المستخدمة في تدريس الأحاديث النبوية. هل الأساليب فعالة في مساعدة الطلاب على تحقيق مخرج التعليم 2؟ هل هناك تغيرات في المناهج يجب معالجتها؟

- توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

- توفير المزيد من الفرص للطلاب لممارسة الأحاديث النبوية وحفظها. يمكن أن يشمل ذلك جلسات تلاوة منتظمة، أو نوادي قراءة الحديث، أو مسابقات تلاوة الحديث.

- توفير المزيد من التدريب والتطوير المهني للمدرسين حول تفسير الحديث وتفسيره وطرق تدريسه.

- تضمين المزيد من أنشطة المناقشة والمناظرة لمساعدة الطلاب على فهم وتفسير الأحاديث النبوية.

- تشجيع الطلاب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم وتفسير الأحاديث النبوية.



مراجعة وتحليل المناهج وطرق التدريس المستخدمة في تدريس الأحكام الشرعية في مجالات الحياة المختلفة. هل الأساليب فعالة في مساعدة الطالب على تحقيق مخرج التعلم؟ هل هناك ثغرات في المناهج يجب معالجتها؟

توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

توفير المزيد من الفرص للطلاب لمارسة عرض الأحكام القانونية في مجالات الحياة المختلفة. يمكن أن يشمل ذلك المزيد من الأنشطة التفاعلية أو المناقشات الجماعية أو المشاريع.

توفير المزيد من التدريب والتطوير المهني للمدرسين حول الطرق الفعالة لتدريس الأحكام القانونية في مجالات الحياة المختلفة.

تضمين المزيد من دراسات الحالة والسيناريوهات الواقعية لمساعدة الطالب على فهم وتطبيق الأحكام القانونية في مجالات مختلفة من الحياة.

تشجيع الطالب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم وتطبيق الأحكام القانونية في مجالات الحياة المختلفة.

مراقبة وتقييم فعالية هذه الإجراءات بمرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطلاب.

وضع في اعتبارك دمج التدريب العملي والتدريب الداخلي حيث يمكن للطلاب ملاحظة الأحكام القانونية والتعرف عليها في مجالات مختلفة من الحياة في سيناريوهات العالم الحقيقي.

توفير فرص للطلاب للتفاعل مع المهنيين القانونيين والخبراء في هذا المجال، الذين يمكنهم تقديم التوجيه والتغذية الراجعة حول فهم وتطبيق الأحكام القانونية في مجالات مختلفة من الحياة.

مخرج 7:

تحليل النتائج لتحديد الشيء الذي يعاني فيه غالبية الطلاب (على سبيل المثال، مع فهم الاتصال، وشرح ذلك بشكل فعال، وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطالب أو تقييمات الأقران أو تقييمات المدرسين.

مراجعة وتحليل المناهج وطرق التدريس المستخدمة لربط مناهج قضايا العلوم الإنسانية والاجتماعية المعاصرة بمفاهيم العلوم الإسلامية. هل الأساليب فعالة في مساعدة الطالب على تحقيق مخرج التعلم؟ هل هناك ثغرات في المناهج يجب معالجتها؟

توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

توفير المزيد من الفرص للطلاب لمارسة ربط مناهج قضايا العلوم الإنسانية والاجتماعية المعاصرة بمفاهيم العلوم الإسلامية. يمكن أن يشمل ذلك المزيد من الأنشطة التفاعلية أو المناقشات الجماعية أو المشاريع.

تقديم المزيد من التدريب والتطوير المهني للمدرسين حول الطرق لربط مناهج قضايا العلوم الإنسانية والاجتماعية المعاصرة بمفاهيم العلوم الإسلامية.

- تقديم المزيد من التدريب والتطوير المهني للمدرسين حول السبل الفعالة لتدريس معايير التنمية الحضارية الإسلامية والإنسانية.
- تضمين المزيد من السيناريوهات الواقعية ودراسات الحالة لمساعدة الطالب على فهم واستنتاج معايير التنمية الحضارية الإسلامية والإنسانية.
- تشجيع الطالب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم واستنتاج معايير التنمية الحضارية الإسلامية والإنسانية.
- مراقبة وتقييم فعالية هذه الإجراءات بمرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطلاب.
- من المهم أن نتذكر أن استنتاج معايير التطور الحضاري الإسلامي والإنساني هو عملية معقدة وقد يحتاج الطالب إلى وقت وتجهيز لفهمها واستنتاجها بشكل كامل.

مخرج 5:

- تحليل النتائج لتحديد الشيء الذي يعاني منه غالبية الطلاب (على سبيل المثال، مع فهم النصوص وتفسيرها وشرحها بشكل فعال، وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطالب أو تقييمات الأقران أو تقييمات المدرسين.
- مراجعة وتحليل المناهج وطرق التدريس المستخدمة لتدريس تفسير النصوص الدينية والتقاليد في العلوم الإسلامية. هل الأساليب فعالة في مساعدة الطالب على تحقيق مخرج التعلم؟ هل هناك ثغرات في المناهج يجب معالجتها؟
- توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.
- توفير المزيد من الفرص للطلاب لمارسة تفسير وشرح النصوص الدينية والتقاليد في العلوم الإسلامية. يمكن أن يشمل ذلك المزيد من الأنشطة التفاعلية أو المناقشات الجماعية أو المشاريع.
- تقديم المزيد من التدريب والتطوير المهني للمدرسين حول الطرق الفعالة لتدريس تفسير النصوص الدينية والتقاليد في العلوم الإسلامية. دمج المزيد من التحليل النصي والنقد الأدبي لمساعدة الطالب على فهم وتفسير النصوص الدينية والتقاليد في العلوم الإسلامية.
- تشجيع الطالب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم وتفسير النصوص الدينية والتقاليد في العلوم الإسلامية.
- مراقبة وتقييم فعالية هذه الإجراءات بمرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطلاب.

مخرج 6:

- تحليل النتائج لتحديد أين يعاني غالبية الطلاب (على سبيل المثال، من خلال فهم الأحكام القانونية، وتطبيقها، وشرحها بشكل فعال، وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطالب أو تقييمات الأقران أو تقييمات المدرسين.



يعد إجراء البحث في أي مجال عملية معقدة وقد يحتاج الطالب إلى وقت وتجويه لفهم عملية البحث وتطبيقها بشكل كامل. بالإضافة إلى ذلك، قد يكون من المفيد توفير فرص للطالب للعمل عن كثب مع مرشدِي البحث أو للمشاركة في برامج البحث أو التدريب الداخلي لاكتساب خبرة عملية في إجراء البحث في مجال الدراسات الإسلامية. ستساعدهم هذه الفرص على تطوير المهارات والمعرفة الازمة في منهجية البحث وتحليل البيانات وعرض نتائجهم بطريقة واضحة وموجزة.

مخرج 9:

- تحليل النتائج لتحديد الشيء الذي يعاني فيه غالبية الطلاب (على سبيل المثال، مع فهم الشخص الفرعى)، وتحقيق النتائج، وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطالب أو تقييمات الأقران أو تقييمات المدرسين.

- مراجعة وتحليل المناهج وطرق التدريس المستخدمة في تدريس التخصصات الفرعية المتاحة في الجامعة. هل الأساليب فعالة في مساعدة الطالب على تحقيق المخرج ٩؟ هل هناك ثغرات في المناهج يجب معالجتها؟

- توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

- توفير المزيد من الفرص للطلاب لممارسة تحقيق مخرجات أحد التخصصات الفرعية المتاحة في الجامعة. يمكن أن يشمل ذلك المزيد من الأنشطة التفاعلية أو المناوشات الجماعية أو المشاريع.

- تقديم المزيد من التدريب والتطوير المهني للمدرسين حول الطرق الفعالة لتدريس التخصصات الفرعية المتاحة في الجامعة.

- دمج المزيد من المشاريع الواقعية ودراسات الحال لمساعدة الطالب على فهم وتحقيق نتائج أحد التخصصات الفرعية المتاحة في الجامعة.

- تشجيع الطلاب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم وتحقيق نتائج أحد التخصصات الفرعية المتاحة في الجامعة.

- مراقبة وتقييم فعالية هذه الإجراءات بممرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطالب.

من المهم أن تذكر أن تحقيق نتائج أحد التخصصات الفرعية المتاحة في الجامعة عملية معقدة وقد يحتاج الطالب إلى وقت وتجويه لفهمها وتحقيقها بشكل كامل. بالإضافة إلى ذلك، قد يكون من المفيد توفير فرص للطالب لاستكشاف التخصصات الفرعية من خلال أشكال مختلفة من البحث، مثل الدراسات الميدانية أو دراسات الحال أو المشاركة في برامج التدريب أو الإرشاد من أجل اكتساب الخبرة العملية وتطبيق فهمهم. في إعدادات العالم الحقيقي. علاوة على ذلك، قد يكون من الضروري إعادة تقييم التخصصات الفرعية المعروضة في الجامعة، والتأنّك من ملاءمتها لاتجاهات والمطلبات الحالية في مجال الدراسات الإسلامية.

- دمج المزيد من سيناريوهات العالم الواقعي والأحداث الجارية لمساعدة الطالب على فهم وربط مناهج وقضايا العلوم الإنسانية والاجتماعية المعاصرة بمفاهيم العلوم الإسلامية.
- تشجيع الطالب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم وربط مناهج وقضايا العلوم الإنسانية والاجتماعية المعاصرة بمفاهيم العلوم الإسلامية.
- مراقبة وتقييم فعالية هذه الإجراءات بممرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطالب.

من المهم أن تذكر أن ربط مناهج وقضايا العلوم الإنسانية والاجتماعية المعاصرة بمفاهيم العلوم الإسلامية يمكن أن يمثل تحدياً، وقد يستغرق الأمر وقتاً حتى يفهم الطالب هذا المفهوم ويطبقونه بشكل كامل. بالإضافة إلى ذلك، قد يكون من المفيد توفير فرص للطالب لاستكشاف هذه الروابط من خلال أشكال مختلفة من البحث، مثل الدراسات الميدانية، أو دراسات الحال، أو المشاركة في مشاريع خدمة المجتمع التي تسمح لهم بتطبيق فهمهم في أماكن واقعية ..

مخرج 8:

- تحليل النتائج لتحديد الشيء الذي يعاني منه غالبية الطلاب (على سبيل المثال مع فهم عملية البحث، واختيار موضوع البحث، وجمع البيانات وتحليلها، وما إلى ذلك). يمكن جمع هذه المعلومات من خلال التقييم الذاتي للطالب أو تقييمات الأقران أو تقييمات المدرسين.

- مراجعة وتحليل المناهج وطرق التدريس المستخدمة في تدريس البحث في مجال الدراسات الإسلامية. هل الأساليب فعالة في مساعدة الطالب على تحقيق المخرج ٨؟ هل هناك ثغرات في المناهج يجب معالجتها؟

- توفير موارد إضافية ودعم للطلاب الذين يعانون. يمكن أن يشمل ذلك مواد تدريب إضافية أو مقاطع فيديو تعليمية.

- توفير المزيد من الفرص للطلاب لممارسة إجراء البحث في مجال الدراسات الإسلامية. يمكن أن يشمل ذلك المزيد من الأنشطة التفاعلية أو المناوشات الجماعية أو المشاريع البحثية.

- تقديم المزيد من التدريب والتطوير المهني للمدرسين حول الطرق الفعالة لتدريس البحث في مجال الدراسات الإسلامية.

- دمج المزيد من المشاريع البحثية الواقعية ودراسات الحال لمساعدة الطالب على فهم وإجراء البحث في مجال الدراسات الإسلامية.

- تشجيع الطلاب على الاستفادة من موارد المكتبة والمواد الأخرى ذات الصلة لمساعدتهم على فهم وإجراء البحث في مجال الدراسات الإسلامية.

- مراقبة وتقييم فعالية هذه الإجراءات بممرور الوقت لمعرفة ما إذا كان لها تأثير إيجابي على أداء الطالب.



عندما تتحقق مخرجات التعلم

تشجيع الطالب على إجراء البحوث والعمل العلمي من أجل المساهمة في مجال الدراسات الإسلامية.

وضع في اعتبارك تقديم دورات أو تخصصات اختيارية إضافية لتلبية اهتمامات الطلاب المتعددة وأهدافهم المهنية.

- السعي باستمرار للحصول على الاعتماد والاعتراف من المنظمات ذات الصلة لضمان تلبية البرنامج لمعايير الصناعة وزيادة مصداقية البرنامج وخريجيه.

بشكل عام، حتى إذا تم تحقيق مخرج التعلم، فمن المهم الاستمرار في السعي لتحقيق التميز وتحسين البرنامج للتأكد من أن الطلاب مستعدون جيداً للعالم الحقيقي وأن البرنامج يظل وثيق الصلة بمنطقة الدراسات الإسلامية.

من المهم أيضاً أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمنهج سيؤدي إلى نتائج أفضل للطلاب على المدى الطويل.

إذا أظهرت نتائج التقويم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن التعليمات والمناهج المستخدمة فعالة في مساعدة الطلاب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

- جمع الملاحظات باستمرار من الطلاب والمدرسين والخريجين لمعرفة ما إذا كان البرنامج يلبي احتياجاتهم وتوقعاتهم.
- مراجعة وتحديث المناهج وطرق التدريس بانتظام للتأكد من أنها حديثة ومتغيرة مع أحدث البحوث والاتجاهات في مجال الدراسات الإسلامية.
- توفير فرص للتطوير المهني والتدريب للمدرسين للبقاء على اطلاع بأحدث أساليب وتقنيات التدريس.
- تشجيع الطالب على المشاركة في الأنشطة اللامنهجية والتدريب الداخلي لاكتساب خبرة عملية في مجال الدراسات الإسلامية.
- تقييم وتقييم البرنامج بانتظام لتحديد المجالات التي يمكن تحسينها.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعلم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المُهْدَفُ ٣: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المُهْدَفُ ٤: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكademie وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

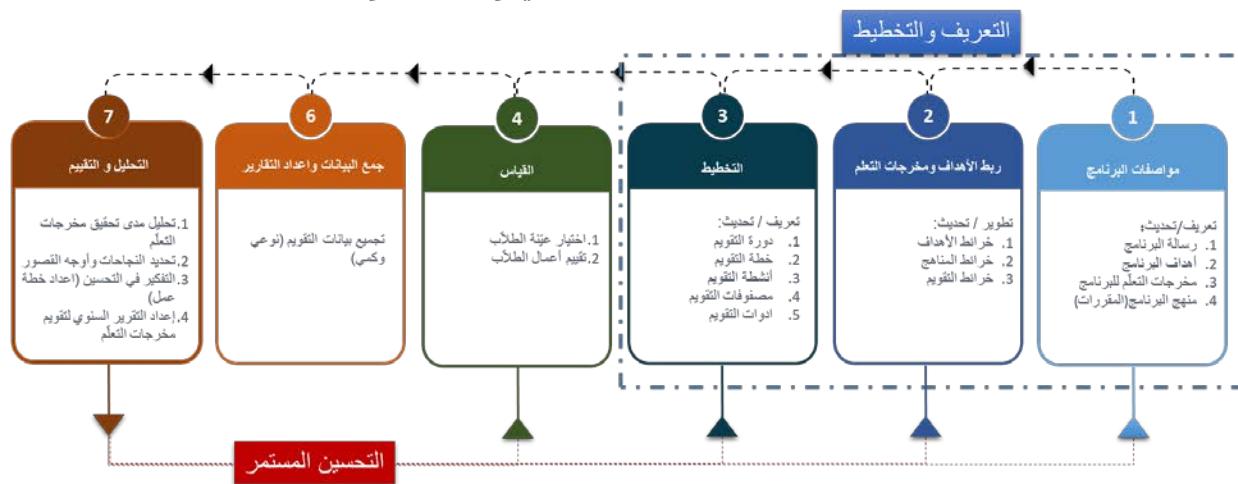
الهُدُفُ ١: تطوير ودعم عمليات تقويم مخرجات التعلم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجات ومنطلقاتها الخاصة.

الهُدُفُ ٢: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.

التخطيط الأكاديمي



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة



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الموقع الإلكتروني:





Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

MANAGEMENT BBA PROGRAM | COLLEGE OF BUSINESS & ECONOMICS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO1: Assess and apply the relevant management theories and best practices to solve business problems.

PLO2: Formulate strategic business decisions in response to the changes of business environment.

PLO3: Develop ethical decisions in response to the business ethical dilemmas.

PLO4: Determine effective sustainable business decisions in response to the ecological, social and economic issues.

PLO5: Formulate effective international business decisions in response to the challenges of global business environment.



Assessment Tools

PLO 1:

- Case studies: Students can analyze and discuss real-world business problems and apply relevant management theories and best practices to develop solutions.
- Group projects: Students can work in teams to conduct research and develop solutions to a business problem, and then present their findings and recommendations to the class.
- Exams: Students can be tested on their knowledge and application of management theories and best practices through multiple-choice, short-answer, and essay questions.
- Research papers: Students can conduct independent research on a business problem and apply relevant management theories and best practices to develop solutions.
- Simulation games: Students can participate in simulated business scenarios and apply management theories and best practices to make decisions and solve problems.
- Peer evaluations: Students can evaluate the performance of their classmates in group projects or presentations and



provide feedback on the use of management theories and best practices.

PLO 2:

- Strategic planning exercises: Students can work in teams to develop a strategic plan for a simulated or real-world organization, taking into account changes in the business environment.
- Business plan competitions: Students can develop a business plan for a new venture and present it to a panel of judges, with the plan evaluated based on its strategic decisions and responsiveness to changes in the business environment.
- Group case analysis: Students can work in groups to analyze a real-world business case and present their strategic decisions and recommendations.
- Role-playing exercises: Students can participate in simulations where they take on the role of a business leader and make strategic decisions in response to changing market conditions.
- Business simulation games: Students can participate in simulated business scenarios that mimic the real world and make strategic decisions in response to changing market conditions, and their performance can be evaluated based on their decisions.
- Research papers: Students can conduct independent research on a strategic decision-making process and present their findings and recommendations.
- In general, any activity or assessment that requires students to apply strategic thinking and decision-making skills in a realistic context and evaluate the consequences of their decisions would be suitable for PLO2.

PLO 3:

- Ethical case studies: Students can analyze and discuss real-world business ethical dilemmas and develop solutions based on ethical principles and codes of conduct.
- Ethical decision-making exercises: Students can work through hypothetical scenarios and make ethical decisions, with their decisions evaluated based on the appropriateness of their actions and the reasoning behind them.
- Role-playing exercises: Students can participate in simulations where they take on the role of a business leader and make ethical decisions in response to complex dilemmas.
- Research papers: Students can conduct independent research on a business ethical issue and present their findings and recommendations on how to address it in an ethical manner.
- Class discussions: Students can engage in class discussions to explore ethical issues and share their perspectives on how to approach them.

- Self-reflection activities: Students can reflect on their own ethical decision-making processes, and provide feedback on their own ethical growth and development.
- It is important to note that developing ethical decision-making skills is a continuous and lifelong learning process, therefore, a combination of different assessment tools and activities that allow students to reflect on ethical dilemmas and their own decision-making process will be the most suitable for PLO3.

PLO 4:

- Sustainability case studies: Students can analyze and discuss real-world business cases that involve ecological, social, and economic issues and develop sustainable solutions.
- Group projects: Students can work in teams to conduct research and develop sustainable solutions to a business problem, and then present their findings and recommendations to the class.
- Sustainability audits: Students can conduct a sustainability audit of a real-world organization and make recommendations for improving its environmental, social, and economic performance.
- Field trips: Students can visit organizations that have implemented sustainable business practices and learn about their strategies and outcomes.
- Research papers: Students can conduct independent research on a sustainable business issue and present their findings and recommendations.
- Class discussions: Students can engage in class discussions to explore sustainability issues and share their perspectives on how to approach them.
- It is important to note that sustainable business practices are multi-disciplinary and complex, therefore, a combination of different assessment tools and activities that allow students to explore and apply sustainable business practices in different contexts will be the most suitable for PLO4.

PLO 5:

- International case studies: Students can analyze and discuss real-world business cases that involve international operations and develop solutions for the challenges faced by the company.
- Group projects: Students can work in teams to conduct research and develop solutions to an international business problem, and then present their findings and recommendations to the class.
- International business plan competitions: Students can develop a business plan for an international venture and present it to a panel of judges, with the plan evaluated based on its strategic decisions and responsiveness to the global business environment.
- Role-playing exercises: Students can participate in simulations where they take on the role of a business leader and make strategic decisions in response to the global business environment.



- Business simulation games: Students can participate in simulated business scenarios that mimic the real world and make strategic decisions in response to the global business environment, and their performance can be evaluated based on their decisions.
- Research papers: Students can conduct independent research on an international business issue and present their findings and recommendations.

In general, any activity or assessment that requires students to apply international business knowledge and decision-making skills in a realistic context and evaluate the consequences of their decisions would be suitable for PLO5.

- Re-assess regularly: Re-assess PLO1 regularly to ensure that the changes made are effective and that the outcome is being achieved.

It is important to keep in mind that improving PLO1 might take time and It is a continuous process that requires collaboration and feedback from multiple stakeholders, such as students, faculty members, and administration.

PLO 2:

- Review the assessment results: Carefully review the results of the assessment tools and activities used to assess PLO2. Look for patterns in student performance, such as common misconceptions or areas where students struggled.
- Identify the cause of the problem: Based on the assessment results, try to identify the cause of the problem. Are students not understanding the strategic decision-making process? Are they not applying it correctly? Are they not being given enough opportunities to practice?
- Gather feedback from students: Get feedback from students on their learning experience and the assessments used to evaluate PLO2. This can help identify specific areas of confusion or difficulty.
- Revise the curriculum: Based on the findings of the analysis, revise the curriculum as necessary to better align it with PLO2. This may involve adding or modifying course content, assignments, or assessments to better support student learning.
- Provide additional support: Provide additional support for students who struggle with PLO2. This may include extra help sessions, tutoring, or additional resources.
- Re-assess regularly: Re-assess PLO2 regularly to ensure that the changes made are effective and that the outcome is being achieved.

It is important to keep in mind that improving PLO2 might take time and It is a continuous process that requires collaboration and feedback from multiple stakeholders, such as students, faculty members, and administration. Additionally, It is important to provide opportunities for students to reflect on their own decision-making process to improve their strategic decision-making skills.

PLO 3:

- Review the assessment results: Carefully review the results of the assessment tools and activities used to assess PLO3. Look for patterns in student performance, such as common misconceptions or areas where students struggled.
- Identify the cause of the problem: Based on the assessment results, try to identify the cause of the problem. Are students not understanding ethical principles and codes of conduct? Are they not applying them correctly? Are they not being given enough opportunities to practice ethical decision-making?
- Gather feedback from students: Get feedback from students on their learning experience and the assessments used to evaluate PLO3. This can help identify specific areas of confusion or difficulty.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Review the assessment results: Carefully review the results of the assessment tools and activities used to assess PLO1. Look for patterns in student performance, such as common misconceptions or areas where students struggled.
- Identify the cause of the problem: Based on the assessment results, try to identify the cause of the problem. Are students not understanding the management theories and best practices being taught? Are they not applying them correctly? Are they not being given enough opportunities to practice?
- Gather feedback from students: Get feedback from students on their learning experience and the assessments used to evaluate PLO1. This can help identify specific areas of confusion or difficulty.
- Revise the curriculum: Based on the findings of the analysis, revise the curriculum as necessary to better align it with PLO1. This may involve adding or modifying course content, assignments, or assessments to better support student learning.
- Provide additional support: Provide additional support for students who struggle with PLO1. This may include extra help sessions, tutoring, or additional resources.



- Revise the curriculum: Based on the findings of the analysis, revise the curriculum as necessary to better align it with PLO3. This may involve adding or modifying course content, assignments, or assessments to better support student learning.
- Provide additional support: Provide additional support for students who struggle with PLO3. This may include extra help sessions, tutoring, or additional resources.
- Re-assess regularly: Re-assess PLO3 regularly to ensure that the changes made are effective and that the outcome is being achieved.

It is important to keep in mind that improving PLO3 might take time and It is a continuous process that requires collaboration and feedback from multiple stakeholders, such as students, faculty members and administration. Additionally, It is important to provide opportunities for students to reflect on their own ethical decision-making process and to provide them with exposure to different ethical scenarios and dilemmas.

PLO 4:

- Review the assessment results: Carefully review the results of the assessment tools and activities used to assess PLO4. Look for patterns in student performance, such as common misconceptions or areas where students struggled.
- Identify the cause of the problem: Based on the assessment results, try to identify the cause of the problem. Are students not understanding sustainable business practices? Are they not applying them correctly? Are they not being given enough opportunities to practice sustainable decision-making?
- Gather feedback from students: Get feedback from students on their learning experience and the assessments used to evaluate PLO4. This can help identify specific areas of confusion or difficulty.
- Revise the curriculum: Based on the findings of the analysis, revise the curriculum as necessary to better align it with PLO4. This may involve adding or modifying course content, assignments, or assessments to better support student learning.
- Provide additional support: Provide additional support for students who struggle with PLO4. This may include extra help sessions, tutoring, or additional resources.
- Re-assess regularly: Re-assess PLO4 regularly to ensure that the changes made are effective and that the outcome is being achieved.

It is important to keep in mind that improving PLO4 might take time and It is a continuous process that requires collaboration and feedback from multiple stakeholders, such as students, faculty members, and administration. Additionally, It is important to provide opportunities for students to reflect on sustainability issues in different contexts and to expose them to different sustainable business practices.

PLO 5:

- Review the assessment results: Carefully review the results of the assessment tools and activities used to assess PLO5. Look for patterns in student performance, such as common misconceptions or areas where students struggled.
- Identify the cause of the problem: Based on the assessment results, try to identify the cause of the problem. Are students not understanding international business concepts and strategies? Are they not applying them correctly? Are they not being given enough opportunities to practice international business decision-making?
- Gather feedback from students: Get feedback from students on their learning experience and the assessments used to evaluate PLO5. This can help identify specific areas of confusion or difficulty.
- Revise the curriculum: Based on the findings of the analysis, revise the curriculum as necessary to better align it with PLO5. This may involve adding or modifying course content, assignments, or assessments to better support student learning.
- Provide additional support: Provide additional support for students who struggle with PLO5. This may include extra help sessions, tutoring, or additional resources.
- Re-assess regularly: Re-assess PLO5 regularly to ensure that the changes made are effective and that the outcome is being achieved.

It is important to keep in mind that improving PLO5 might take time and It is a continuous process that requires collaboration and feedback from multiple stakeholders, such as students, faculty members, and administration. Additionally, It is important to provide opportunities for students to reflect on international business issues in different contexts and to expose them to different international business practices and strategies.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used are effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Continuously monitor and evaluate student performance: Regularly review the assessment results and gather feedback from students to ensure that the outcomes are still being met and to identify any areas for improvement.
- Keep the curriculum up-to-date: Stay current with the latest research and best practices in the field and make sure that the curriculum is reflecting the most recent developments.
- Encourage student engagement: Encourage student engagement through interactive and collaborative activities, such as group projects, class discussions, and case studies.



- Provide opportunities for professional development: Provide opportunities for students to participate in internships, co-op programs, or other professional development opportunities to apply their knowledge and skills in real-world settings.
- Encourage continuous learning: Encourage students to continue learning through self-study and professional development opportunities after completing the program.
- Share best practices with other faculty members and institutions: Share the best practices and strategies that have been successful in achieving the PLOs with other faculty members and institutions to help improve education and learning outcomes.

It is important to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

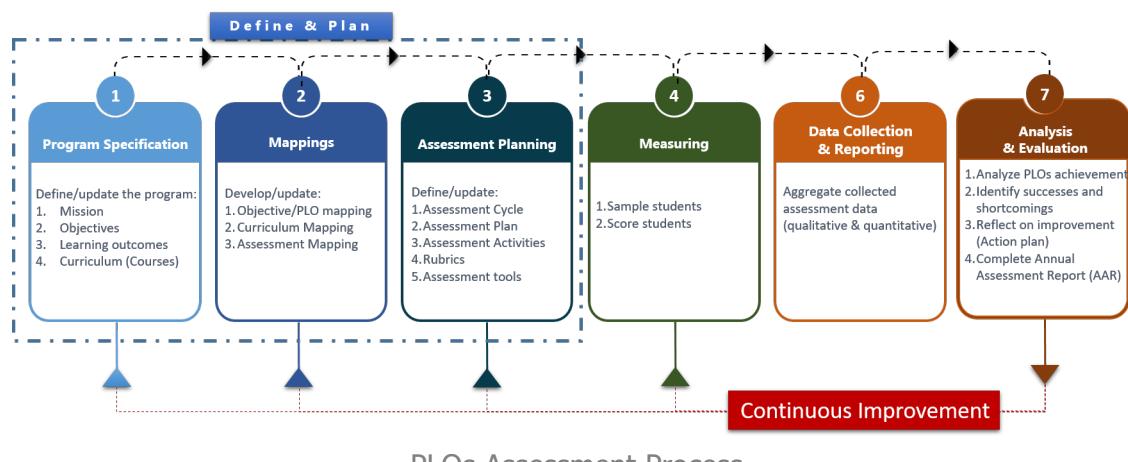
The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BA MASS COMMUNICATION PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

- PLO1:** Understand and apply media law and principles of freedom of speech and of press appropriate to professional practice.
- PLO2:** Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- PLO3:** Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- PLO4:** Comprehend concepts and apply theories in the use and presentation of images and information.
- PLO5:** Demonstrate technical skills in writing and reporting correctly and clearly for different audiences.

PLO6: Conduct research and evaluate information by methods appropriate to the communications professions in which they work, including the application of basic numerical and statistical concepts.

PLO7: Think critically, creatively and independently.

PLO8: Acquire and apply an ethical framework for the practices of mass communication and journalism.

PLO9: Demonstrate an understanding of the diversity of groups in a global society in relationship to communication.

PLO10: Analyze and interpret media messages.

PLO11: Apply tools and technologies appropriate for the communications professions in which they work.

PLO12: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.





Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Multiple-choice or true/false quizzes to test knowledge of media laws and principles.
- Essay questions or written case studies that require students to apply their understanding of media laws and principles to real-world scenarios.
- Role-playing or simulated scenarios where students must make decisions based on their understanding of media laws and principles.
- Research projects that require students to analyze and interpret media laws and principles and present their findings in a written or oral format.
- Group discussions or debates in which students must defend their understanding of media laws and principles.
- Media analysis assignment where students must analyze and evaluate media contents based on legal and ethical principles.
- A final exam that tests students' knowledge of media laws and principles.
- Peer review activities where students must evaluate and provide feedback on each other's work based on their understanding of media laws and principles.

PLO 2:

- Research projects or papers that require students to investigate the history and role of professionals and institutions in shaping communications.
- Oral presentations or multimedia projects that require students to demonstrate their understanding of the history and role of professionals and institutions in shaping communications.
- Group discussions or debates in which students must defend their understanding of the history and role of professionals and institutions in shaping communications.
- Historical case studies analysis where students must analyze and evaluate the role of professionals and institutions in shaping communications.
- A final exam that tests students' knowledge of the history and role of professionals and institutions in shaping communications.
- Time-line or concept map assignment where students must organize and present the historical events and actors of the communication industry.

- Interviews with professionals in the field of communications to gain insight into their experiences and perspectives on the history and role of professionals and institutions in shaping communications.

- Self-reflection activities where students must reflect on their own learning and demonstrate their understanding of the history and role of professionals and institutions in shaping communications.

PLO 3:

- Self-evaluation forms or checklists that require students to evaluate their own work based on accuracy, fairness, clarity, appropriate style, and grammatical correctness.
- Peer review activities where students must evaluate and provide feedback on each other's work based on accuracy, fairness, clarity, appropriate style, and grammatical correctness.
- Writing or reporting assignments that require students to demonstrate their ability to write or report correctly and clearly for different audiences.
- A final portfolio that showcases a selection of the student's work throughout the program, with the student's own evaluation of the work.
- Oral or video presentations where students must present their work and evaluate the work of their peers based on the criteria of accuracy, fairness, clarity, appropriate style and grammatical correctness.
- A final exam that tests students' ability to apply the criteria of accuracy, fairness, clarity, appropriate style and grammatical correctness on a given piece of writing or reporting.
- Regular editing and proofreading assignments where students must revise and improve their own work and that of their peers.
- Self-reflection activities where students must reflect on their own learning and demonstrate their ability to evaluate their own work and that of others based on accuracy, fairness, clarity, appropriate style, and grammatical correctness.

PLO 4:

- Essay questions or written case studies that require students to apply concepts and theories in the use and presentation of images and information to real-world scenarios.
- Research projects or papers that require students to investigate and analyze concepts and theories in the use and presentation of images and information.
- Multimedia projects or presentations that require students to demonstrate their ability to use and present images and information effectively and appropriately.
- Group discussions or debates in which students must defend their understanding of concepts and theories in the use and presentation of images and information.
- Image or information analysis assignments where students must evaluate the use and presentation of images and information based on established theories or concepts.



- A final exam that tests students' knowledge and understanding of concepts and theories in the use and presentation of images and information.
- Self-reflection activities where students must reflect on their own learning and demonstrate their understanding of concepts and theories in the use and presentation of images and information.
- A final portfolio or project that showcases the student's understanding and application of concepts and theories in the use and presentation of images and information.

PLO 5:

- Writing or reporting assignments that require students to demonstrate their ability to write or report correctly and clearly for different audiences.
- Peer review activities where students must evaluate and provide feedback on each other's writing or reporting based on clarity and technical skill.
- A final portfolio that showcases a selection of the student's writing or reporting work throughout the program, with the student's own evaluation of the work.
- Oral or video presentations where students must present their work and evaluate the work of their peers based on the criteria of technical skill and clarity.
- A final exam that tests students' ability to write or report correctly and clearly for different audiences.
- Regular editing and proofreading assignments where students must revise and improve their own writing or reporting, and that of their peers.
- Technical skill assessments where students must demonstrate their proficiency in using specific tools or technologies related to writing and reporting.
- Self-reflection activities where students must reflect on their own learning and demonstrate their ability to write or report correctly and clearly for different audiences.

PLO 6:

- Research projects or papers that require students to conduct research and evaluate information by methods appropriate to the communications professions.
- Data analysis assignments where students must apply basic numerical and statistical concepts to analyze and interpret data.
- Group discussions or debates in which students must defend their research findings and evaluation of information.
- Presentations where students must present their research findings and evaluation of information.
- A final exam that tests students' ability to conduct research and evaluate information by methods appropriate to the communications professions, including the application of basic numerical and statistical concepts.

- Research proposal and/or research design assignments where students must demonstrate their understanding of the research process and methods.
- Peer review activities where students must evaluate and provide feedback on each other's research proposals and findings.
- Self-reflection activities where students must reflect on their own learning and demonstrate their ability to conduct research and evaluate information by methods appropriate to the communications professions, including the application of basic numerical and statistical concepts.

PLO 7:

- Essay questions or written case studies that require students to demonstrate their ability to think critically, creatively and independently.
- Group discussions or debates in which students must defend their own ideas and perspectives while engaging with others.
- Research projects or papers that require students to investigate and analyze a topic independently.
- Creative projects or presentations that require students to demonstrate their ability to think creatively and outside the box.
- A final exam that tests students' ability to think critically, creatively and independently.
- Self-reflection activities where students must reflect on their own learning and demonstrate their ability to think critically, creatively and independently.
- Peer review activities where students must evaluate and provide feedback on each other's work based on the ability to think critically, creatively, and independently.
- Problem-based learning activities where students must apply critical thinking skills to solve complex, real-world problems.

PLO 8:

- Essay questions or written case studies that require students to apply an ethical framework to real-world scenarios in mass communication and journalism.
- Group discussions or debates in which students must defend their ethical positions on communication-related issues.
- Research projects or papers that require students to investigate and analyze ethical issues in mass communication and journalism.
- Role-playing or simulated scenarios where students must make ethical decisions in real-life situations.
- A final exam that tests students' knowledge and understanding of ethical principles in mass communication and journalism.
- Self-reflection activities where students must reflect on their own learning and demonstrate their understanding of an ethical framework for the practices of mass communication and journalism.
- Journaling or blogging assignments where students must reflect on their own ethical growth and development.



- Service-learning activities where students must apply ethical principles in real-world settings and reflect on the experience.

PLO 9:

- Essay questions or written case studies that require students to analyze and interpret communication in relation to the diversity of groups in a global society.
- Research projects or papers that require students to investigate and analyze the communication practices, perspectives and challenges of diverse groups in a global society.
- Group discussions or debates in which students must defend their understanding of communication in relation to the diversity of groups in a global society.
- Oral or video presentations where students must present their research findings and understanding of communication in relation to the diversity of groups in a global society.
- A final exam that tests students' knowledge and understanding of communication in relation to the diversity of groups in a global society.
- Self-reflection activities where students must reflect on their own learning and demonstrate their understanding of communication in relation to the diversity of groups in a global society.
- Cultural sensitivity training or workshops where students must reflect on and apply their understanding of diversity and inclusion in communication.
- Simulation or role-playing activities where students must practice interacting with and understanding the perspectives of diverse groups in a global society.

PLO 10:

- Media analysis assignments where students must analyze and interpret media messages based on established theories or frameworks.
- Research projects or papers that require students to investigate and analyze specific media messages or trends.
- Group discussions or debates in which students must defend their analysis and interpretation of media messages.
- Oral or video presentations where students must present their analysis and interpretation of media messages.
- A final exam that tests students' ability to analyze and interpret media messages.
- Self-reflection activities where students must reflect on their own learning and demonstrate their ability to analyze and interpret media messages.
- Media creation assignments where students must apply their understanding of media messages to create their own media content.

- Peer review activities where students must evaluate and provide feedback on each other's media analysis and interpretation.

PLO 11:

- Media analysis assignments where students must analyze and interpret media messages based on established theories or frameworks.
- Research projects or papers that require students to investigate and analyze specific media messages or trends.
- Group discussions or debates in which students must defend their analysis and interpretation of media messages.
- Oral or video presentations where students must present their analysis and interpretation of media messages.
- A final exam that tests students' ability to analyze and interpret media messages.
- Self-reflection activities where students must reflect on their own learning and demonstrate their ability to analyze and interpret media messages.
- Media creation assignments where students must apply their understanding of media messages to create their own media content.
- Peer review activities where students must evaluate and provide feedback on each other's media analysis and interpretation.

PLO 12:

- Research projects or papers that require students to investigate and analyze the representation and impact of gender, race, ethnicity, sexual orientation, and other forms of diversity in mass communications.
- Media analysis assignments where students must evaluate the representation and impact of gender, race, ethnicity, sexual orientation and other forms of diversity in media content.
- Group discussions or debates in which students must defend their understanding of the representation and impact of gender, race, ethnicity, sexual orientation and other forms of diversity in mass communications.
- Oral or video presentations where students must present their research findings and understanding of the representation and impact of gender, race, ethnicity, sexual orientation and other forms of diversity in mass communications.
- A final exam that tests students' knowledge and understanding of the representation and impact of gender, race, ethnicity, sexual orientation and other forms of diversity in mass communications.
- Self-reflection activities where students must reflect on their own learning and demonstrate their understanding of the representation and impact of gender, race, ethnicity, sexual orientation and other forms of diversity in mass communications.
- Cultural sensitivity training or workshops where students must reflect on and apply their understanding of diversity and inclusion in mass communications.



- Simulation or role-playing activities where students must practice interacting with and understanding the perspectives of diverse groups in relation to mass communications.



Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO1 and effectively cover all relevant media laws and principles.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the concepts.
- Provide opportunities for students to practice applying media laws and principles in real-world scenarios through simulations, case studies, or role-playing activities.
- Offer additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching media laws and principles.
- Increase the number of guest lectures from industry experts to provide students with real-world perspectives and experiences.

PLO 2:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO2 and effectively cover the history and role of professionals and institutions in shaping communications.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the concepts.

- Offer opportunities for students to explore primary sources, such as historical documents or artifacts, to gain a deeper understanding of the history of communication.
- Provide additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching the history of communication.
- Increase the number of guest lectures from industry experts or historians to provide students with real-world perspectives and experiences.

PLO 3:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to evaluating their own work or that of others.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO3 and effectively cover the criteria for evaluating work for accuracy, fairness, clarity, appropriate style, and grammatical correctness.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the criteria for evaluating work.
- Increase the number of writing and reporting assignments that require students to demonstrate their ability to evaluate their own work or that of others based on the criteria of accuracy, fairness, clarity, appropriate style and grammatical correctness.
- Offer additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching the criteria for evaluating work.
- Increase the use of rubrics to provide clear and consistent expectations for evaluating work, and provide students with examples of high-quality work to help them understand the criteria.

PLO 4:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to evaluating their own work or that of others.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO3 and effectively cover the criteria for evaluating work for accuracy, fairness, clarity, appropriate style, and grammatical correctness.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the criteria for evaluating work.
- Increase the number of writing and reporting assignments that require students to demonstrate their ability to evaluate their own work or that of others based on the



criteria of accuracy, fairness, clarity, appropriate style and grammatical correctness.

- Offer additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching the criteria for evaluating work.
- Increase the use of rubrics to provide clear and consistent expectations for evaluating work, and provide students with examples of high-quality work to help them understand the criteria.

PLO 5:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to technical skills in writing and reporting correctly and clearly for different audiences.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO5 and effectively cover the technical skills required for writing and reporting correctly and clearly for different audiences.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the technical skills required for writing and reporting correctly and clearly for different audiences.
- Increase the number of writing and reporting assignments that require students to demonstrate their technical skills for different audiences.
- Offer additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching technical skills for writing and reporting correctly and clearly for different audiences.
- Increase the use of hands-on workshops or labs where students can practice and improve their technical skills for writing and reporting correctly and clearly for different audiences.

PLO 6:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to technical skills in writing and reporting correctly and clearly for different audiences.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO5 and effectively cover the technical skills required for writing and reporting correctly and clearly for different audiences.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.

- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the technical skills required for writing and reporting correctly and clearly for different audiences.
- Increase the number of writing and reporting assignments that require students to demonstrate their technical skills for different audiences.
- Offer additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching technical skills for writing and reporting correctly and clearly for different audiences.
- Increase the use of hands-on workshops or labs where students can practice and improve their technical skills for writing and reporting correctly and clearly for different audiences.
- Increase the use of technology-based tools and resources, such as data visualization software or online databases, to help students conduct research and evaluate information more effectively.
- Increase the use of peer review activities, where students can review and provide feedback on each other's research projects, to help them learn from each other and improve their research skills.

PLO 7:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to critical, creative and independent thinking.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO7 and effectively promote critical, creative and independent thinking.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide opportunities for students to engage in problem-solving, decision-making, and creative thinking activities throughout the program.
- Encourage students to question assumptions, consider multiple perspectives, and make connections between course content and real-world issues.
- Provide additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching critical, creative and independent thinking.
- Increase the number of group discussions, debates or group projects that require students to engage in critical, creative and independent thinking.

PLO 8:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to ethical frameworks for mass communication and journalism.



- Review the curriculum and assessment tools to ensure that they are aligned with the PLO8 and effectively cover ethical frameworks for mass communication and journalism.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand ethical frameworks for mass communication and journalism.
- Offer additional opportunities for students to apply ethical frameworks to real-world scenarios through case studies, role-playing activities, or simulations.
- Provide additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching ethical frameworks for mass communication and journalism.
- Increase the use of self-reflection activities where students must reflect on their own learning and demonstrate their understanding of ethical frameworks for mass communication and journalism.

PLO 9:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to understanding diversity in communication.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO9 and effectively cover the diversity of groups in a global society and their relationship to communication.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the diversity of groups in a global society and their relationship to communication.
- Offer additional opportunities for students to explore the perspectives and experiences of diverse groups through guest lectures, field trips, or community engagement activities.
- Provide additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching about diversity in communication.
- Increase the use of inclusive and culturally responsive pedagogy to help students understand the diversity of groups in a global society and their relationship to communication.

PLO 10:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to analyzing and interpreting media messages.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO10 and effectively cover the skills and knowledge required for analyzing and interpreting media messages.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the concepts and skills required for analyzing and interpreting media messages.
- Increase the number of media analysis assignments that require students to demonstrate their ability to analyze and interpret media messages.
- Offer additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching media analysis and interpretation.
- Increase the use of real-world examples and case studies to help students understand the practical applications of analyzing and interpreting media messages.

PLO 11:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to applying tools and technologies in the communications professions.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO11 and effectively cover the tools and technologies appropriate for the communications professions.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the tools and technologies appropriate for the communications professions.
- Offer additional opportunities for students to practice using tools and technologies through hands-on projects, labs, or workshops.
- Provide additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching tools and technologies appropriate for the communications professions.
- Increase the number of guest lectures from industry experts who can provide students with real-world perspectives and experiences on the tools and technologies used in the communications professions.



PLO 12:

- Analyze the performance of individual students and identify common areas of difficulty or misconceptions related to applying tools and technologies in the communications professions.
- Review the curriculum and assessment tools to ensure that they are aligned with the PLO11 and effectively cover the tools and technologies appropriate for the communications professions.
- Use formative assessments and feedback to identify student needs and adjust instruction accordingly.
- Provide additional resources, such as textbooks, articles, or videos, to supplement the instruction and help students better understand the tools and technologies appropriate for the communications professions.
- Offer additional opportunities for students to practice using tools and technologies through hands-on projects, labs, or workshops.
- Provide additional support such as peer tutoring, office hours, or study groups to help students who are struggling.
- Provide professional development opportunities for the faculty and staff to enhance their knowledge and skills in teaching tools and technologies appropriate for the communications professions.
- Increase the number of guest lectures from industry experts who can provide students with real-world perspectives and experiences on the tools and technologies used in the communications professions.

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed,

even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- If assessment results show that the Program Learning Outcomes (PLOs) are being achieved, the following actions can be taken to maintain and improve them:
 - Continuously monitor and evaluate student performance on the PLOs to identify areas of strength and areas for improvement.
 - Use feedback from students and faculty to inform curriculum and instruction.
 - Continuously update resources and instruction to keep pace with changes in technology, industry trends, and new research.
 - Provide opportunities for students to apply their knowledge and skills in real-world settings through internships, volunteer opportunities, or community engagement activities.
 - Continuously provide professional development opportunities for faculty and staff to enhance their knowledge and skills in teaching the PLOs.
 - Use a variety of assessment methods to evaluate student performance on the PLOs, such as exams, projects, presentations, and reflection.
 - Use data from the assessments to identify areas of success and areas for improvement and make adjustments accordingly.
 - Continuously involve industry experts, alumni, and other stakeholders in the program to ensure that the PLOs align with the current and emerging needs of the field.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



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The main objectives of the Academic Planning and Quality Assurance office are:

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Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BACHELOR OF MATHEMATICS PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Formulate and examine the correctness of mathematical arguments.

PLO 2: Analyze mathematical models from real life-problems.

PLO 3: Solve a problem from visual, numerical and symbolic perspectives

PLO 4: Communicate mathematical ideas orally and in writing

PLO 5: Make use of, and relate to, the aids and tools of mathematics, including IT

PLO 6: Apply appropriate problem-solving strategies

PLO 7: Illustrate mathematical models by using computer packages

PLO 8: Make contributions to some research projects and new applications within the field.



Assessment Tools

Many tools can be used to assess PLOs. Hereafter are some specific examples of how each of these PLOs could be assessed:

PLO 1:

- Written assignments and exams that require students to create and present mathematical proofs and arguments.
- Oral presentations or debates in which students must defend their mathematical arguments.
- Problem sets or take-home exams that require students to create and present mathematical proofs or arguments.
- Peer review or self-evaluation activities.
- Group projects where students have to work on mathematical proofs or arguments and present their findings to the class.
- Quizzes and exams that require students to identify and explain the logical reasoning and steps in a mathematical argument.
- Journal or blog entries where students reflect on their understanding and process of formulating mathematical arguments.
- Oral exams where students have to explain the reasoning behind a mathematical argument to the instructor or a panel of evaluators.



PLO 2:

- Case studies or projects where students must apply mathematical concepts and techniques to real-world problems.
- Data analysis assignments or projects where students must use mathematical models to analyze and interpret real-world data.
- Research projects or papers where students must analyze and evaluate existing mathematical models used in a specific field or industry.
- Group presentations or reports where students must analyze and explain the mathematical models used in a real-world scenario or problem.
- Exams or quizzes that require students to apply mathematical models to solve real-world problems.
- Simulation or modeling assignments where students must create and test mathematical models in a computer environment.
- Journal or blog entries where students reflect on the process of analyzing and applying mathematical models to real-world problems.
- Oral exams where students have to explain and defend the mathematical models they used to solve a real-world problem.

PLO 3:

- Problem sets or exams that require students to use visual, numerical, and symbolic methods to solve mathematical problems.
- Group projects or presentations where students must use different representations to solve a problem and present their findings.
- Laboratory or computer-based assignments where students must use visualization or simulation tools to explore mathematical concepts.
- Quizzes or exams that require students to interpret and translate between different forms of mathematical representation.
- Journal or blog entries where students reflect on their use of different representations in problem solving.
- Peer review or self-evaluation activities where students must evaluate the use of visual, numerical and symbolic methods in solving a problem.
- Oral presentations or debates where students must defend their choice of representation to solve a problem.
- Case studies or real-world problems that require students to use a combination of visual, numerical, and symbolic representations to solve.

PLO 4:

- Written assignments or exams that require students to clearly and accurately communicate mathematical concepts and solutions.

- Oral presentations or seminars where students must present and explain mathematical ideas to an audience.
- Group projects or presentations where students must communicate mathematical ideas to a broader audience.
- Journal or blog entries where students reflect on their communication of mathematical ideas.
- Peer review or self-evaluation activities where students must evaluate their own and others' communication of mathematical ideas.
- Quizzes or exams that require students to interpret and explain mathematical notation or concepts.
- Video or audio recordings of oral presentations, where students can review and evaluate their communication skills.
- Written or oral reports where students must explain and interpret the mathematical concepts used in a research or real-world scenario.

PLO 5:

- Assignments or exams that require students to use mathematical software or programming languages to solve problems or analyze data.
- Lab or computer-based projects where students must use mathematical software or programming languages to explore mathematical concepts.
- Research projects or papers where students must use mathematical software or programming languages to analyze data or perform simulations.
- Group presentations or reports where students must demonstrate their proficiency in using mathematical software or programming languages.
- Quizzes or exams that require students to identify and explain the use of mathematical software or programming languages in problem-solving.
- Journal or blog entries where students reflect on their use of aids and tools of mathematics, including IT, in problem-solving.
- Peer review or self-evaluation activities where students must evaluate the use of mathematical software or programming languages in solving a problem.
- Oral presentations or debates where students must defend their choice of mathematical tools and software to solve a problem.

PLO 6:

- Problem sets or exams that require students to demonstrate their ability to apply appropriate problem-solving strategies.
- Group projects or presentations where students must apply problem-solving strategies to a real-world scenario or problem.
- Laboratory or computer-based assignments where students must apply problem-solving strategies to explore mathematical concepts.
- Quizzes or exams that require students to identify and explain the problem-solving strategies used in a given problem.



- Journal or blog entries where students reflect on their problem-solving strategies and process.
- Peer review or self-evaluation activities where students must evaluate the problem-solving strategies used by themselves and others.
- Oral presentations or debates where students must defend their choice of problem-solving strategies for a given problem.
- Case studies or real-world problems that require students to apply appropriate problem-solving strategies.

PLO 7:

- Assignments or exams that require students to use computer packages to create visualizations or simulations of mathematical models.
- Lab or computer-based projects where students must use computer packages to create visualizations or simulations of mathematical concepts.
- Research projects or papers where students must use computer packages to create visualizations or simulations of mathematical models and data.
- Group presentations or reports where students must demonstrate their proficiency in using computer packages to illustrate mathematical models.
- Quizzes or exams that require students to identify and explain the use of computer packages in illustrating mathematical models.
- Journal or blog entries where students reflect on their use of computer packages to illustrate mathematical models.
- Peer review or self-evaluation activities where students must evaluate the use of computer packages in illustrating mathematical models.
- Oral presentations or debates where students must defend their choice of computer packages to illustrate a mathematical model.

PLO 8:

- Research projects or papers where students must conduct original research and make contributions to the field of mathematics.
- Group projects where students collaborate on a research project and make contributions to the field.
- Presentations or poster sessions at conferences or symposiums where students present their research and contributions to the field.
- Journal or blog entries where students reflect on their research process and contributions to the field.
- Peer review or self-evaluation activities where students must evaluate their own and others' contributions to the field.
- Quizzes or exams that require students to explain and defend their research and contributions to the field.

- An oral examination where students present their research and contributions to the field to an exam committee or panel of experts.
- Final thesis or dissertation defense where students present and defend their research contributions to the field.



Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty formulating logical arguments, constructing proofs, or identifying errors in mathematical reasoning?
- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for formulating and examining mathematical arguments. Are there any gaps in coverage or opportunities for more practice and reinforcement?
- Consider providing additional resources and support for students, such as study guides, practice problems, or tutoring.
- Provide more opportunities for students to practice formulating and examining mathematical arguments through additional assignments, projects, or activities.
- Incorporate more formative assessments, such as quizzes, homework assignments, or class discussions, to monitor student progress and provide feedback.
- Provide students with opportunities to receive feedback on their mathematical arguments, such as through peer review or self-evaluation activities.
- Consider incorporating more technology-based activities that can help students to better understand and apply mathematical reasoning.
- Provide additional training and development opportunities for the instructors to improve their ability to teach and assess mathematical reasoning.

It is important to note that the analysis and actions taken will depend on the particular situation, and what the results are showing specifically. It is also good to get feedback from the students, to see their perspective and understanding of the subject, and how they think it can be improved.

PLO 2:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty applying mathematical concepts and techniques to real-world problems, interpreting and analyzing data, or understanding the limitations and assumptions of mathematical models?



- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for analyzing mathematical models from real-life problems. Are there any gaps in coverage or opportunities for more practice and reinforcement?
- Provide more opportunities for students to apply mathematical concepts and techniques to real-world problems through additional assignments, projects, or activities.
- Incorporate more real-world examples and case studies into the curriculum to help students understand the relevance and application of mathematical models in various fields.
- Consider providing additional resources and support for students, such as study guides, practice problems, or tutoring on data analysis, mathematical modeling, and statistical techniques.
- Provide more opportunities for students to use technology and software tools to analyze real-world data and visualize mathematical models.
- Provide students with opportunities to receive feedback on their analysis and application of mathematical models to real-world problems, such as through peer review or self-evaluation activities.
- Provide additional training and development opportunities for the instructors to improve their ability to teach and assess the application of mathematical models to real-world problems.

As with all PLO, It is important to note that the analysis and actions taken will depend on the particular situation, and what the results are showing specifically. It is also good to get feedback from the students, to see their perspective and understanding of the subject, and how they think it can be improved.

PLO 3:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty interpreting and translating between different forms of mathematical representation, using visual or symbolic methods to solve problems, or understanding the connections between different forms of mathematical representation?
- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for solving problems from visual, numerical and symbolic perspectives. Are there any gaps in coverage or opportunities for more practice and reinforcement?
- Provide more opportunities for students to practice solving problems using different forms of mathematical representation through additional assignments, projects, or activities.

- Incorporate more real-world examples and case studies into the curriculum to help students understand the connections between different forms of mathematical representation.
- Provide additional resources and support for students, such as study guides, practice problems, or tutoring on visualization and simulation tools.
- Provide more opportunities for students to use technology and software tools to explore and visualize mathematical concepts.
- Provide students with opportunities to receive feedback on their use of different forms of mathematical representation in problem-solving, such as through peer review or self-evaluation activities.
- Provide additional training and development opportunities for the instructors to improve their ability to teach and assess the use of different forms of mathematical representation in problem-solving.

As always, It is important to note that the analysis and actions taken will depend on the particular situation, and what the results are showing specifically. It is also good to get feedback from the students, to see their perspective and understanding of the subject, and how they think it can be improved.

PLO 4:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty communicating mathematical concepts and solutions clearly and accurately, organizing their thoughts and ideas, or understanding the audience they are communicating to?
- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for communicating mathematical ideas. Are there any gaps in coverage or opportunities for more practice and reinforcement?
- Provide more opportunities for students to practice communicating mathematical ideas through additional assignments, projects, or activities such as oral presentations, debates, or written reports.
- Incorporate more opportunities for students to communicate mathematical ideas to different audiences, such as the general public or experts in a specific field.
- Provide additional resources and support for students, such as guidelines for effective communication, sample presentations, or communication workshops.
- Provide more opportunities for students to receive feedback on their communication skills, such as through peer review or self-evaluation activities.
- Provide training and development opportunities for the instructors to improve their ability to teach and assess communication skills.
- Encourage the use of different media to communicate mathematical ideas, such as videos, infographics, or interactive presentations.



It is important to remember that effective communication is a key skill that can be applied not only in mathematics but in many other fields as well. Therefore, providing opportunities to practice and receive feedback on communication skills is essential in helping students develop this skill.

PLO 5:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty using mathematical software or programming languages, understanding the capabilities and limitations of mathematical tools, or relating the use of these tools to mathematical concepts?
- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for using and relating to the aids and tools of mathematics, including IT. Are there any gaps in coverage or opportunities for more practice and reinforcement?
- Provide more opportunities for students to practice using mathematical software and programming languages through additional assignments, projects, or activities.
- Incorporate more real-world examples and case studies into the curriculum to help students understand the relevance and application of mathematical tools in various fields.
- Provide additional resources and support for students, such as tutorials, documentation, or workshops on mathematical software and programming languages.
- Provide more opportunities for students to use technology and software tools to analyze and visualize mathematical concepts.
- Provide students with opportunities to receive feedback on their use of mathematical tools, such as through peer review or self-evaluation activities.
- Provide additional training and development opportunities for the instructors to improve their ability to teach and assess the use of mathematical tools, including IT.

It is important to note that the use of technology and software tools is becoming increasingly important in mathematics and other fields, so providing students with opportunities to develop proficiency in these tools is essential for their future success.

PLO 6:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty selecting appropriate problem-solving strategies, understanding the connections between different problem-solving strategies or applying problem-solving strategies to different types of problems?

- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for applying appropriate problem-solving strategies. Are there any gaps in coverage or opportunities for more practice and reinforcement?
- Provide more opportunities for students to practice applying problem-solving strategies through additional assignments, projects, or activities.
- Incorporate more real-world examples and case studies into the curriculum to help students understand the connections between different problem-solving strategies and their applications.
- Provide additional resources and support for students, such as study guides, problem-solving strategies, or problem-solving workshops.
- Provide students with opportunities to receive feedback on their problem-solving strategies, such as through peer review or self-evaluation activities.
- Provide training and development opportunities for the instructors to improve their ability to teach and assess problem-solving strategies.
- Encourage students to reflect on their problem-solving strategies, including their successes and failures, through journaling, blogging or other reflective activities.

It is important to note that problem-solving is a skill that can be applied in many fields, not just mathematics. Therefore, providing students with opportunities to develop their problem-solving skills and to reflect on their problem-solving process is essential in helping them become more effective problem-solvers. Additionally, providing a variety of problems that require the use of different problem-solving strategies can help students to develop a toolbox of strategies that they can use to approach different types of problems. Encouraging students to collaborate and share their problem-solving strategies can also be beneficial in developing this skill.

PLO 7:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty using computer packages to create visualizations or simulations, interpreting the results of these visualizations or simulations, or understanding the limitations of the computer packages?
- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for illustrating mathematical models using computer packages. Are there any gaps in coverage or opportunities for more practice and reinforcement?
- Provide more opportunities for students to practice using computer packages to illustrate mathematical models through additional assignments, projects, or activities.
- Incorporate more real-world examples and case studies into the curriculum to help students understand the relevance and application of computer packages in various fields.



- Provide additional resources and support for students, such as tutorials, documentation, or workshops on the computer packages used in the program.
- Provide more opportunities for students to use technology and software tools to explore and visualize mathematical concepts.
- Provide students with opportunities to receive feedback on their use of computer packages to illustrate mathematical models, such as through peer review or self-evaluation activities.
- Provide additional training and development opportunities for the instructors to improve their ability to teach and assess the use of computer packages to illustrate mathematical models, including the use of visualization and simulation tools, and how to interpret and communicate the results effectively.
- Encourage the use of different visualization and simulation tools in the curriculum to expose students to a variety of options.
- Provide opportunities for students to work on projects or case studies where they can apply their skills in using computer packages to illustrate mathematical models in real-world situations.
- Incorporate more hands-on activities and labs that allow students to work with computer packages and explore different aspects of mathematical modeling.
- Provide students with opportunities to present their work and explain their reasoning and process in illustrating mathematical models using computer packages, this can be done through oral presentations, poster sessions or other forms of sharing.

It is important to note that the use of computer packages and technology is becoming increasingly important in mathematics and other fields, so providing students with opportunities to develop proficiency in these tools is essential for their future success. Additionally, providing opportunities for students to explore and experiment with different visualization and simulation tools can help them to find the best tool for a particular.

PLO 8:

- Analyze the assessment results to identify specific areas where students are struggling. For example, are students having difficulty identifying research topics, designing research projects, or collecting and analyzing data?
- Review the curriculum and instruction methods to determine if they are effectively teaching the necessary skills and concepts for making contributions to research projects and new applications within the field. Are there any gaps in coverage or opportunities for more practice and reinforcement?

- Provide more opportunities for students to participate in research projects or internships that allow them to make contributions to the field of mathematics and gain hands-on experience in applying their knowledge.
- Encourage and support students in submitting their research work to academic journals or conferences.
- Create opportunities for students to collaborate with researchers and professionals in the field, such as through networking events or guest lectures.
- Provide mentorship and guidance to students as they work on their research projects, and help them to develop their research skills and identify areas of interest for further study.
- Create a culture of inquiry and research in the program by encouraging students to explore and ask questions, and to seek out new knowledge and opportunities.
- Incorporate research-based learning activities and projects into the curriculum to help students develop the skills and knowledge needed to make contributions to the field.
- Provide regular evaluations of the research projects and feedback for the students in order to identify areas of improvement and to help them refine their research skills.

It is important to note that research and innovation are critical components of the field of mathematics, and providing students with opportunities to engage in research and make contributions to the field can help them to develop their problem-solving skills and creativity, as well as to gain a deeper understanding of the subject.

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Continuously monitor and evaluate the assessment results to identify areas of strength and areas for improvement in the program.
- Use the assessment results to inform decisions about curriculum development and instruction methods.
- Provide opportunities for students to continue to develop their skills and knowledge through additional assignments, projects, or activities.
- Provide students with opportunities to receive feedback on their skills and knowledge, such as through peer review or self-evaluation activities.
- Encourage students to reflect on their learning, including their successes and challenges, through journaling, blogging or other reflective activities.



- Provide training and development opportunities for the instructors to improve their ability to teach and assess the PLOs.
- Incorporate new technologies, tools, and techniques to enhance the student's learning experience and to keep the program up-to-date.
- Seek feedback from students, alumni, and employers to continuously improve the program and ensure that it is meeting the needs of the students and the industry.
- Provide opportunities for students to apply their skills and knowledge in real-world situations through internships, co-ops, or service-learning projects.
- Continuously evaluate the program's alignment with industry standards and the needs of the field.

It is important to remember that even when the program is meeting the PLOs, continuous

improvement is essential to ensure that the students are receiving the best education possible and that the program is evolving to meet the needs of the field and industry. By monitoring and evaluating the program regularly, using assessment results to inform decisions, and seeking feedback from various stakeholders, the program can continue to improve and provide students with the knowledge and skills they need to be successful in their future careers.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Qatar University | Academic Planning and Quality Assurance Office

MANAGEMENT INFORMATION SYSTEMS BBA PROGRAM | COLLEGE OF BUSINESS & ECONOMICS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Plan, analyze, and design information systems.

PLO 2: Identify, manage, and utilize data to make business decisions.

PLO 3: Identify and analyze the ethical dimensions in business decision-making.

PLO 4: Identify and evaluate relevant information system resources and manage their alignment with business organizations' strategy.

PLO 5: Analyze global perspective in making decisions related to information systems.



Assessment Tools

PLO 1:

- Group or individual projects that require students to plan, analyze, and design an information system for a specific business or organization.
- Case studies or real-world scenarios that require students to analyze and design information systems to solve specific business problems.
- Exams or quizzes that test students' knowledge of information systems design and analysis concepts and techniques.
- Presentations or oral exams in which students must explain and defend their information systems design and analysis decisions.
- Portfolio assessment of student work throughout the program, in which students are asked to provide evidence of their ability to plan, analyze, and design information systems.
- Role-playing or simulation activities that require students to apply information systems design and analysis skills in a simulated business environment.



Overall, the most suitable assessment tools and activities will depend on the specific course or program objectives and the skills and knowledge that you want to assess in students.

PLO 2:

- Data analysis projects or assignments that require students to collect, clean, and analyze data to make business decisions.
- Data visualization assignments or projects that require students to use data to create charts, graphs, or other visual aids to communicate their findings.
- Exams or quizzes that test students' knowledge of data management and analysis concepts and techniques.
- Group or individual presentations or oral exams in which students must explain and defend their data analysis and decision-making process.
- Case studies or real-world scenarios that require students to analyze data and make business decisions.
- Data mining or machine learning projects that require students to use various data mining or machine learning techniques to extract knowledge from data and make predictions or decisions.
- Portfolio assessment of student work throughout the program, in which students are asked to provide evidence of their ability to identify, manage, and utilize data to make business decisions.
- Overall, the most suitable assessment tools and activities will depend on the specific course or program objectives and the skills and knowledge that you want to assess in students.

PLO 3:

- Essay or research assignments that require students to analyze ethical issues related to business decision-making in a specific scenario or industry.
- Group or individual debates or discussions that encourage students to consider the ethical implications of various business decisions.
- Exams or quizzes that test students' knowledge of ethical theory and its application to business decision-making.
- Role-playing or simulation activities that require students to make business decisions in a simulated ethical dilemma.
- Case studies or real-world scenarios that require students to analyze the ethical dimensions of a specific business decision.
- Self-reflection journals, in which students reflect on ethical dilemmas they encountered during the program and how they have developed their ethical decision-making skills.
- Portfolio assessment of student work throughout the program, in which students are asked to provide evidence of their ability to identify and analyze the ethical dimensions in business decision-making.

Overall, the most suitable assessment tools and activities will depend on the specific course or program objectives and the skills and knowledge that you want to assess in students.

PLO 4:

- Group or individual projects that require students to identify and evaluate information systems resources and align them with a specific business organization's strategy.
- Case studies or real-world scenarios that require students to analyze the alignment of an organization's information systems resources with its overall strategy.
- Exams or quizzes that test students' knowledge of information systems resource management and alignment with organizational strategy.
- Group or individual presentations or oral exams in which students must explain and defend their information systems resource management and alignment decisions.
- Business plan assignments, in which students develop a plan for a new business and need to identify the information systems resources and align them with the overall strategy.
- Portfolio assessment of student work throughout the program, in which students are asked to provide evidence of their ability to identify and evaluate relevant information system resources and manage their alignment with business organizations' strategy.
- Simulation or role-playing activities that require students to manage information systems resources in a simulated business environment and align them with the overall strategy.

Overall, the most suitable assessment tools and activities will depend on the specific course or program objectives and the skills and knowledge that you want to assess in students.

PLO 5:

- Group or individual research projects that require students to analyze the global impact of specific information systems or technologies.
- Case studies or real-world scenarios that require students to analyze the global implications of a business's information systems decisions.
- Exams or quizzes that test students' knowledge of the global impact of information systems and technologies.
- Group or individual presentations or oral exams in which students must explain and defend their analysis of the global perspective in making decisions related to information systems.
- Business plan assignments, in which students develop a plan for a new business and need to analyze the global aspects of the information systems they intend to use.
- Portfolio assessment of student work throughout the program, in which students are asked to provide evidence of their ability to analyze global perspective in making decisions related to information systems.
- Simulation or role-playing activities that require students to make information systems decisions in a simulated global business environment.



Overall, the most suitable assessment tools and activities will depend on the specific course or program objectives and the skills and knowledge that you want to assess in students.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Conduct a thorough analysis of the assessment results to identify the specific areas where students are struggling. Are they having trouble with a specific concept or technique? Are they not applying the knowledge correctly? Are they not able to identify the right information systems to design?
- Analyze the curriculum and course materials to determine if they are aligned with the PLO and if they are covering the necessary concepts and skills. Are there any gaps in the curriculum? Are the materials up-to-date and relevant?
- Review the teaching methodologies and strategies used in the course. Are they effective in helping students achieve the PLO? Are there any alternative teaching methods that could be more effective?
- Collect feedback from students on what is working well and what is not. Are there any specific challenges or issues that students are facing?
- Based on the analysis, develop a plan to address the identified issues. This could include revising the curriculum, updating course materials, implementing new teaching strategies or methods, providing additional support and resources for students, or offering additional training for the instructors.
- Monitor the progress and evaluate the effectiveness of the actions taken, and make adjustments as needed.
- Consider offering additional opportunities for students to practice and apply their information systems design and analysis skills, such as internships, co-ops, or capstone projects.
- Encourage and facilitate professional development opportunities for the faculty members in the field of information systems design and analysis.

It is important to note that the most suitable actions will depend on the specific situation, and it might require a combination of different approaches to improve the results.

PLO 2:

- Conduct a thorough analysis of the assessment results to identify the specific areas where students are struggling. Are they having trouble with data collection, cleaning, or analysis? Are they not able to make accurate predictions or decisions based on the data?
- Analyze the curriculum and course materials to determine if they are aligned with the PLO and if they are covering the necessary concepts and skills. Are there any gaps in the curriculum? Are the materials up-to-date and relevant?
- Review the teaching methodologies and strategies used in the course. Are they effective in helping students achieve the PLO? Are there any alternative teaching methods that could be more effective?
- Collect feedback from students on what is working well and what is not. Are there any specific challenges or issues that students are facing?
- Based on the analysis, develop a plan to address the identified issues. This could include revising the curriculum, updating course materials, implementing new teaching strategies or methods, providing additional support and resources for students, or offering additional training for the instructors.
- Monitor the progress and evaluate the effectiveness of the actions taken, and make adjustments as needed.
- Consider offering additional opportunities for students to practice and apply their data management and analysis skills, such as internships, co-ops, or capstone projects.
- Encourage and facilitate professional development opportunities for the faculty members in the field of data management and analysis.

It is important to note that the most suitable actions will depend on the specific situation, and it might require a combination of different approaches to improve the results.

PLO 3:

- Conduct a thorough analysis of the assessment results to identify the specific areas where students are struggling. Are they having trouble identifying ethical issues in business decision-making? Are they not able to apply ethical theories to specific scenarios?
- Analyze the curriculum and course materials to determine if they are aligned with the PLO and if they are covering the necessary concepts and skills. Are there any gaps in the curriculum? Are the materials up-to-date and relevant?
- Review the teaching methodologies and strategies used in the course. Are they effective in helping students achieve the PLO? Are there any alternative teaching methods that could be more effective?
- Collect feedback from students on what is working well and what is not. Are there any specific challenges or issues that students are facing?



- Based on the analysis, develop a plan to address the identified issues. This could include revising the curriculum, updating course materials, implementing new teaching strategies or methods, providing additional support and resources for students, or offering additional training for the instructors.
- Monitor the progress and evaluate the effectiveness of the actions taken, and make adjustments as needed.
- Consider offering additional opportunities for students to practice and apply their ethical decision-making skills, such as internships, co-ops, or capstone projects.
- Encourage and facilitate professional development opportunities for faculty members in the field of ethical decision-making.

It is important to note that the most suitable actions will depend on the specific situation, and it might require a combination of different approaches to improve the results.

PLO 4:

- Conduct a thorough analysis of the assessment results to identify the specific areas where students are struggling. Are they having trouble identifying relevant information systems resources? Are they not able to align them with the business organization's strategy?
- Analyze the curriculum and course materials to determine if they are aligned with the PLO and if they are covering the necessary concepts and skills. Are there any gaps in the curriculum? Are the materials up-to-date and relevant?
- Review the teaching methodologies and strategies used in the course. Are they effective in helping students achieve the PLO? Are there any alternative teaching methods that could be more effective?
- Collect feedback from students on what is working well and what is not. Are there any specific challenges or issues that students are facing?
- Based on the analysis, develop a plan to address the identified issues. This could include revising the curriculum, updating course materials, implementing new teaching strategies or methods, providing additional support and resources for students, or offering additional training for the instructors.
- Monitor the progress and evaluate the effectiveness of the actions taken, and make adjustments as needed.
- Consider offering additional opportunities for students to practice and apply their information systems resource management and alignment skills, such as internships, co-ops, or capstone projects.
- Encourage and facilitate professional development opportunities for the faculty members in the field of information systems resource management and alignment.

It is important to note that the most suitable actions will depend on the specific situation, and it might require a combination of different approaches to improve the results.

PLO 5:

- Conduct a thorough analysis of the assessment results to identify the specific areas where students are struggling. Are they having trouble analyzing the global perspective in making decisions related to information systems? Are they not able to identify the global impact of specific information systems or technologies?
- Analyze the curriculum and course materials to determine if they are aligned with the PLO and if they are covering the necessary concepts and skills. Are there any gaps in the curriculum? Are the materials up-to-date and relevant?
- Review the teaching methodologies and strategies used in the course. Are they effective in helping students achieve the PLO? Are there any alternative teaching methods that could be more effective?
- Collect feedback from students on what is working well and what is not. Are there any specific challenges or issues that students are facing?
- Based on the analysis, develop a plan to address the identified issues. This could include revising the curriculum, updating course materials, implementing new teaching strategies or methods, providing additional support and resources for students, or offering additional training for the instructors.
- Monitor the progress and evaluate the effectiveness of the actions taken, and make adjustments as needed.
- Consider offering additional opportunities for students to practice and apply their global perspective information systems decision-making skills, such as internships, co-ops, or capstone projects that have a global scope.
- Encourage and facilitate professional development opportunities for the faculty members in the field of global perspective information systems decision-making.

It is important to note that the most suitable actions will depend on the specific situation, and it might require a combination of different approaches to improve the results.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used is effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Continuously monitoring the assessment results to ensure that the PLOs are being achieved consistently across the program.
- Collecting feedback from students, alumni, and employers to gain insight into the strengths and weaknesses of the program and identify areas for improvement.



- Reviewing and updating the curriculum, course materials, and teaching methodologies to ensure that they are aligned with current industry trends and best practices.
- Offering professional development opportunities for faculty members to stay current with the latest developments in the field of management information systems.
- Offering additional opportunities for students to practice and apply their skills, such as internships, co-ops, or capstone projects.
- Encouraging and facilitating research opportunities for students and faculty members to contribute to the body of knowledge in the field of management information systems.
- Continuously evaluating the effectiveness of the program and making adjustments as needed to ensure that the PLOs are being achieved consistently and that students are receiving the best education possible.

It is important to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

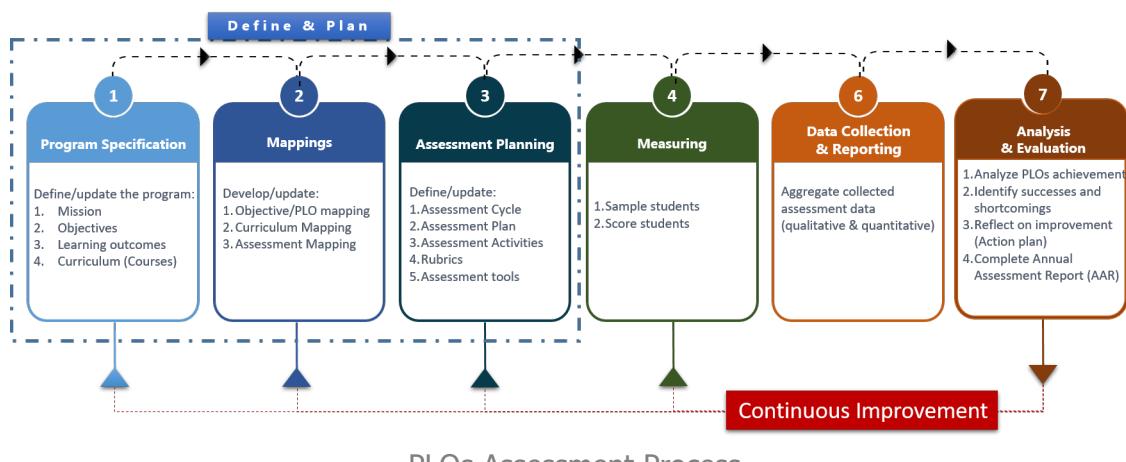
The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

MARKETING BBA PROGRAM | COLLEGE OF BUSINESS & ECONOMICS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

- PLO1:** Explain marketing concepts and theories and apply them to address real business situations.
- PLO2:** Formulate informed marketing decisions based on sound analysis of marketing research data.
- PLO3:** Recognize and evaluate potential ethical ramifications of marketing decisions and actions.
- PLO4:** Explain the determinants and processes of consumer behavior and use them to develop marketing programs and actions.
- PLO5:** Identify and evaluate marketing challenges specific to organizations operating in a global context.



Assessment Tools

PLO 1:

- Case studies: Assign students to analyze and present solutions to real-world marketing problems using the concepts and theories they have learned.
- Written exams: Test students' understanding of marketing concepts and theories by asking them to explain and apply them to hypothetical business situations.
- Group presentations: Have students work in groups to present a marketing plan for a real or hypothetical business, including an analysis of the target market, competitive environment, and marketing mix.
- Individual research projects: Assign students to conduct research on a specific marketing topic and present their findings in a written report or oral presentation.
- Role-playing exercises: Have students assume the role of a marketing professional in a simulated business scenario and make decisions based on the concepts and theories they have learned.
- Simulation games: Use marketing simulation games to give students hands-on experience in making marketing decisions and seeing the results of their choices.



PLO 2:

- Data analysis and interpretation: Assign students to analyze and interpret data from a marketing research study, and have them present their findings and recommendations for a real or hypothetical business.
- Research projects: Have students conduct their own marketing research study, from design to data collection and analysis, and present their findings and recommendations in a written report or oral presentation.
- Research case studies: Provide students with real-world case studies of businesses that have used marketing research to inform their decisions, and have students analyze the case and provide recommendations.
- Marketing plan: Have students develop a comprehensive marketing plan for a real or hypothetical business, including an analysis of the target market, competitive environment, and marketing mix, and an evaluation of the effectiveness of their plan using marketing research data.
- Group discussion: Create a group discussion forum where students discuss the research methodologies used in real-world marketing examples and their effectiveness.
- Quizzes and exams: Test students' knowledge and understanding of research methodologies, and their ability to analyze and interpret data, through quizzes and exams.

PLO 3:

- Ethical case studies: Provide students with real-world case studies of ethical dilemmas in marketing, and have students analyze the case and provide recommendations for a course of action.
- Group discussions: Create a group discussion forum where students can discuss ethical issues in marketing and share their perspectives on potential solutions.
- Role-playing exercises: Have students assume the role of a marketing professional in a simulated business scenario and make decisions based on ethical considerations.
- Research projects: Assign students to conduct research on a specific ethical issue in marketing and present their findings in a written report or oral presentation.
- Reflection essays: Have students reflect on ethical issues they have encountered in the course and describe how they would handle them if faced with similar situations in the future.
- Quizzes and exams: Test students' knowledge and understanding of ethical principles in marketing and their ability to apply them to real-world scenarios.

PLO 4:

- Consumer behavior case studies: Provide students with real-world case studies of consumer behavior, and have students analyze the case and provide recommendations for a marketing strategy.

- Research projects: Assign students to conduct research on a specific aspect of consumer behavior, such as motivation, perception, or decision-making, and present their findings in a written report or oral presentation.
- Marketing plan: Have students develop a comprehensive marketing plan for a real or hypothetical business, including an analysis of the target market, competitive environment, and marketing mix, and an evaluation of the effectiveness of their plan using consumer behavior insights.
- Surveys and focus groups: Have students design and conduct surveys or focus groups to gather data on consumer behavior, and analyze and interpret the data to inform their marketing strategies.
- Group discussions: Create a group discussion forum where students can discuss consumer behavior and share their perspectives on how it can be used to inform marketing strategies.
- Quizzes and exams: Test students' knowledge and understanding of consumer behavior and their ability to apply it to real-world marketing scenarios.

PLO 5:

- Global marketing case studies: Provide students with real-world case studies of global marketing challenges and successes, and have students analyze the case and provide recommendations for a global marketing strategy.
- Research projects: Assign students to conduct research on a specific aspect of global marketing, such as cultural differences, global branding, or international market entry strategies, and present their findings in a written report or oral presentation.
- International marketing plan: Have students develop a comprehensive international marketing plan for a real or hypothetical business, including an analysis of the target market, competitive environment, and marketing mix, and an evaluation of the effectiveness of their plan in a global context.
- Group discussion: Create a group discussion forum where students can discuss global marketing challenges and share their perspectives on potential solutions.
- Simulation games: Use global marketing simulation games to give students hands-on experience in making international marketing decisions and seeing the results of their choices.
- Quizzes and exams: Test students' knowledge and understanding of global marketing and their ability to apply it to real-world international marketing scenarios.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors,



and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analysis of assessment results: Review the results of the assessments used to measure PLO1, such as exams, case studies, and group presentations, to identify specific areas where students are struggling.
- Review of curriculum: Examine the curriculum to see if there are any gaps in the coverage of marketing concepts and theories, or if the material is not being presented in a way that is easily understandable for students.
- Student feedback: Obtain feedback from students to understand their perspective on the material and their learning experience.
- Additional resources: Develop and provide additional resources such as tutorials, study guides, or review sessions to help students understand the material better.
- Re-assessment: Re-assess the students after taking the above steps to determine whether the changes have led to an improvement in the students' performance.
- Revising the curriculum: If the analysis shows that the curriculum is not aligned with the PLO1, revise it to make sure it covers the necessary material and is presented in an effective way.
- Professional development: Provide professional development opportunities for instructors to improve their ability to teach research methodologies, data analysis techniques, and statistical tools.
- Collaborative learning: Encourage students to work together in group projects, discussions, and peer reviews, to foster deeper understanding and application of the concepts.

PLO 2:

- Analysis of assessment results: Review the results of the assessments used to measure PLO2, such as research projects, data analysis, and research case studies, to identify specific areas where students are struggling.
- Review of curriculum: Examine the curriculum to see if there are any gaps in the coverage of research methodologies, and data analysis techniques, or if the material is not being presented in a way that is easily understandable for students.
- Student feedback: Obtain feedback from students to understand their perspective on the material and their learning experience.

- Additional resources: Develop and provide additional resources such as tutorials, study guides, or review sessions to help students understand the research methodologies, data analysis techniques, and statistical tools.
- Re-assessment: Re-assess the students after taking the above steps to determine whether the changes have led to an improvement in the students' performance.
- Revising the curriculum: If the analysis shows that the curriculum is not aligned with the PLO2, revise it to make sure it covers the necessary material and is presented in an effective way.
- Professional development: Provide professional development opportunities for instructors to improve their ability to teach research methodologies, data analysis techniques, and statistical tools.
- Practical exercises: Provide more opportunities for students to practice research, data analysis, and interpretation in order to enhance their skills and build confidence.

PLO 3:

- Analysis of assessment results: Review the results of the assessments used to measure PLO3, such as ethical case studies, role-playing exercises, and reflection essays, to identify specific areas where students are struggling.
- Review of curriculum: Examine the curriculum to see if there are any gaps in the coverage of ethical principles in marketing, or if the material is not being presented in a way that is easily understandable for students.
- Student feedback: Obtain feedback from students to understand their perspective on the material and their learning experience.
- Additional resources: Develop and provide additional resources such as tutorials, study guides, or review sessions to help students understand the ethical principles in marketing.
- Re-assessment: Re-assess the students after taking the above steps to determine whether the changes have led to an improvement in the students' performance.
- Revising the curriculum: If the analysis shows that the curriculum is not aligned with the PLO3, revise it to make sure it covers the necessary material and is presented in an effective way.
- Professional development: Provide professional development opportunities for instructors to improve their ability to teach ethical principles in marketing.
- Real-world examples: Provide more real-world examples of ethical dilemmas in marketing, to help students understand how ethical considerations apply to real-world scenarios.

PLO 4:

- Analysis of assessment results: Review the results of the assessments used to measure PLO4, such as consumer behavior case studies, research projects, and surveys, to identify specific areas where students are struggling.



- Review of curriculum: Examine the curriculum to see if there are any gaps in the coverage of consumer behavior, or if the material is not being presented in a way that is easily understandable for students.
- Student feedback: Obtain feedback from students to understand their perspective on the material and their learning experience.
- Additional resources: Develop and provide additional resources such as tutorials, study guides, or review sessions to help students understand consumer behavior.
- Re-assessment: Re-assess the students after taking the above steps to determine whether the changes have led to an improvement in the students' performance.
- Revising the curriculum: If the analysis shows that the curriculum is not aligned with the PLO4, revise it to make sure it covers the necessary material and is presented in an effective way.
- Professional development: Provide professional development opportunities for instructors to improve their ability to teach consumer behavior.
- Hands-on experience: Provide more opportunities for students to conduct research and gather data on consumer behavior, in order to enhance their skills and build confidence in applying the concepts.

PLO 5:

- Analysis of assessment results: Review the results of the assessments used to measure PLO5, such as global marketing case studies, international marketing plans, and simulation games, to identify specific areas where students are struggling.
- Review of curriculum: Examine the curriculum to see if there are any gaps in the coverage of global marketing, or if the material is not being presented in a way that is easily understandable for students.
- Student feedback: Obtain feedback from students to understand their perspective on the material and their learning experience.
- Additional resources: Develop and provide additional resources such as tutorials, study guides, or review sessions to help students understand global marketing.
- Re-assessment: Re-assess the students after taking the above steps to determine whether the changes have led to an improvement in the students' performance.
- Revising the curriculum: If the analysis shows that the curriculum is not aligned with the PLO5, revise it to make sure it covers the necessary material and is presented in an effective way.
- Professional development: Provide professional development opportunities for instructors to improve their ability to teach global marketing.

- Real-world examples: Provide more real-world examples of global marketing challenges and successes, to help students understand how global marketing principles apply to real-world scenarios.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used are effective in helping students to meet the desired learning outcomes. Some steps that can be taken to continue to improve instruction and curriculum include:

- Review of assessment results: Review the assessment results to identify areas of strength and areas where students are excelling.
- Student feedback: Obtain feedback from students to understand their perspective on the material and their learning experience.
- Curriculum review: Examine the curriculum to identify areas that may need to be updated or improved to reflect current industry trends or changes in the field of study.
- Professional development: Provide professional development opportunities for instructors to improve their teaching skills, and to stay current with the latest developments in their field.
- Continual improvement: Use the assessment results to continuously monitor the effectiveness of the curriculum and teaching methods, and make adjustments as necessary to ensure that the students are meeting the PLOs.
- Encourage deeper learning: Provide opportunities for students to explore topics in-depth and in more creative ways, to help them to better master the material and to develop a deeper understanding of the subject.
- Recognition of achievement: Recognize and reward students who have demonstrated exceptional performance in achieving the PLOs.

It is important to note that even though the PLOs are being achieved, It is important to keep an eye on student performance and keep the curriculum updated.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



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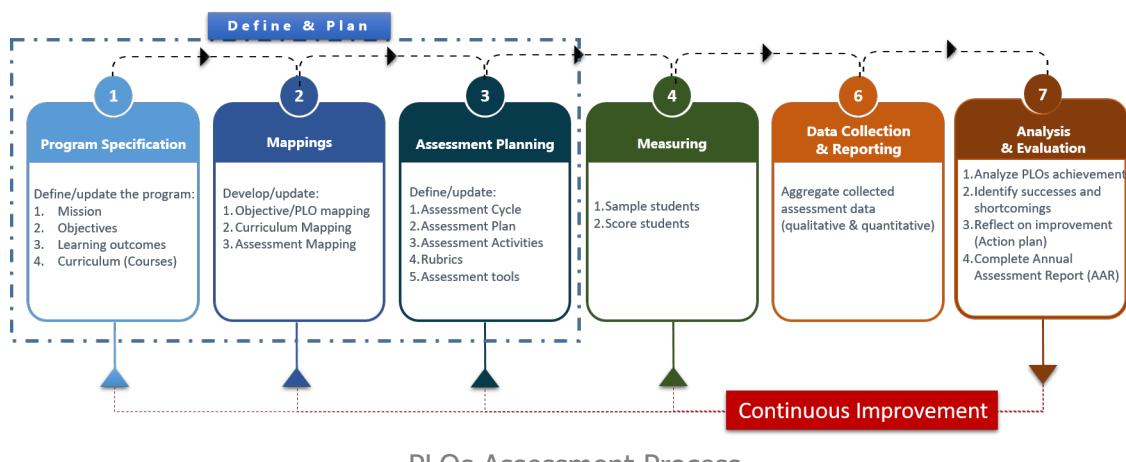
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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BS PHYSICS PROGRAM | COLLEGE OF ARTS & SCIENCE

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Demonstrate a well-founded knowledge and understanding of the fundamental concepts of physics.

PLO 2: Analyze physics related problems to formulate appropriate solutions.

PLO 3: Develop logical and critical thinking.

PLO 4: Demonstrate ability of using mathematical, computational skills, and software to solve physical problems correctly.

PLO 5: Illustrate experimental skills in physics to apply physical concepts.

PLO 6: Communicate the experimental and theoretical results in written and oral forms.

PLO 7: Demonstrate high ethical standards.

PLO 7: Use modern lab techniques and computer software effectively and safely.



Assessment Tools

PLO 1:

- Multiple-choice exams: These can test students' knowledge of fundamental concepts and definitions in physics.
- Short-answer exams: These can test students' ability to explain and apply fundamental concepts in physics.
- Written homework assignments: These can test students' understanding of fundamental concepts and ability to solve physics problems.
- Oral exams or presentations: These can test students' ability to communicate and explain fundamental concepts in physics.
- Lab reports or projects: These can test students' understanding of fundamental concepts and ability to apply them in experimental settings.
- Concept inventories or pre/post-tests: These can assess students' understanding of fundamental concepts before and after instruction.
- Quizzes or worksheets during class: These can assess students' understanding of fundamental concepts in real-time, and can be used as formative assessments.

PLO 2:

- Problem-solving exams: These can test students' ability to analyze and solve physics problems.
- Group projects or case studies: These can test students' ability to analyze and solve physics problems in a collaborative setting.
- Research projects: These can test students' ability to analyze and solve physics problems through independent research.
- Laboratory experiments: These can test students' ability to analyze and solve physics problems through experimental methods.
- Journal clubs or literature reviews: These can test students' ability to analyze and interpret physics research.
- Design projects: These can test students' ability to analyze and solve physics problems through design and engineering.
- Oral presentations or defense of projects: These can test students' ability to clearly and effectively explain their problem-solving process and results.

PLO 3:

- Essay exams or written responses: These can test students' ability to analyze and evaluate physics concepts and arguments.
- Debate or discussion: These can test students' ability to critically evaluate and construct logical arguments in a group setting.
- Peer review or peer evaluation: These can test students' ability to critically evaluate and provide constructive feedback on the logical and critical thinking of their peers.
- Self-reflection or metacognition activities: These can test students' ability to critically evaluate their own thinking and learning processes.
- Open-ended problems or case studies: These can test students' ability to apply logical and critical thinking to novel or complex physics problems.
- Socratic seminar: These can test students' ability to critically analyze and evaluate physics concepts and arguments in a group setting.
- Logic puzzles or games: These can test students' ability to apply logical and critical thinking in a fun and interactive way.

PLO 4:

- Mathematical and computational problems or exams: These can test students' ability to use mathematical and computational techniques to solve physics problems.
- Programming assignments or projects: These can test students' ability to write and use computer code to solve physics problems.
- Data analysis or modeling projects: These can test students' ability to use computational tools and software to analyze and model physical phenomena.

- Laboratory reports or projects that involve data analysis or modeling: These can test students' ability to use computational tools and software to analyze and model experimental data.
- Online simulations or virtual labs: These can test students' ability to use computational tools and software to explore and model physical phenomena in a virtual setting.
- Collaborative projects or assignments that involve mathematical or computational skills: These can test students' ability to use mathematical or computational skills in a group setting.
- Quizzes or worksheets during class that involve mathematical or computational skills: These can test students' understanding of mathematical or computational skills in real-time, and can be used as formative assessments.

PLO 5:

- Laboratory reports or projects: These can test students' ability to design, conduct, and analyze experiments in physics.
- Laboratory exams or quizzes: These can test students' understanding and ability to apply experimental techniques and equipment in physics.
- Laboratory presentations or oral reports: These can test students' ability to communicate and explain experimental results and methods.
- Hands-on projects or design challenges: These can test students' ability to apply experimental skills in a creative and open-ended setting.
- Field trips or observations: These can test students' ability to apply experimental skills in natural or real-world settings.
- Science fairs or research presentations: These can test students' ability to conduct and communicate independent experimental research in physics.
- Collaborative or group experiments: These can test students' ability to work effectively as part of a team to design and conduct experiments.

PLO 6:

- Written lab reports or research papers: These can test students' ability to communicate experimental and theoretical results in written form.
- Oral presentations or scientific talks: These can test students' ability to communicate experimental and theoretical results in oral form.
- Scientific posters or visual aids: These can test students' ability to communicate experimental and theoretical results in a visual form.
- Group projects or presentations: These can test students' ability to communicate experimental and theoretical results in a collaborative setting.
- Peer review or feedback: These can test students' ability to give and receive feedback on the communication of experimental and theoretical results.



- Journal club or literature review: These can test students' ability to communicate and critically evaluate the communication of experimental and theoretical results in scientific literature.
- Science fair or research symposium: These can test students' ability to communicate experimental and theoretical results to a public or professional audience.

PLO 7:

- Ethical case studies or scenarios: These can test students' ability to analyze and make ethical decisions in physics-related situations.
- Self-reflection or metacognition activities: These can test students' ability to reflect on their own ethical standards and behavior.
- Group discussions or debates: These can test students' ability to apply ethical standards in a group setting and to consider multiple perspectives.
- Service learning or community engagement projects: These can test students' ability to apply ethical standards in real-world settings and to consider the impact of their actions on others.
- Research proposals or projects: These can test students' ability to consider and address ethical issues in research design and implementation.
- Professional conduct or code of ethics: These can test students' ability to abide by the professional ethical standards and codes of conduct in the field of physics.
- Classroom simulations, role-playing, or games: These can test students' ability to apply ethical standards in a simulated and interactive setting.

PLO 8:

- Laboratory reports or projects: These can test students' ability to use modern lab techniques and equipment effectively and safely.
- Laboratory exams or quizzes: These can test students' understanding and ability to use modern lab techniques and equipment effectively and safely.
- Laboratory presentations or oral reports: These can test students' ability to explain and demonstrate the proper use of modern lab techniques and equipment.
- Hands-on projects or design challenges: These can test students' ability to apply modern lab techniques and equipment in a creative and open-ended setting.
- Safety training or certification: These can test students' ability to understand and abide by lab safety guidelines and regulations.
- Computer software training or certification: These can test students' ability to understand and use computer software effectively and safely.
- Collaborative or group lab work: These can test students' ability to work effectively as part of a team to use modern lab techniques and equipment safely.



Analysis & Actions

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 1, and identify areas of weakness or misconceptions among students.
- Review of instruction and curriculum: Review the instruction and curriculum being used to teach fundamental concepts in physics, and identify any gaps or areas that may need to be emphasized more strongly.
- Formative assessments: Use formative assessments such as quizzes or worksheets during class to regularly check for understanding and address misconceptions in real time.
- Additional instruction or resources: Provide additional instruction or resources such as tutorials, problem sets, or review sessions to help students solidify their understanding of fundamental concepts.
- Collaborative learning opportunities: Encourage students to work together to solve physics problems and discuss concepts, as this can help them to better understand and retain the material.
- Peer instruction or teaching: Allow students to teach concepts to their peers, this will help students to understand the concepts better and help to build confidence.
- Re-assessment: After taking these steps, re-assess students' understanding of fundamental concepts using the same or similar assessments to measure progress.

It is worth noting that all the steps should be taken in conjunction, one step alone may not be sufficient to achieve the desired outcome, and it is important to work collaboratively with colleagues and department to ensure students are exposed to a variety of teaching methods and resources to help them achieve the desired outcome.

PLO 2:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 2, and identify areas of weakness or misconceptions among students.
- Review of instruction and curriculum: Review the instruction and curriculum being used to teach problem-solving skills in physics, and identify any gaps or areas that may need to be emphasized more strongly.



- Practice problems and worksheets: Provide students with a variety of practice problems and worksheets that gradually increase in difficulty, and allow students to work through these problems on their own and in groups.
- Scaffolding problem-solving skills: Provide students with step-by-step guidance on how to solve problems and gradually decrease the amount of guidance as students become more confident and independent problem-solvers.
- Feedback and coaching: Provide students with feedback on their problem-solving skills, and offer coaching and support to help them improve.
- Real-world problem-solving: Provide students with opportunities to solve real-world problems or case studies that are related to physics, this will help them to apply their problem-solving skills in a more meaningful context.
- Re-assessment: After taking these steps, re-assess students' problem-solving skills using the same or similar assessments to measure progress.

It is important to note that problem-solving skills require practice and time to develop, therefore, consistent and ongoing opportunities to practice problem-solving, as well as regular feedback, are crucial to achieving the desired outcome.

PLO 3:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 3, and identify areas of weakness or misconceptions among students.
- Review of instruction and curriculum: Review the instruction and curriculum being used to teach logical and critical thinking skills in physics, and identify any gaps or areas that may need to be emphasized more strongly.
- Encourage questioning and discussion: Encourage students to ask questions and engage in discussions about the physics concepts and problems being studied, this will help them to think critically and logically about the material.
- Provide opportunities for debate and argumentation: Provide opportunities for students to engage in debates and argumentation in class, this will help them to develop their critical thinking skills by analyzing and evaluating different perspectives.
- Use of real-world problems and case studies: Provide students with real-world problems or case studies that require them to apply logical and critical thinking skills, this will help them to see the relevance and applicability of the skills in a more meaningful context.
- Metacognition activities: Provide students with metacognition activities that encourage them to reflect on their own thinking and learning processes, this will help them to become more aware of their own logical and critical thinking skills and how to improve them.

- Re-assessment: After taking these steps, re-assess students' logical and critical thinking skills using the same or similar assessments to measure progress.

It is important to remember that the development of logical and critical thinking skills is a continuous process that requires consistent and ongoing opportunities to practice, as well as regular feedback, to achieve the desired outcome.

PLO 4:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 4, and identify areas of weakness or misconceptions among students.
- Review of instruction and curriculum: Review the instruction and curriculum being used to teach mathematical and computational skills in physics, and identify any gaps or areas that may need to be emphasized more strongly.
- Practice and repetition: Provide students with a variety of practice problems and worksheets that gradually increase in difficulty, and allow students to work through these problems on their own and in groups.
- Scaffolding mathematical and computational skills: Provide students with step-by-step guidance on how to solve problems and gradually decrease the amount of guidance as students become more confident and independent problem-solvers.
- Feedback and coaching: Provide students with feedback on their mathematical and computational skills, and offer coaching and support to help them improve.
- Use of software and technology: Provide students with opportunities to use software and technology to solve problems and analyze data, this will help them to develop their computational skills in a more meaningful context.
- Re-assessment: After taking these steps, re-assess students' mathematical and computational skills using the same or similar assessments to measure progress.

It is important to remember that the development of mathematical and computational skills is a continuous process that requires consistent and ongoing opportunities to practice, as well as regular feedback, to achieve the desired outcome.

PLO 5:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 5, and identify areas of weakness or misconceptions among students.
- Review of instruction and curriculum: Review the instruction and curriculum being used to teach experimental skills in physics, and identify any gaps or areas that may need to be emphasized more strongly.
- Hands-on experience: Provide students with more opportunities for hands-on experience in the laboratory, this will help them to develop their experimental skills through practice and repetition.
- Scaffolding experimental skills: Provide students with step-by-step guidance on how to conduct experiments and gradually decrease the amount of guidance as students become more confident and independent experimenters.



- Feedback and coaching: Provide students with feedback on their experimental skills, and offer coaching and support to help them improve.
- Use of modern lab techniques and equipment: Provide students with opportunities to use modern lab techniques and equipment, this will help them to develop their experimental skills in a more meaningful context.
- Re-assessment: After taking these steps, re-assess students' experimental skills using the same or similar assessments to measure progress.

It is important to remember that the development of experimental skills is a continuous process that requires consistent and ongoing opportunities to practice, as well as regular feedback, to achieve the desired outcome. Also, it is important to stress the importance of lab safety and make sure students are aware of the safety guidelines and regulations.

PLO 6:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 6, and identify areas of weakness or misconceptions among students.
- Review of instruction and curriculum: Review the instruction and curriculum being used to teach communication skills in physics, and identify any gaps or areas that may need to be emphasized more strongly.
- Practice and repetition: Provide students with regular opportunities to communicate their results and findings, whether it be through writing lab reports, giving oral presentations, or creating visual aids.
- Scaffolding communication skills: Provide students with step-by-step guidance on how to communicate their results and findings and gradually decrease the amount of guidance as students become more confident and independent communicators.
- Feedback and coaching: Provide students with feedback on their communication skills, and offer coaching and support to help them improve.
- Use of real-world examples and case studies: Provide students with real-world examples and case studies that require them to apply their communication skills in a more meaningful context.
- Re-assessment: After taking these steps, re-assess students' communication skills using the same or similar assessments to measure progress.

It is important to remember that the development of communication skills is a continuous process that requires consistent and ongoing opportunities to practice, as well as regular feedback, to achieve the desired outcome.

PLO 7:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 7, and identify areas of weakness or misconceptions among students.

- Review of instruction and curriculum: Review the instruction and curriculum being used to teach ethical standards in physics, and identify any gaps or areas that may need to be emphasized more strongly.
- Ethical case studies or scenarios: Provide students with more opportunities to analyze and make ethical decisions in physics-related situations.
- Self-reflection or metacognition activities: Provide students with more opportunities to reflect on their own ethical standards and behavior.
- Group discussions or debates: Provide more opportunities for students to apply ethical standards in a group setting and to consider multiple perspectives.
- Service learning or community engagement projects: Provide students with more opportunities to apply ethical standards in real-world settings and to consider the impact of their actions on others.
- Research proposals or projects: Provide students with more opportunities to consider and address ethical issues in research design and implementation.
- Re-assessment: After taking these steps, re-assess students' understanding of ethical standards using the same or similar assessments to measure progress.

It is important to remember that the development of ethical understanding is a continuous process that requires consistent and ongoing opportunities to practice, as well as regular feedback, to achieve the desired outcome. It is also important to involve students in the process of creating and revising the code of conduct or ethical guidelines in order to make them more invested in abiding by them.

PLO 8:

- Analysis of assessment data: Review the results of the assessments used to measure PLO 8, and identify areas of weakness or misconceptions among students.
- Review of instruction and curriculum: Review the instruction and curriculum being used to teach lab techniques and computer software skills in physics, and identify any gaps or areas that may need to be emphasized more strongly.
- Hands-on experience: Provide students with more opportunities for hands-on experience in the laboratory and with computer software, this will help them to develop their skills through practice and repetition.
- Scaffolding lab techniques and computer software skills: Provide students with step-by-step guidance on how to use lab techniques and computer software, and gradually decrease the amount of guidance as students become more confident and independent users.
- Feedback and coaching: Provide students with feedback on their lab techniques and computer software skills, and offer coaching and support to help them improve.
- Safety training or certification: Provide students with regular safety training and certification opportunities, this will help them to understand and abide by lab safety guidelines and regulations.



- Re-assessment: After taking these steps, re-assess students' lab techniques and computer software skills using the same or similar assessments to measure progress.

It is also important to ensure that students have access to the necessary equipment, software, and resources to practice and develop their lab techniques and computer software skills. Providing students with hands-on experiences with state-of-the-art equipment and software can help them to develop skills that are directly relevant to current industry standards. Additionally, providing students with opportunities to work on collaborative projects or internships can help them to apply their skills in real-world settings, which can make them more valuable to potential employers. Finally, It is important to involve students in the process of planning and organizing lab experiments, this will help them to understand the process of experimentation and how to use the equipment and software effectively and safely.

When PLOs are Achieved

If assessment results show that the Program Learning PLOs are being achieved, it is a positive indication that the instruction and curriculum being used is effective in helping students to meet the desired learning outcomes. Some steps

that can be taken to continue to improve instruction and curriculum include:

- Reviewing and analyzing assessment data to identify areas of strength and areas for improvement.
- Reflecting on the instruction and curriculum being used and identifying any best practices that can be shared with colleagues.
- Continuously seeking out new and innovative teaching methods and resources that can be used to enhance instruction and curriculum.
- Encouraging students to provide feedback on the instruction and curriculum, this can provide valuable insights into what works well and what areas need improvement.
- Involving students in the process of creating and revising the PLOs, this will help them to be more invested in achieving them.
- Continuously reviewing and updating the PLOs to ensure that they are aligned with current industry standards and the needs of the students.

It is important to remember that achieving the PLOs is not the final goal, continuously striving to improve instruction and curriculum will lead to better student outcomes in the long term.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BA POLICY, PLANNING, AND DEVELOPMENT PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Core: Identify and apply the fundamental concepts and research methods relevant to policy analysis and evaluations.

PLO 2: Core: Analyze and synthesize information to inform the assessment of policy options and solving problems in policymaking.

PLO 3: Core: Communicate complex ideas clearly and persuasively in written and oral forms.

PLO 4: Core: Analyze societal determinants and define relevant policy, planning and development processes towards related fields in public policy.

PLO 5: Energy and Security: Critically assess the role of different sources of energy in an international context and in the central events in world history

PLO 6: Environment and Sustainability: Evaluate how the society decisions and actions impact the sustainability of the local and global environment.

PLO 7: Urban Planning and Development: Examine and interpret current principles and practices of urban planning relevant at multiple levels of government and the conditions and prerequisites needed for urban transition



Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Written exams or quizzes that test students' understanding of key concepts and theories in policy analysis and evaluation.
- Research projects or papers that require students to apply the concepts and methods they have learned to a specific policy issue or problem.
- Group presentations or debates that require students to communicate their analysis and evaluation of a policy issue
- In-class discussions and activities that allow students to practice and demonstrate their understanding of key concepts and methods.

- Peer evaluations or self-assessments that allow students to reflect on their own understanding and application of concepts and methods.

PLO 2:

- Case studies or policy analysis projects that require students to analyze and synthesize information from multiple sources in order to identify and evaluate policy options.
- Research papers or policy briefs that require students to critically evaluate the evidence and arguments presented in existing literature on a specific policy issue.
- Group discussions or debates that require students to present and critically evaluate different policy options or solutions to a specific problem.
- Role-playing or simulation exercises that provide students with the opportunity to apply their analysis and synthesis skills in a realistic policymaking context.
- Self-reflection or peer evaluations that allow students to reflect on their ability to analyze and synthesize information effectively.

PLO 3:

- Written reports, essays, or policy briefs that require students to communicate their analysis and recommendations in a clear, persuasive, and well-organized manner.
- Oral presentations or policy debates that require students to present their ideas and arguments persuasively and effectively in a public speaking setting.
- Group projects or presentations that require students to work together to communicate complex ideas effectively
- Peer evaluations or self-reflection that allows students to evaluate their own communication skills and identify areas for improvement.
- Writing samples or video recordings of presentations, which can be evaluated by the instructor or other experts in the field.
- Feedback from industry professionals or experts in the field on how effectively student's ideas are communicated during internships or real-world projects.

PLO 4:

- Research projects or essays that require students to analyze the societal determinants of a specific policy issue or problem, and evaluate the effectiveness of existing policies and plans.
- In-class discussions or debates that require students to critically evaluate the societal determinants of a specific policy issue or problem and propose potential solutions.
- Group presentations or policy briefs that require students to analyze the societal determinants of a specific policy issue or problem and recommend policies or plans that address them.

- Role-playing or simulation exercises that provide students with the opportunity to apply their understanding of societal determinants and policy processes in a realistic policy-making context.

- Self-reflection or peer evaluations that allow students to reflect on their ability to analyze societal determinants and define relevant policy processes.
- Field visits and observations of real-world policy implementation, which can help students better understand the relationship between societal determinants, policies, and their implementation.

PLO 5:

- Analytical essays or research papers that require students to critically analyze the role of different sources of energy in specific international events or historical periods.
- In-class discussions or debates that require students to critically evaluate the role of different sources of energy in current events or historical periods.
- Group presentations or policy briefs that require students to analyze the role of different sources of energy in current events or historical periods and recommend policies or plans.
- Simulation or game-based activities that provide students with the opportunity to apply their understanding of the role of energy in international relations and history.
- Self-reflection or peer evaluations that allow students to reflect on their ability to critically assess the role of different sources of energy in an international context and in the central events in world history.
- Visiting lectures from experts in the field of energy and international relations, or participation in industry-based internships or projects which can provide students with practical and real-world understanding of the role of energy in international politics.

PLO 6:

- Research projects or essays that require students to evaluate the environmental impact of specific societal decisions and actions, and propose solutions for achieving sustainability.
- In-class discussions or debates that require students to critically evaluate the environmental impact of current societal decisions and actions, and propose solutions for achieving sustainability.
- Group presentations or policy briefs that require students to analyze the environmental impact of specific societal decisions and actions, and recommend policies or plans for achieving sustainability.
- Field trips or site visits that allow students to observe the environmental impact of specific societal decisions and actions and to evaluate the effectiveness of existing sustainability plans.
- Self-reflection or peer evaluations that allow students to reflect on their ability to evaluate the environmental impact



- of societal decisions and actions and propose solutions for achieving sustainability.
 - Participating in community-based projects, or working with non-profit organizations, which can provide students with practical experience in evaluating and addressing the impact of societal decisions on the environment.
- PLO 7:**
- Research projects or essays that require students to analyze specific urban planning principles, practices, and policies and evaluate their effectiveness.
 - In-class discussions or debates that require students to critically evaluate current urban planning principles, practices, and policies, and propose potential solutions for addressing urban issues.
 - Group presentations or policy briefs that require students to analyze specific urban planning principles, practices, and policies, and recommend strategies for addressing urban issues.
 - Site visits and field observations that allow students to observe urban planning principles and practices in action and to evaluate their effectiveness.
 - Self-reflection or peer evaluations that allow students to reflect on their ability to examine and interpret urban planning principles and practices, and to identify the conditions and prerequisites needed for urban transition
 - Participating in planning-related internships or real-world projects, which can provide students with practical experience in examining, interpreting, and applying urban planning principles and practices.



Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Analyze the curriculum: Review the course content and materials for the classes that are supposed to be addressing PLO1. Are the concepts and methods being covered in enough depth? Are there any missing concepts or methods that should be included? Are the materials and resources used in the class up-to-date and relevant?
- Evaluate teaching methods: Are the teaching methods being used in the class effective for teaching these concepts and methods? Are there alternative teaching methods that could be used to better engage students and help them understand the material?



- Assess student understanding: Are students having trouble understanding the material or applying the concepts and methods to real-world problems? Are there certain concepts or methods that are particularly difficult for them?
- Identify student needs: Are there certain student populations that are struggling more than others? Are there specific student needs (e.g. language barriers, lack of prior knowledge) that are not being met?
- Based on the above analysis, some actions that can be taken include:
 - Revising the course content to ensure that all relevant concepts and methods are covered in enough depth
 - Incorporating new and relevant materials and resources into the class
 - Experimenting with alternative teaching methods to better engage students and help them understand the material
 - Providing additional support and resources for students who are struggling, such as tutoring or extra help sessions
 - Providing additional training or professional development for instructors to help them better teach the concepts and methods covered in PLO1
 - Offering additional opportunities for students to apply the concepts and methods in real-world contexts through projects, case studies, or fieldwork
 - Incorporating formative assessments throughout the course to allow for regular check-ins on student understanding and to make necessary adjustments to the curriculum and teaching methods.
- Monitor and evaluate progress: After implementing these changes, it is important to monitor and evaluate the progress of the students in achieving PLO1. This can be done by regularly administering assessments that test for understanding of the fundamental concepts and research methods, as well as through observation of class discussions and projects. This will help determine whether the changes made have been effective and if further adjustments need to be made.
- Collaborate with other departments: To improve the student understanding of PLO1 it is also important to collaborate with other departments or programs within the institution that may have expertise in the area of policy analysis and evaluations. This can be done through cross-disciplinary collaborations, guest lectures, or shared resources and materials.

PLO 2:

- Analyze the curriculum: Review the course content and materials for the classes that are supposed to be addressing PLO 2. Is there enough emphasis placed on analyzing and synthesizing information? Are there enough opportunities for students to practice these skills?
- Evaluate teaching methods: Are the teaching methods being used in the class effective for teaching the analysis

and synthesis of information? Are there alternative teaching methods that could be used to better engage students and help them understand the material?

- Assess student understanding: Are students having trouble understanding how to analyze and synthesize information? Are there certain aspects of the skill that are particularly difficult for them?
- Identify student needs: Are there certain student populations that are struggling more than others? Are there specific student needs (e.g. language barriers, lack of prior knowledge) that are not being met?
- Based on the above analysis, some actions that can be taken include:
 - Incorporating more opportunities for students to analyze and synthesize information, such as through case studies, group projects, or research assignments
 - Incorporating more active learning strategies, such as group discussions, debates, or problem-based learning, to help students practice these skills
 - Providing additional training or professional development for instructors to help them better teach the concepts and methods for analyzing and synthesizing information
 - Offering additional opportunities for students to apply the concepts and methods in real-world contexts through projects, case studies, or fieldwork
 - Incorporating formative assessments throughout the course to allow for regular check-ins on student understanding and to make necessary adjustments to the curriculum and teaching methods.
 - Provide opportunities for students to practice synthesizing and evaluating information from multiple sources and perspectives.
 - Show students how to break down complex problems and analyze them systematically.
 - Encourage critical thinking, problem-solving and decision-making skills.
- Monitor and evaluate progress: After implementing these changes, it is important to monitor and evaluate the progress of the students in achieving PLO 2. This can be done by regularly administering assessments that test for understanding of the analysis and synthesis of information, as well as through observation of class discussions and projects. This will help determine whether the changes made have been effective and if further adjustments need to be made.
- Collaborate with other departments: To improve the student understanding of PLO2 it is also important to collaborate with other departments or programs within the institution that may have expertise in the area of policy analysis and evaluations. This can be done through cross-disciplinary collaborations, guest lectures, or shared resources and materials.

PLO 3:

- Analyze the curriculum: Review the course content and materials for the classes that are supposed to be addressing PLO 3. Is there enough emphasis placed on developing communication skills? Are there enough opportunities for students to practice communicating complex ideas?
- Evaluate teaching methods: Are the teaching methods being used in the class effective for teaching effective communication skills? Are there alternative teaching methods that could be used to better engage students and help them understand the material?
- Assess student understanding: Are students having trouble understanding how to communicate complex ideas clearly and persuasively? Are there certain aspects of the skill that are particularly difficult for them?
- Identify student needs: Are there certain student populations that are struggling more than others? Are there specific student needs (e.g. language barriers, lack of prior knowledge) that are not being met?
- Based on the above analysis, some actions that can be taken include:
 - Incorporating more opportunities for students to practice communicating complex ideas, such as through presentations, debates, or written assignments
 - Incorporating more active learning strategies, such as peer feedback, role-playing, or mock presentations, to help students practice these skills
 - Providing additional support and resources for students who are struggling
 - Providing additional training or professional development for instructors to help them better teach effective communication skills
 - Offering additional opportunities for students to apply the concepts and methods in real-world contexts through internships, mock interviews, or networking events
 - Incorporating formative assessments throughout the course to allow for regular check-ins on student understanding and to make necessary adjustments to the curriculum and teaching methods.
 - Incorporating a focus on effective listening skills, as well as the ability to understand and respond to different perspectives and ideas.
 - Emphasizing clear and concise language, as well as the use of evidence and logical reasoning to support arguments.
 - Encouraging students to develop their own voice and style as communicators.
- Monitor and evaluate progress: After implementing these changes, it is important to monitor and evaluate the progress of the students in achieving PLO 3. This can be done by regularly administering assessments that test for understanding of effective communication, as well as



through observation of class discussions, presentations, and written assignments. This will help determine whether the changes made have been effective and if further adjustments need to be made.

- Collaborate with other departments: To improve the student understanding of PLO3 it is also important to collaborate with other departments or programs within the institution that may have expertise in the area of effective communication. This can be done through cross-disciplinary collaborations, guest lectures, or shared resources and materials.
- Provide opportunities for students to present to a wider audience, such as through public speaking events or community engagement projects. This will help them to develop their communication skills and increase their self-confidence.

PLO 4:

- Analyze the curriculum: Review the course content and materials for the classes that are supposed to be addressing PLO 4. Is there enough emphasis placed on analyzing societal determinants and understanding the relevant policy, planning, and development processes? Are there enough opportunities for students to apply this knowledge to real-world contexts?
- Evaluate teaching methods: Are the teaching methods being used in the class effective for teaching students how to analyze societal determinants and understand relevant policy, planning, and development processes? Are there alternative teaching methods that could be used to better engage students and help them understand the material?
- Assess student understanding: Are students having trouble understanding how to analyze societal determinants and understand relevant policy, planning, and development processes? Are there certain aspects of the skill that are particularly difficult for them?
- Identify student needs: Are there certain student populations that are struggling more than others? Are there specific student needs (e.g. lack of prior knowledge in related fields) that are not being met?
- Based on the above analysis, some actions that can be taken include:
 - Incorporating more opportunities for students to apply their knowledge to real-world contexts, such as through projects, case studies, or fieldwork.
 - Incorporating more active learning strategies, such as group work, debates, or simulations, to help students practice analyzing societal determinants and understanding relevant policy, planning, and development processes.
 - Providing additional support and resources for students who are struggling.

- Providing additional training or professional development for instructors to help them better teach analyzing societal determinants and understanding relevant policy, planning, and development processes
 - Offering additional opportunities for students to learn from experts in the field through guest lectures, workshops or networking events.
 - Incorporating formative assessments throughout the course to allow for regular check-ins on student understanding and to make necessary adjustments to the curriculum and teaching methods.
 - Encouraging students to analyze real-world problems and issues that they are passionate about and providing opportunities to develop solutions.
 - Encourage students to think critically and independently about societal determinants and relevant policy, planning and development processes
 - Provide opportunities for students to engage in research, internship or volunteer work that relates to the area of study.
- Monitor and evaluate progress: After implementing these changes, it is important to monitor and evaluate the progress of the students in achieving PLO 4. This can be done by regularly administering assessments that test for understanding of analyzing societal determinants and understanding relevant policy, planning, and development processes, as well as through observation of class discussions, projects and presentations. This will help determine whether the changes made have been effective and if further adjustments need to be made.

PLO 5:

- Analyze the curriculum: Review the course content and materials for the classes that are supposed to be addressing PLO 5. Is there enough emphasis placed on the role of different sources of energy in an international context and in the central events in world history? Are there enough opportunities for students to understand the material in a historical context?
- Evaluate teaching methods: Are the teaching methods being used in the class effective for teaching students how to critically assess the role of different sources of energy? Are there alternative teaching methods that could be used to better engage students and help them understand the material?
- Assess student understanding: Are students having trouble understanding how to critically assess the role of different sources of energy in an international context and in the central events in world history? Are there certain aspects of the skill that are particularly difficult for them?
- Identify student needs: Are there certain student populations that are struggling more than others? Are there specific student needs (e.g. lack of prior knowledge in related fields) that are not being met?
- Based on the above analysis, some actions that can be taken include:



- Incorporating more opportunities for students to understand the material in a historical context, such as through case studies, readings, or fieldwork.
- Incorporating more active learning strategies, such as group work, debates, or simulations, to help students practice critically assessing the role of different sources of energy.
- Providing additional support and resources for students who are struggling.
- Providing additional training or professional development for instructors to help them better teach critically assessing the role of different sources of energy in an international context and in the central events in world history.
- Offering additional opportunities for students to learn from experts in the field through guest lectures, workshops or networking events.
- Incorporating formative assessments throughout the course to allow for regular check-ins on student understanding and to make necessary adjustments to the curriculum and teaching methods.
- Encouraging students to analyze real-world problems and issues that they are passionate about and providing opportunities to develop solutions.
- Encourage students to think critically and independently about the role of different sources of energy in an international context and in the central events in world history.
- Provide opportunities for students to engage in research, internship or volunteer work that relates to the area of study.
- Monitor and evaluate progress: After implementing these changes, it is important to monitor and evaluate the progress of the students in achieving PLO 5. This can be done by regularly administering assessments that test for understanding of critically assessing the role of different sources of energy in an international context and in the central events in world history, as well as through observation of class discussions, projects and presentations. This will help determine whether the changes made have been effective and if further adjustments need to be made.

PLO 6:

- Analyze the assessment results: Review the assessment
- Analyze the curriculum: Review the course content and materials for the classes that are supposed to be addressing PLO 6. Is there enough emphasis placed on how society decisions and actions impact the sustainability of the local and global environment? Are there enough opportunities for students to understand the material in a practical context?
- Evaluate teaching methods: Are the teaching methods being used in the class effective for teaching students how to evaluate the impact of society decisions and actions on the environment? Are there alternative teaching methods

that could be used to better engage students and help them understand the material?

- Assess student understanding: Are students having trouble understanding how society decisions and actions impact the sustainability of the local and global environment? Are there certain aspects of the skill that are particularly difficult for them?
- Identify student needs: Are there certain student populations that are struggling more than others? Are there specific student needs (e.g. lack of prior knowledge in related fields) that are not being met?
- Based on the above analysis, some actions that can be taken include:
- Incorporating more opportunities for students to understand the material in a practical context, such as through case studies, readings, or fieldwork
- Incorporating more active learning strategies, such as group work, debates, or simulations, to help students practice evaluating the impact of society decisions and actions on the environment
- Providing additional support and resources for students who are struggling
- Providing additional training or professional development for instructors to help them better teach evaluating the impact of society decisions and actions on the environment
- Offering additional opportunities for students to learn from experts in the field through guest lectures, workshops or networking events
- Incorporating formative assessments throughout the course to allow for regular check-ins on student understanding and to make necessary adjustments to the curriculum and teaching methods
- Encouraging students to analyze real-world problems and issues that they are passionate about and providing opportunities to develop solutions
- Encourage students to think critically and independently about the impact of society decisions and actions on the environment
- Provide opportunities for students to engage in research, internship or volunteer work that relates to the area of study.
- Monitor and evaluate progress: After implementing these changes, it is important to monitor and evaluate the progress of the students in achieving PLO 6. This can be done by regularly administering assessments that test for understanding of evaluating the impact of society decisions and actions on the environment, as well as through observation of class discussions, projects and presentations. This will help determine whether the changes made have been effective and if further adjustments need to be made.

PLO 7:

- Analyze the assessment results: Review the assessment results to determine if they align with the learning outcomes. This includes examining student work, assignments, and projects to assess their understanding of the concepts.
- Analyze the curriculum: Review the course content and materials for the classes that are supposed to be addressing PLO 7. Is there enough emphasis placed on examining and interpreting current principles and practices of urban planning? Are there enough opportunities for students to understand the material in a practical context?
- Evaluate teaching methods: Are the teaching methods being used in the class effective for teaching students how to examine and interpret current principles and practices of urban planning? Are there alternative teaching methods that could be used to better engage students and help them understand the material?
- Assess student understanding: Are students having trouble understanding how to examine and interpret current principles and practices of urban planning? Are there certain aspects of the skill that are particularly difficult for them?
- Identify student needs: Are there certain student populations that are struggling more than others? Are there specific student needs (e.g. lack of prior knowledge in related fields) that are not being met?
- Based on the above analysis, some actions that can be taken include:
 - Incorporating more opportunities for students to understand the material in a practical context, such as through case studies, readings, or fieldwork
 - Incorporating more active learning strategies, such as group work, debates, or simulations, to help students practice examining and interpreting current principles and practices of urban planning
 - Providing additional support and resources for students who are struggling
 - Providing additional training or professional development for instructors to help them better teach examining and interpreting current principles and practices of urban planning
 - Offering additional opportunities for students to learn from experts in the field through guest lectures, workshops or networking events
 - Incorporating formative assessments throughout the course to allow for regular check-ins on student understanding and to make necessary adjustments to the curriculum and teaching methods
 - Encouraging students to analyze real-world problems and issues that they are passionate about and providing opportunities to develop solutions
 - Encourage students to think critically and independently about the principles and practices of urban planning.
 - Provide opportunities for students to engage in research, internship or volunteer work that relates to the area of study.

- Incorporating more real-world examples to explain the concepts and its application in different contexts
- Monitor and evaluate progress: After implementing these changes, it is important to monitor and evaluate the progress of the students in achieving PLO 7. This can be done by regularly administering assessments that test for understanding of examining and interpreting current principles and practices of urban planning, as well as through observation of class discussions, projects and presentations. This will help determine whether the changes made have been effective and if further adjustments need to be made.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Continuously monitor progress: Even though the program is currently achieving its PLOs, it is important to continuously monitor progress and make adjustments as needed to ensure that the program remains relevant and effective.
- Encourage student self-reflection: Encourage students to reflect on their own learning and progress, and to identify areas where they feel they have improved and areas where they would like to see further growth.
- Review and update curriculum: Review the curriculum regularly to ensure that it is up-to-date with the latest developments in the field and that it is aligned with industry standards and best practices.
- Encourage professional development: Provide opportunities for instructors to engage in ongoing professional development to ensure that they are staying current with the latest teaching methods and industry developments.
- Provide opportunities for students to apply their learning: Encourage students to apply their learning to real-world problems and situations through internships, volunteer work, or other experiential learning opportunities.
- Encourage innovation and experimentation: Encourage instructors to experiment with new teaching methods and approaches, and to share their successes and challenges with their colleagues.
- Provide opportunities for students to showcase their work: Provide opportunities for students to showcase their work through presentations, exhibitions, or other public events.
- Encourage student feedback: Regularly seek feedback from students on their experiences and use this feedback to improve the program.
- Encourage students to engage in research work: Provide opportunities for students to engage in research work and to present their findings at conferences and other professional events.



- Encourage students to pursue further education or professional development: Provide information and resources to help students continue their education or pursue professional development opportunities after graduation.

It is important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with built-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs-related reports including assessment reports offering data analysis and information in order to support decision-making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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الرِّيلُ الْخَرَ لِتَفْرِعٍ وَلِقَيْعٍ خَرْجَانَ نَعْلَمُ الْبَرَاجِ

جامعة قطر | مكتب التعليم الأكاديمي وضمان الجودة

بيانات البكالوريوس في علم النفس | كلية الآداب والعلوم

مخرجات التعلم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعرفة والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. توفر طريقة واضحة وقابلة لقياس أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح، وأن البرنامج يتحسن باستمرار لتلبية الاحتياجات المتغيرة للطلاب والميدان. وهي بمثابة خارطة طريق لتطوير مناهج البرنامج، وتتوفر إطاراً لتقدير البرنامج وتحسينه. كما أنها تمكّن من مواعنة البرنامج مع سمات خريجي الجامعة وكفاءاتهم الداعمة.

أدوات التقويم



مخرج 1:

- اختبارات متعددة الخيارات أو قصيرة الإجابة: يمكن لهذه الاختبارات تقييم معرفة الطالب بالأهداف والخصائص الأساسية لعلم النفس ومجالاته المختلفة.
- الأسئلة المقالية: يمكن لهذه الأسئلة تقييم قدرة الطالب على شرح وتحليل الأهداف والخصائص الأساسية لعلم النفس ومجالاته المختلفة بطريقة أكثر تعمقاً وشمولية.
- العروض التقديمية الجماعية: يمكن لهذه العروض تقييم قدرة الطالب على شرح وتقديم المعلومات حول الأهداف والخصائص الأساسية لعلم النفس ومجالاته المختلفة في شكل شفهي.
- المناقشات: يمكن أن تقييم هذه المناقشات قدرة الطالب على شرح ومناقشة الأهداف والخصائص الأساسية لعلم النفس ومجالاته المختلفة في إطار مجموعة.
- التأمل الذاتي: يمكن استخدام التأمل الذاتي لتقييم فهم الطالب للأهداف والخصائص الأساسية لعلم النفس ومجالاته المختلفة.
- المقابلات: يمكن للمقابلات الشفوية تقييم قدرة الطالب على شرح الأهداف والخصائص الأساسية لعلم النفس ومجالاته المختلفة.

مخرجات التعلم للبرنامج



يحتوي برنامج البكالوريوس في علم النفس مخرجات التعلم التالية:

1. تحديد المفاهيم الاجتماعية والثقافية.
2. شرح وإعطاء أمثلة على القضايا الاجتماعية والثقافية.
3. تصميم منهجية مناسبة لإجراء البحث الاجتماعي.
4. تحليل البيانات الكمية والنوعية حول القضايا الاجتماعية والثقافية.
5. تطبيق مدونة الأخلاق الدولية لدراسة المشكلات الاجتماعية.
6. تطبيق النظريات الاجتماعية على القضايا الاجتماعية المحلية والإقليمية والدولية.



- محاكاة البحث: يمكن أن يقيس هذا قدرة الطالب على تطبيق طرق البحث لحل المشكلات المتعلقة بعلم النفس من خلال محاكاة سيناريوهات البحث في العالم الحقيقي.

من المهم أن تتوافق أدوات التقويم المختارة مع المواد التي يتم تدريسها، وأن يُمنح الطالب الفرصة لتطبيق أساليب البحث في بيئه عملية.

مخرج 4:

- دراسات الحال: يمكن لهذه الدراسات تقييم قدرة الطالب على تحليل الحاله والتوصيه بأساليب التدخل النفسي المناسبه والأساليب العلاجيه.
- أنشطة لعب الأدوار: يمكن لهذه الأنشطة تقييم قدرة الطالب على تطبيق أساليب التدخل النفسي والتقنيات العلاجيه في جلسات الاستشارة أو العلاج المحاكاه.

خطط العلاج: يمكن لهذه الخطط تقييم قدرة الطالب على تصميم وتنفيذ خطة علاج لحاله معينة، بما في ذلك تحديد الأهداف واختيار التدخلات ومراقبة النتائج.

المجلات الفكرية: يمكن لهذه المجلات تقييم قدرة الطالب على التفكير في وتقدير استخدامهم لطرق التدخل النفسي والتقنيات العلاجيه، وتحديد مجالات التحسين.

التقييم القائم على المهارات: يمكنها تقييم قدرة الطالب على إظهار مهارات محددة تتعلق بأساليب التدخل النفسي والتقنيات العلاجيه مثل التقييم والتخيص وتخطيط العلاج والقضايا الأخلاقية.

الملحوظه: يمكن أن يقيس هذا قدرة الطالب على تطبيق أساليب التدخل النفسي والأساليب العلاجيه في بيئات العالم الحقيقي، وتقديم التغذيه الراجعة للتحسين.

من المهم أن تتوافق أدوات التقويم المختارة مع المادة التي يتم تدريسها، وأن يتم منح الطالب الفرصة لتطبيق أساليب التدخل النفسي والأساليب العلاجيه في بيئه عملية.

مخرج 5:

- سيناريوهات اتخاذ القرار الأخلاقي: يمكن لهذه السيناريوهات تقييم قدرة الطالب على تحليل وتطبيق المبادي التوجيهية الأخلاقية في مجموعة متنوعة من الإعدادات المهنية.

المجلات الفكرية: يمكن لهذه المجلات تقييم قدرة الطالب على التفكير في عمليات صنع القرار الأخلاقية الخاصة بهم وتقديرها، وتحديد مجالات التحسين.

دراسات الحال: يمكنها تقييم قدرة الطالب على تحليل الحاله وتحديد القضايا الأخلاقية والحلول المحتمله.

اختبار المعايير المهنية: يمكن أن يقيم معرفة الطالب بالقواعد والمبادئ التوجيهية الأخلاقية ذات الصلة، مثل المبادي الأخلاقية لعلم النفس ومدونة قواعد السلوك للجمعية الأمريكية لعلم النفس (APA).

أخلاقيات البحث: يمكنها تقييم قدرة الطالب على فهم وتطبيق المبادي والمبادئ التوجيهية الأخلاقية عند إجراء البحث، مثل الموافقة المستبررة والسرية وحماية الأفراد.

من المهم ملاحظة أن أدوات التقويم المختارة يجب أن تكون مناسبة لمستوى الطالب والمواد التي يتم تدريسها.

مخرج 2:

- مهام حل المشكلات التطبيقية: يمكن لهذه المهام تقييم قدرة الطالب على تطبيق المفاهيم الأساسية في علم النفس لتحليل وشرح سيناريوهات العالم الحقيقي المتعلقة بالسلوك والعمليات العقلية.
- دراسات الحال: يمكن لهذه الدراسات تقييم قدرة الطالب على تحليل وتطبيق المفاهيم الأساسية في علم النفس المساعدة في شرح السلوك والعمليات العقلية للأفراد أو المجموعات.
- أنشطة لعب الأدوار: يمكن لهذه الأنشطة تقييم قدرة الطالب على تطبيق المفاهيم الأساسية في علم النفس لتحليل وشرح أنواع مختلفة من السلوك والعمليات العقلية في مواقف محاكاه.
- المشاريع البحثية: يمكنها تقييم قدرة الطالب على تطبيق المفاهيم الأساسية في علم النفس لتصميم وإجراء البحوث المتعلقة بالسلوك والعمليات العقلية.
- اليوميات: يمكنها قيس قدرة الطالب على عكس وتطبيق المفاهيم الأساسية في علم النفس على تجاربهم الشخصية المتعلقة بالسلوك والعمليات العقلية.
- الامتحانات العملية أو الأنشطة المعملية: يمكن لهذه الاختبارات تقييم قدرة الطالب على تطبيق المفاهيم الأساسية في علم النفس لإجراء التجارب أو الأنشطة العملية الأخرى المتعلقة بالسلوك والعمليات العقلية.

مرة أخرى، يجب أن تكون أدوات التقويم المختارة مناسبة لمستوى الطالب والمواد التي يتم تدريسها.

مخرج 3:

- مقررات البحث: يمكن أن تقييم قدرة الطالب على تصميم وتخطيط دراسة بحثية، بما في ذلك صياغة أسلمة البحث، و اختيار الأساليب المناسبة والمشرعين، وتحديد خطط تحليل البيانات.
- مشاريع تحليل البيانات: يمكن لهذه المشاريع تقييم قدرة الطالب على تحليل البيانات وتقديرها باستخدام الأساليب والبرامج الإحصائية، واستخلاص النتائج المناسبة من النتائج.
- مراجعات الأدب: يمكن لهذه المراجعات تقييم قدرة الطالب على إجراء تقييم ندي وتوسيع البحوث الحالية حول موضوع معين، وتحديد الفجوات في المعرفة التي تحتاج إلى مزيد من الدراسة.
- عروض البحث التقديمية: يمكن لهذه العروض تقييم قدرة الطالب على توصيل طرق بحثهم ونتائجهم واستنتاجاتهم بشكل واضح وفعال إلى الجمهور.
- أخلاقيات البحث: يمكنها تقييم قدرة الطالب على فهم وتطبيق المبادي والمبادئ التوجيهية الأخلاقية عند إجراء البحث، مثل الموافقة المستبررة والسرية وحماية الأفراد.



مراجعة المناهج وطرق التدريس: قم بتقييم المناهج وطرق التدريس لمواهبتها مع مخرج التعلم 1. هل أهداف علم النفس وخصائص مجالاته المختلفة مغطاة بشكل واضح وشامل؟ هل يتم تزويد الطالب بفرص كافية لتعلم وممارسة المواد؟

التطوير المهني لأعضاء هيئة التدريس: توفير فرص التطوير المهني لأعضاء هيئة التدريس لتحسين فهمهم لأهداف علم النفس وخصائص مجالاته المختلفة، وتعلم استراتيجيات تعليمية فعالة لتدريس المادة. موارد إضافية للطلاب: توفير موارد إضافية للطلاب لمساعدتهم على إتقان المواد، مثل أدلة الدراسة أو مشكلات التدريب أو البرامج التعليمية عبر الإنترنت.

دعم الطلاب: زيادة توافر خدمات دعم الطلاب، مثل ساعات مكتبة، لمساعدة الذين يعانون من صعوبات في المواد.

التغذية الراجعة: جمع التعليقات من الطلاب وأعضاء هيئة التدريس حول فعالية التغييرات التي تم تنفيذها لتحسين مخرج التعلم. استخدم هذه الملاحظات لإجراء المزيد من التعديلات والتحسينات.

من المهم إشراك الطلاب وأعضاء هيئة التدريس وأصحاب المصلحة الآخرين في عملية تحليل النتائج وتحديد مجالات التحسين.

مخرج 2:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لقياس مخرج التعلم، مثل دراسات الحالة أو المقالات أو الاختبارات. تحديد مجالات الضعف في المفاهيم أو المهارات المحددة التي يعاني منها الطلاب.

مراجعة المناهج وطرق التدريس: قم بتقييم المناهج وطرق التدريس لمواهبتها مع مخرج التعلم. هل المفاهيم الأساسية في علم النفس مغطاة بطريقة واضحة وشاملة؟ هل يتم تزويد الطلاب بفرص كافية لتطبيق هذه المفاهيم للمساعدة في شرح العمليات السلوكية والعقلية؟

التطوير المهني لأعضاء هيئة التدريس: توفير فرص التطوير المهني لأعضاء هيئة التدريس لتحسين فهمهم للمفاهيم الأساسية في علم النفس وتعلم استراتيجيات تعليمية فعالة لتدريس المادة.

موارد إضافية للطلاب: توفير موارد إضافية للطلاب لمساعدتهم على إتقان المواد، مثل أدلة الدراسة أو مشكلات التدريب أو البرامج التعليمية عبر الإنترنت.

دعم الطلاب: زيادة توافر خدمات دعم الطلاب، مثل ساعات مكتبة، لمساعدة الذين يعانون من صعوبات في المواد.

التغذية الراجعة: جمع التعليقات من الطلاب وأعضاء هيئة التدريس حول فعالية التغييرات المنفذة لتحسين مخرج التعلم. استخدم هذه الملاحظات لإجراء المزيد من التعديلات والتحسينات.

من المهم إشراك الطلاب وأعضاء هيئة التدريس وأصحاب المصلحة الآخرين في عملية تحليل النتائج وتحديد مجالات التحسين.

مخرج 3:

تحليل نتائج التقييم: قم بمراجعة نتائج التقييمات المستخدمة لقياس مخرج التعلم، مثل درجات الاختبار أو نتائج الاستطلاع أو التعليقات الواردة من الطلاب. تحديد مجالات الضعف في المفاهيم أو المهارات المحددة التي يعاني منها الطلاب.

- مناقشات المجموعة: يمكن لهذه المناقشات تقييم قدرة الطلاب على تحليل ومناقشة القضايا الأخلاقية المتعلقة بعلم النفس في إطار المجموعة.

- من المهم أن تتوافق أدوات التقويم المختارة مع المواد التي يتم تدريسها، وأن يتم منح الطلاب الفرصة لتطبيق المبادئ والمبادئ التوجيهية الأخلاقية في بيئه عملية.

مخرج 6:

- تقارير أو أوراق بحثية مكتوبة: يمكنها تقييم قدرة الطلاب على توصيل طرق بحثهم ونتائجهم واستنتاجاتهم بطريقة واضحة ودقيقة علمياً.
- العروض التقديمية الشفوية: يمكن لهذه العروض تقييم قدرة الطلاب على تقييم الأبحاث أو المعلومات الأخرى بطريقة واضحة وفعالة، والرد على الأسئلة والتعليقات من الجمهور.

- المقالات الجدلية: يمكن لهذه المقالات تقييم قدرة الطلاب على بناء حجة منطقية وقائمة على الأدلة، وتقييم حجج الآخرين بشكل نقدي.
- مراجعة الزملاء: يمكن أن يقيس هذا قدرة الطلاب على تقديم ملاحظات بناء حول الكتابة والعروض التقديمية لأقرانهم.

- الكتابة الفنية: يمكن أن يقيس هذا قدرة الطلاب على الكتابة بوضوح وفعالية لجمهور معين، مثل مجلة علمية أو مجلة شعبية.
- مناظرة: يمكن أن يقيس هذا قدرة الطلاب على تقديم المعلومات والدفاع عن وجهة نظر باستخدام المفاهيم العلمية والنفسية في إطار رسمي.

- من المهم أن تتوافق أدوات التقويم المختارة مع المواد التي يتم تدريسها، وأن يُمنح الطلاب الفرصة لممارسة وتطوير مهارات الكتابة والعرض التقديمي خلال البرنامج.

التحليل والإجراءات



- تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطلاب والمعلمين والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.

عندما لا تتحقق مخرجات التعلم

- إذا أظهرت نتائج التقييم أن مخرجات التعلم لم تتحقق، وهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

- تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لقياس مخرج التعلم، مثل درجات الاختبار أو نتائج الاستطلاع أو التعليقات الواردة من الطلاب. تحديد مجالات الضعف في المفاهيم أو المهارات المحددة التي يعاني منها الطلاب.



من المهم إشراك الطلاب وأعضاء هيئة التدريس وأصحاب المصلحة الآخرين في عملية تحليل النتائج وتحديد مجالات التحسين.

مخرج 5:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لقياس مخرج التعلم، مثل المقالات أو دراسات الحالة أو الاختبارات. تحديد مجالات الضعف في المفاهيم أو المهارات المحددة التي يعاني منها الطلاب.

مراجعة المناهج وطرق التدريس: قم بتقييم المناهج وطرق التدريس لمواهمتها مع مخرج التعلم. هل المعايير المهنية الأخلاقية مغطاة بطريقة واضحة وشاملة؟ هل يتم تزويد الطلاب بفرص كافية لتعلم وتطبيق هذه المعايير؟

التطوير المهني لأعضاء هيئة التدريس: توفير فرص التطوير المهني لأعضاء هيئة التدريس لتحسين فهمهم للمعايير المهنية الأخلاقية في علم النفس وتعلم استراتيجيات تعليمية فعالة لتدريس المادة.

موارد إضافية للطلاب: توفير موارد إضافية للطلاب لمساعدتهم على إتقان المواد، مثل أدلة الدراسة أو مشكلات التدريب أو البرامج التعليمية عبر الإنترنت.

دعم الطلاب: زيادة توافر خدمات دعم الطلاب، مثل ساعات مكتبة، لمساعدة الذين يعانون من صعوبات في المواد.

التغذية الراجعة: جمع التعليقات من الطلاب وأعضاء هيئة التدريس حول فعالية التغييرات التي تم تنفيذها لتحسين مخرج التعلم. استخدام هذه الملاحظات لإجراء المزيد من التعديلات والتحسينات.

التدريب على الأخلاقيات: توفير تدريب إضافي في الأخلاقيات، مثل ورش العمل أو الندوات أو دراسات الحال، والتي ستساعد الطلاب على فهم وتطبيق المبادئ الأخلاقية في ممارساتهم المهنية.

من المهم إشراك الطلاب وأعضاء هيئة التدريس وأصحاب المصلحة الآخرين في عملية تحليل النتائج وتحديد مجالات التحسين.

مخرج 6:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لقياس مخرج التعلم، مثل التقارير المكتوبة أو العروض التقديمية الشفوية أو الاختبارات. تحديد مجالات الضعف في المفاهيم أو المهارات المحددة التي يعاني منها الطلاب.

مراجعة المناهج وطرق التدريس: تقييم المناهج وطرق التدريس لمواهمتها مع مخرج التعلم. هل الحاجة العلمية ومهارات العرض الشفهي مغطاة بطريقة واضحة وشاملة؟ هل يتم تزويد الطلاب بفرص كافية لممارسة هذه المهارات؟

التطوير المهني لأعضاء هيئة التدريس: توفير فرص التطوير المهني لأعضاء هيئة التدريس لتحسين فهمهم للجدل العلمي ومهارات العرض الشفوي ولتعلم استراتيجيات تعليمية فعالة لتدريس المادة.

موارد إضافية للطلاب: توفير موارد إضافية للطلاب لمساعدتهم على إتقان المواد، مثل أدلة الدراسة أو مشكلات التدريب أو البرامج التعليمية عبر الإنترنت.

دعم الطلاب: زيادة توافر خدمات دعم الطلاب، مثل ساعات مكتبة، لمساعدة الذين يعانون من صعوبات في المواد.

مراجعة المناهج وطرق التدريس: قم بتقييم المناهج وطرق التدريس للتواافق مع مخرج التعلم. هل يتم تغطية أساليب البحث والتصميم بطريقة واضحة وشاملة؟ هل يتم تزويد الطلاب بفرص كافية لتطبيق هذه الأساليب لحل المشكلات المتعلقة بعلم النفس؟

التطوير المهني لأعضاء هيئة التدريس: توفير فرص التطوير المهني لأعضاء هيئة التدريس لتحسين فهمهم لأساليب البحث والتصميم وتعلم استراتيجيات تعليمية فعالة لتدريس المادة.

موارد إضافية للطلاب: توفير موارد إضافية للطلاب لمساعدتهم على إتقان المواد، مثل أدلة الدراسة أو مشكلات التدريب أو البرامج التعليمية عبر الإنترنت.

دعم الطلاب: زيادة توافر خدمات دعم الطلاب، مثل ساعات مكتبة، لمساعدة الذين يعانون من صعوبات في المواد.

التغذية الراجعة: جمع التعليقات من الطلاب وأعضاء هيئة التدريس حول فعالية التغييرات التي تم تنفيذها لتحسين مخرج التعلم. استخدام هذه الملاحظات لإجراء المزيد من التعديلات والتحسينات.

تدريب إضافي على استخدام البرامج والأدوات اللازمة للبحث، مثل SPSS أو برامج أخرى لتحليل البيانات.

من المهم إشراك الطلاب وأعضاء هيئة التدريس وأصحاب المصلحة الآخرين في عملية تحليل النتائج وتحديد مجالات التحسين.

مخرج 4:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لقياس مخرج التعلم، مثل دراسات الحالة أو المقالات أو الاختبارات. تحديد مجالات الضعف في المفاهيم أو المهارات المحددة التي يعاني منها الطلاب.

مراجعة المناهج وطرق التدريس: قم بتقييم المناهج وطرق التدريس لمواهمتها مع مخرج التعلم. هل العمليات الازمة لأساليب التدخل النفسي والأساليب العلاجية مغطاة بشكل واضح وشامل؟ هل يتم تزويد الطلاب بفرص كافية لتعلم وممارسة هذه العمليات؟

التطوير المهني لأعضاء هيئة التدريس: توفير فرص التطوير المهني وأتقنيات العلاجية وتعلم استراتيجيات تعليمية فعالة لتدريس المادة.

موارد إضافية للطلاب: توفير موارد إضافية للطلاب لمساعدتهم على إتقان المواد، مثل أدلة الدراسة أو مشكلات التدريب أو البرامج التعليمية عبر الإنترنت.

دعم الطلاب: زيادة توافر خدمات دعم الطلاب، مثل ساعات مكتبة، لمساعدة الذين يعانون من صعوبات في المواد.

التغذية الراجعة: جمع التعليقات من الطلاب وأعضاء هيئة التدريس حول فعالية التغييرات التي تم تنفيذها لتحسين مخرج التعلم. استخدام هذه الملاحظات لإجراء المزيد من التعديلات والتحسينات.

الخبرة العملية: توفير المزيد من الفرص للطلاب لتطبيق أساليب التدخل والأساليب العلاجية من خلال الممارسة تحت الإشراف أو التدريب الداخلي، وسيساعدهم هذا على تطوير مهاراتهم وثقتهم.



مراجعة المناهج والتعليمات: قم بمراجعة المناهج والتعليمات للتأكد من أنها تستمر في التوافق مع مخرجات التعلم وأن يتم تزويد الطالب بالمعرفة والمهارات الازمة لتحقيقها.

التطوير المهني لأعضاء هيئة التدريس: توفير فرص التطوير المهني المستمر لأعضاء هيئة التدريس لتحسين مهاراتهم التدريسية ومواكبة التطورات في هذا المجال.

دعم الطلاب: المراقبة المستمرة لتوافر وفعالية خدمات دعم الطلاب، مثل ساعات مكتبية، للتأكد من أنها تلبي احتياجات الطلاب.

التغذية الراجعة: جمع التعليقات من الطلاب وأعضاء هيئة التدريس حول فعالية البرنامج واستخدامها لإجراء التعديلات والتحسينات حسب الحاجة.

التوافق مع معايير المهنة: حافظ على توافق البرنامج مع معايير لوائح المهنة لضمان إعداد الطلاب جيداً لقوى العاملة.

من المهم الاعتراف بالعمل الجاد والجهد الذي يبذله الطلاب وأعضاء هيئة التدريس وأصحاب المصلحة الآخرون لتحقيق مخرجات التعلم واستخدام النجاح كأساس للتحسين المستمر.

من المهم أيضاً أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج أفضل للطلاب على المدى الطويل.

- التغذية الراجعة: جمع التعليقات من الطلاب وأعضاء هيئة التدريس حول فعالية التغييرات التي تم تنفيذها لتحسين مخرج التعلم. استخدام هذه الملاحظات لإجراء المزيد من التعديلات والتحسينات.
- ورش عمل لكتابه والعرض التقديمي: تقديم تدريب إضافي على مهارات الكتابة والعرض التقديمي من خلال ورش العمل أو الندوات أو الأنشطة الأخرى التي تساعد الطلاب على تحسين مهاراتهم في الكتابة والعرض التقديمي.
- مراجعة القرآن: شجع على استخدام مراجعة القرآن في مهام الكتابة والعرض التقديمي، وهذا سيساعد الطلاب على تلقي ملاحظات بناءة وتحسين مهاراتهم.
- من المهم إشراك الطلاب وأعضاء هيئة التدريس وأصحاب المصلحة الآخرين في عملية تحليل النتائج وتحديد مجالات التحسين.

عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن طرق التدريس والمناهج المستخدمة فعالة في مساعدة الطلاب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

- التقييم المستمر: تقييم مخرجات التعلم باستمرار للتأكد من أن البرنامج يلي النتائج المرجوة وأن الطلاب يحرزون تقدماً.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعليم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المهـدـ 3: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المهـدـ 4: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكاديمية وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

الهـدـ 1: تطوير ودعم عمليات تقويم مخرجات التعليم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجاتها ومتطلباتها الخاصة.

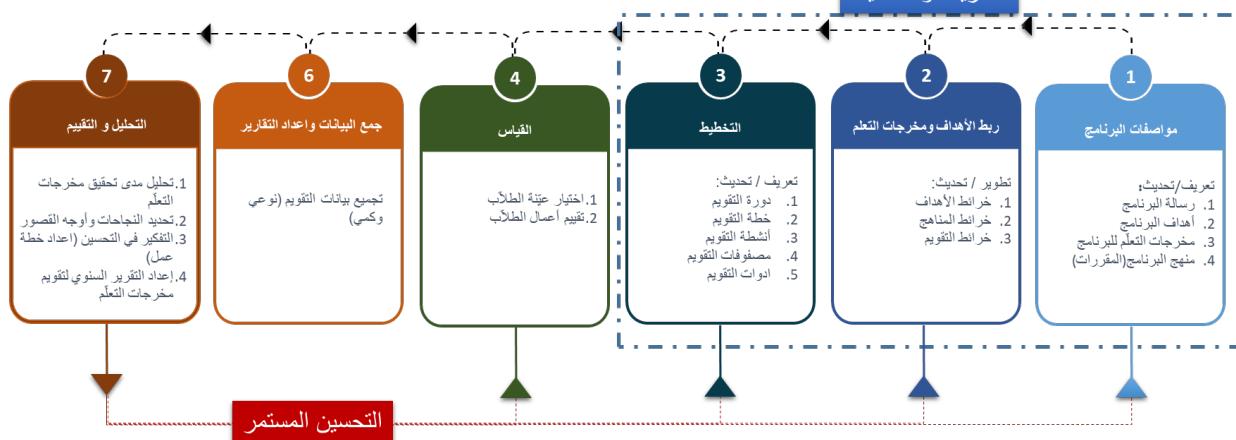
الهـدـ 2: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.

التخطيط الأكاديمي



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة

التعريف والتخطيط



عملية تقويم مخرجات التعليم للبرنامج

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جامعة قطر | مكتبة التعلم المتكاملة وضمان الجودة

برنامج البكالوريوس في القرآن والسنّة | كلية الطّلاب والعلوم

مخرجات التعليم للبرنامج

مخرجات التعليم للبرنامج هي مجموعة من العبارات التي تصف المعارف والمهارات والقدرات التي يتوقع أن يمتلكها الطّلاب عند التخرّج من برنامج أكاديمي. فالمخرجات تعتبر طريقة واضحة وقابلة للقياس تضمن أن البرنامج يلبي أهدافه التعليمية، وأن الطّلاب يتعلّمون ما يحتاجون إليه لتحقيق النجاح. كما أنها تمكّن البرنامج من وسائل التحسين المستمر لتلبية الاحتياجات المتغيرة للطلّاب وسوق العمل. تعتبر مخرجات التعليم للبرنامج بمثابة خارطة طريق لتطوير منهج البرنامج، كما توفر إطاراً لتقدير البرنامج وتحسينه. من ناحية أخرى، تضمن مخرجات التعليم مواصفة البرنامج مع سمات خريجي الجامعة وكفاءتهم الداعمة.

أدوات التقويم



مخرجات التعليم للبرنامج



مخرج 1:

امتحانات التلاوة السفوّية: يُعطي الطّلاب مقاطع من القرآن ليتلّوها أمام الممتحن. يتم تقديرها على أساس دقتها، وطلاقتها، ونبرة صوتها، ونطقها.

تقييمات الاستماع: يستمع الطّلاب إلى تسجيلات التلاوة القرآنية ويتم تقييمهم بناءً على قدرتهم على تحديد الأخطاء في التّنعيّم والنطق، مثل النطق الخاطئ أو الاستخدام غير الصحيح لعلامات التشكيل.

التقييمات الذاتية: يسجل الطّلاب أنفسهم وهم يتلوون مقاطع من القرآن ثم يقومون بتقييم أدائهم بناءً على قواعد التّنعيّم، مثل الاستخدام الصحيح للتجويد (قواعد التلاوة القرآنية) والتّسبيب الصحيح لعلامات التشكيل.

تقييمات الزملاء: يستمع الطّلاب إلى تلاوات زملائهم في الفصل ويقيّمونها ويقدّمون ملاحظات حول التّنعيّم والنطق.

اختبارات التلاوة: يتم إعطاء الطّلاب أسلحة متعددة الخيارات حول التلاوة القرآنية، مثل تحديد التّنعيّم الصحيح أو النطق الصحيح لكلمة أو عبارة معينة.

يحتوي برنامج البكالوريوس في القرآن والسنّة على مخرجات التعليم التالية:

- يتلو من حفظه أربعة أجزاء من القرآن الكريم مع إتقان أحكام التجويد.
- يقرأ من حفظه الأربعين حديثاً النبوية ويشرح معانيها.
- يوضح المعالم والمفاهيم الأساسية في العلوم الإسلامية.
- يسنتّج سنّاً في التطور الحضاري الإسلامي والإنساني ويبتّنه.
- يفسر نصوص الوحي ويستخرج منها الأحكام الفقهية.
- يقدم بحثاً علمياً حول القرآن والسنّة.
- يبرهن على مصدرية القرآن الكريم والسنّة النبوية، وحججهما، ويبين تاريخهما.
- يبين سنن الله في الأنفس والأفاق من خلال القرآن والسنّة.
- يخرج الحديث من مصادره ويحكم عليه.
- يقارن بين مناهج المفسرين والمحدثين القدامى والمعاصرين، وينتقد المناهج المنحرفة ويفند شبهاته.



انعكاس الحديث: يحتفظ الطلاب بمذكرات أو دفتر يوميات عن تقدّمهم في حفظ وفهم الأحاديث الأربعين للنبوة، والتفكير في نقاط القوة والضعف لديهم، وتحديد مجالات التحسين.

مشروع جماعي: يعمل الطالب في مجموعات على مشاريع بحثية تتعلق بأحاديث النبوة الأربعين، ويقدمون نتائجهم ويناقشونها.

ورش الحديث: يحضر الطالب ورش عمل حول الأربعين حديثاً للنبوة، حيث يتلقون تعليمات على فهمهم للحديث وتطبيقاته من المدرسين الخبراء أو العلماء.

استخدام التكنولوجيا: يستخدم الطالب البرامج أو تطبيقات الهاتف المحمول لممارسة وتحسين فهمهم للأحاديث الأربعين للنبوة.

الملاحظة العملية: يراقب المعلمون الطالب أثناء المناقشات الصحفية أو العروض التقديمية للتحقق من فهم الطالب للأحاديث الأربعين للنبوة.

التأمل الذاتي: يتأمل الطالب في فهمهم للأحاديث الأربعين للنبوة وكيف يطبقونها في حياتهم..

مخرج 3:

الامتحانات الكتابية: يتم إعطاء الطالب أسئلة حول المفاهيم الأساسية وخصائص العلوم الإسلامية، مثل تعريف وأهمية مفهوم معين أو التطور التاريخي لعلم إسلامي معين.

العروض التقديمية الشفوية: يقدم الطالب عروضاً تقديرية حول المفاهيم الأساسية وخصائص العلوم الإسلامية، ويتم تقييمهم بناءً على أبحاثهم وفهمهم للموضوع.

الأوراق البحثية: يكتب الطالب أوراقاً بحثية حول المفاهيم الأساسية وخصائص العلوم الإسلامية، ويتم تقييمهم بناءً على أبحاثهم وفهمهم للموضوع.

خرائط المفاهيم: يقوم الطالب بإنشاء خرائط مفاهيم توضح فهمهم للمفاهيم الأساسية وخصائص العلوم الإسلامية.

الاختبارات القصيرة: يتم إعطاء الطالب أسئلة متعددة الخيارات حول المفاهيم الأساسية وخصائص العلوم الإسلامية، مثل تحديد التعريف الصحيح أو شرح مفهوم معين.

مناظرة: ينخرط الطالب في نقاشات حول المفاهيم الأساسية وخصائص العلوم الإسلامية، ويتم تقييمهم بناءً على قدرتهم على المجادلة والدفاع عن موقفهم.

مناقشة جماعية: ينال الطالب ويلاحلون المفاهيم الأساسية وخصائص العلوم الإسلامية في مناقشات جماعية ويتم تقييمهم بناءً على فهمهم وتطبيق هذه المفاهيم.

التأمل الذاتي: يفك الطالب في فهمهم للمفاهيم الأساسية وخصائص العلوم الإسلامية، ويحددون مجالات التحسين.

ورش العمل: يحضر الطالب ورش عمل حول المفاهيم الأساسية وخصائص العلوم الإسلامية، حيث يتلقون تغذية راجعة حول فهمهم لهذه المفاهيم وتطبيقاتها.

استخدام التكنولوجيا: يستخدم الطالب البرامج أو تطبيقات الهاتف المحمول لممارسة وتحسين فهمهم للمفاهيم والميزات الأساسية للعلوم الإسلامية.

- مسابقات التلاوة: يتنافس الطلاب مع بعضهم البعض في تلاوة آيات من القرآن، ويتم الحكم عليهم من حيث الدقة والطلاق والتغيير والنطق.
- العروض الشفوية: يقدم الطالب عروضاً تقييمية حول موضوعات محددة تتعلق بالتلاوة القرآنية، مثل تاريخ التلاوة القرآنية أو أهمية التجويد.
- الامتحانات الكتابية: يتم إعطاء الطالب أسئلة حول التلاوة القرآنية، مثل تحديد التغيير الصحيح أو النطق الصحيح لكلمة أو عبارة معينة، أو قواعد التلاوة القرآنية.
- التلاوة الجماعية: ينقسم الطلاب إلى مجموعات ويعطون جزءاً محدداً من القرآن للتلاوة والحفظ. ثم يتم تقييمهم بناءً على التلاوة الجماعية والطلاق.
- ورش التلاوة: يحضر الطالب ورش عمل حول التلاوة القرآنية، حيث يتلقون ملاحظات حول التغيير والنطق من قراء خبراء.
- استخدام التكنولوجيا: يستخدم الطالب البرامج أو تطبيقات الهاتف المحمول لممارسة وتحسين مهارات تلاوة القرآن.
- التأمل الذاتي: يحتفظ الطالب بمذكرات أو دفتر يوميات عن تقدّمهم في التلاوة القرآنية، مما يعكس نقاط القوة والضعف لديهم، ويدرس مجالات التحسين.
- الملاحظة العملية: يراقب المعلمون الطالب أثناء التلاوة الصحفية للتحقق من مهارات تلاوة القرآن.
- مناقشة جماعية: ينال الطالب جوانب مختلفة من التلاوة القرآنية، مثل أهمية التغيير الصحيح والنطق، وتبادل الخبرات والتحديات الخاصة بهم في تعلم تلاوة القرآن.

مخرج 2:

- امتحانات تلاوة الحديث: يُعطي الطالب مقاطع من الأربعين حديثاً للنبوة لتلاوتها أمام الممتحن. يتم تقييمهم على دقتها، وطلاقها، وفهمها، وفهم الحديث.
- مسابقات الحديث: يُطرح على الطالب أسئلة متعددة الخيارات حول الأربعين حديثاً للنبوة، مثل تحديد الحديث الصحيح أو معناه.
- مجموعات مناقشة الحديث: ينال الطالب ويلاحلون أحاديث معينة من الأربعين للأربعين للنبوة، ويتم تقييمهم بناءً على فهمهم للحديث وتطبيقه على حياتهم.
- مناظرات الحديث: ينخرط الطالب في نقاشات حول أحدائق الحديث من الأربعين للأربعين للنبوة، ويتم تقييمهم بناءً على قدرتهم على المجادلة والدفاع عن موقفهم.
- عروض الحديث النبوى: يقدم الطالب عروضاً حول أحدائق الحديث من الأربعين للأربعين للنبوة، ويتم تقييمهم بناءً على أبحاثهم وفهمهم للحديث.
- الامتحانات الكتابية: يُطرح على الطالب أسئلة حول أحدائق الحديث من الأربعين للنبوة، مثل تحديد الحديث الصحيح أو معناه، أو شرح سياقه وأهمية حديث معين.



الموارد عبر الإنترت: يستخدم الطالب الموارد عبر الإنترت، مثل مقاطع الفيديو والبودكاست والمقالات، لتحسين فهمهم لمعايير التطور الحضاري الإسلامي والإنساني.

دراسات الحال: يحل الطالب دراسات الحال الواقعية للتطور الحضاري الإسلامي والإنساني ويناقشون الآثار المترتبة على دراسات الحال هذه على معايير التطور الحضاري الإسلامي والإنساني.

مخرج 5:

الامتحانات التحريرية: يتم إعطاء الطالب مقاطع من نصوص الوحي ويتم تقييم قدرتهم على تفسير النصوص واستخلاص الأحكام الفقهية منها.

العروض الشفوية: يقدم الطالب عروضاً حول تفسيرهم لمقاطع معينة من نصوص الوحي والأحكام الفقهية التي استخلصوها منها.

المشاريع البحثية: يقوم الطالب بإجراء بحث في تفسير فقرات معينة من نصوص الوحي والأحكام الفقهية التي يمكن استخلاصها منها.

الاختبارات القصيرة: يُطرح على الطالب أسلمة متعددة الخيارات حول تفسير فقرات معينة من نصوص الوحي والأحكام الفقهية التي يمكن استخلاصها منها.

المناظرة: ينخرط الطالب في مناظرات حول تفسير فقرات معينة من نصوص الوحي والأحكام الفقهية التي يمكن استخلاصها منها، ويتم تقييم قدرتهم على المجادلة والدفاع عن موقفهم.

مناقشة جماعية: ينالقش الطالب ويللووا فقرات معينة من نصوص الوحي والأحكام الفقهية التي يمكن استخلاصها منها، ويتم تقييمهم بناءً على فهمهم للنصوص وتطبيقاتها.

التأمل الذاتي: يفك الطالب في فهمهم لتقدير مقاطع معينة من نصوص الوحي والأحكام الفقهية التي يمكن استخلاصها منها، وتحديد مجالات التحسين.

ورش العمل: يحضر الطالب ورش عمل حول تفسير نصوص الوحي واستخراج الأحكام الفقهية منها، حيث يتلقون تغذية راجعة حول فهمهم للنصوص وتطبيقاتها.

استخدام التكنولوجيا: يستخدم الطالب البرامج أو تطبيقات الهاتف المحمول لممارسة وتحسين فهمهم لتقدير نصوص الوحي واستخراج الأحكام الفقهية منها.

الملائكة العاملية: يراقب المعلمون الطالب أثناء المناقشات الصحفية أو العروض التقديمية للتحقق من فهم الطالب لتقدير نصوص الوحي واستخلاص الأحكام الفقهية منها.

مشروع جماعي: يعمل الطالب في مجموعات على مشاريع بحثية تتعلق بتقدير مقاطع محددة من نصوص الوحي والأحكام الفقهية التي يمكن استخلاصها منها، ويقومون بعرض نتائجهم ومناقشتها.

الموارد عبر الإنترت: يستخدم الطالب الموارد عبر الإنترت، مثل مقاطع الفيديو والبودكاست والمقالات، لتحسين فهمهم لتقدير نصوص الوحي واستخلاص الأحكام الفقهية منها.

دراسات الحال: يقوم الطالب بتحليل دراسات الحال الواقعية للأحكام الفقهية التي يمكن استخلاصها من نصوص الوحي ومناقشة الآثار المترتبة على دراسات الحال هذه لتقدير نصوص الوحي.

- الملاحظة العملية: يراقب المعلمون الطالب أثناء المناقشات الصحفية أو العروض التقديمية للتحقق من فهم الطالب للمفاهيم الأساسية وخصائص العلوم الإسلامية.
- مشروع جماعي: يعمل الطالب في مجموعات على مشاريع بحثية تتعلق بالمفاهيم الأساسية وخصائص العلوم الإسلامية، ويقدمون نتائجهم ويناقشونها.
- الموارد عبر الإنترت: يستخدم الطالب الموارد عبر الإنترت، مثل مقاطع الفيديو والبودكاست والمقالات، لتحسين فهمهم للمفاهيم الأساسية وخصائص العلوم الإسلامية.

مخرج 4:

- كتابة المقالات: يكتب الطالب مقالات حول معايير التطور الحضاري الإسلامي والإنساني، ويتم تقييمهم بناءً على فهمهم وقدرتهم على شرح الموضوع.
- العروض التقديمية الشفوية: يقدم الطالب عروضاً تقديمية حول معايير التطور الحضاري الإسلامي والإنساني، ويتم تقييمهم بناءً على أبحاثهم وفهمهم للموضوع.
- المشاريع البحثية: يجري الطالب أبحاثاً حول معايير التطور الحضاري الإسلامي والإنساني، ويتم تقييمهم بناءً على أبحاثهم وفهمهم للموضوع.
- الاختبارات القصيرة: يتم إعطاء الطالب أسلمة متعددة الخيارات حول معايير التطور الحضاري الإسلامي والإنساني، مثل تحديد المعيار الصحيح أو أهميته.
- مناظرة: ينخرط الطالب في مناقشات حول معايير التطور الحضاري الإسلامي والإنساني، ويتم تقييمهم بناءً على قدرتهم على مناقشة موقفهم والدفاع عنه.
- مناقشة جماعية: ينالقش الطالب ويللووا معايير التطور الحضاري الإسلامي والإنساني في مناقشات جماعية ويتم تقييمهم بناءً على فهمهم وتطبيق هذه المعايير.
- التأمل الذاتي: يفك الطالب في فهمهم لمعايير التطور الحضاري الإسلامي والإنساني، ويفدون مجالات التحسين.
- ورش العمل: يحضر الطالب ورش عمل حول معايير التطور الحضاري الإسلامي والإنساني، حيث يتلقون ملاحظات حول فهمهم وتطبيقهم للمعايير.
- استخدام التكنولوجيا: يستخدم الطالب البرامج أو تطبيقات الهاتف المحمول لممارسة وتحسين فهمهم لقواعد التنمية الحضارية الإسلامية والإنسانية.
- الملاحظة العملية: يراقب المعلمون الطالب أثناء المناقشات الصحفية أو العروض التقديمية للتحقق من فهم الطالب لقواعد التطور الحضاري الإسلامي والإنساني.
- مشروع جماعي: يعمل الطالب في مجموعات على مشاريع بحثية تتعلق بمعايير التطور الحضاري الإسلامي والإنساني، ويقدمون نتائجهم ويناقشونها.



مخرج 7:

الأوراق البحثية: يقوم الطالب بإجراء البحث حول مصدر وصحة القرآن الكريم والسنّة النبوية، وكتابة أوراق بحثية تعرض نتائجهم واستنتاجاتهم. يتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.

المشاريع البحثية: يجري الطالب مشاريع بحثية حول مصدر ومصداقية القرآن الكريم والسنّة النبوية، ويقدمون نتائجهم واستنتاجاتهم في تقرير رسمي. يتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.

عروض البحث: يقدم الطالب عروضاً تقديمية عن أبحاثهم حول مصدر وصحة القرآن الكريم والسنّة النبوية، ويتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.

الاختبارات القصيرة: يتم إعطاء الطالب أسلمة متعددة الخيارات حول مصدر ومصداقية القرآن الكريم والسنّة النبوية، مثل تحديد نتيجة البحث أو الخاتمة الصحيحة.

مناظرة: ينخرط الطالب في نقاشات حول مصدر وصحة القرآن الكريم والسنّة النبوية، ويتم تقييم قدرتهم على المجادلة والدفاع عن موقفهم.

مناقشة جماعية: ينالقش الطالب ويحللون مصدر ومصداقية القرآن الكريم والسنّة النبوية في مناقشات جماعية ويتم تقييمهم بناءً على فهمهم وتطبيقهم للبحث.

التأمل الذاتي: يفكّر الطالب في فهمهم لمصدر وصحة القرآن الكريم وسنة النبي، ويفحدون المجالات التي تحتاج إلى تحسين.

ورش العمل: يحضر الطالب ورش عمل حول مصدر ومصداقية القرآن الكريم والسنّة النبوية، حيث يتلقّون ملاحظات حول فهمهم وتطبيقهم للبحث.

استخدام التكنولوجيا: يستخدم الطالب البرامج أو تطبيقات الهاتف المحمول لإجراء وتقديم أبحاثهم حول مصدر ومصداقية القرآن الكريم والسنّة النبوية.

الملاحظة العملية: يراقب المعلمون الطالب أثناء المناقشات أو العروض التقديمية في الفصل للتحقق من فهم الطالب لمصدر وصحة القرآن الكريم والسنّة النبوية.

مشروع جماعي: يعمل الطالب في مجموعات على مشاريع بحثية تتعلق بمصدر وصحة القرآن الكريم والسنّة النبوية، ويقدمون نتائجهم ويناقشونها.

الموارد عبر الإنترنـت: يستخدم الطالب الموارد عبر الإنترنـت، مثل الوثائق التاريخية والمقالات وقواعد البيانات، لإجراء وتحسين فهمهم لمصدر ومصداقية القرآن الكريم والسنّة النبوية.

التحليل التارـيـخي: يقوم الطالب بتحليل الوثائق والتحف التاريخية المتعلقة بمصدر وصحة القرآن الكريم والسنّة النبوية ومناقشة أهميتها.

دراسة المخطوطـات: يدرس الطالب المخطوطـات الأصلـية للقرآن الكريم والسنّة النبوية ويحلـلون صحتـها وسياقـها التارـيـخي.

التحليل المقارـن: يقارـن الطالب النسخ أو الطبعـات المختـلفـة من القرآن

الكريـم والسنـة النـبوـية ويحلـلون الاختـلافـات والتـشابـهـات بينـهـما من حيث

المـصـدر والأـصـالـة.

- **الأوراق البحثية:** يقوم الطالب بإجراء البحث العلمية في القرآن والسنة، وكتابة الأبحاث التي تعرض نتائجهم واستنتاجاتهم. يتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.
- **المشاريع البحثية:** يجري الطالب مشاريع بحثية حول القرآن والسنة، ويقدمون نتائجهم واستنتاجاتهم في تقرير رسمي. يتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.
- **عروض البحث:** يقوم الطالب عروضاً تقديمية عن أبحاثهم العلمية حول القرآن والسنة، ويتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.
- **عروض الملصقات البحثية:** يقوم الطالب بإنشاء ملصقات بحثية تلخص بحثهم العلمي حول القرآن والسنة، ويقدمونها في مؤتمر أو ندوة بحثية.
- **الاختبارات القصيرة:** يتم إعطاء الطالب أسلمة متعددة الخيارات حول البحث العلمي في القرآن والسنة، مثل تحديد نتيجة البحث أو الخاتمة الصحيحة.
- **المناقشة:** ينخرط الطالب في نقاشات حول البحث العلمي حول القرآن والسنة ويتم تقييم قدرتهم على المجادلة والدفاع عن موقفهم.
- **مناقشة جماعية:** ينالقش الطالب ويحللون البحث العلمي حول القرآن والسنة في مناقشات جماعية ويتم تقييمهم بناءً على فهمهم وتطبيقهم للبحث.
- **التأمل الذاتي:** يفكّر الطالب في فهمهم للبحث العلمي في القرآن والسنة، ويفحدون مجالات التحسين.
- **ورش العمل:** يحضر الطالب ورش عمل حول البحث العلمي حول القرآن والسنة، حيث يتلقّون ملاحظات حول فهمهم وتطبيقهم للبحث.
- **استخدام التكنولوجيا:** يستخدم الطالب البرامج أو تطبيقات الهاتف المحمول لإجراء وتقديم أبحاثهم العلمية حول القرآن والسنة.
- **الملاحظة العملية:** يراقب المعلمون الطالب أثناء المناقشات الصافية أو العروض التقديمية للتحقق من فهم الطالب للبحث العلمي في القرآن والسنة.
- **مشروع جماعي:** يعمل الطالب في مجموعات على مشاريع بحثية تتعلق بالقرآن والسنة، ويقدمون نتائجهم ويناقشونها.
- **الموارد عبر الإنترنـت:** يستخدم الطالب الموارد عبر الإنترنـت، مثل المجالـات العلمـية والمـقاـلات وقواعد البيانات لإـجرـاء وتحـسـين فـهمـهمـ الـبحثـ العـلـمـيـ حولـ القرـآنـ والسـنـةـ.
- **مراجعة الزملاء:** يقوم الطالب بتقييم وتقديم الملاحظـات حول الأوراق البحثـية لأـقرـانـهـمـ.
- **البحثـ المـيدـانيـ العـلـمـيـ:** يقوم الطالب بـإجراءـ بـحـثـ مـيـدـانـيـ حولـ جـوانـبـ مـحـدـدةـ منـ القرـآنـ وـالـسـنـةـ وـيـقـدـمـونـ نـتـائـجـهـمـ فيـ تـقـرـيرـ عـلـمـيـ.



مناقشة جماعية: يشارك الطلاب في مناقشات جماعية حول صحة أحاديث معينة ومصادرها، ويتم تقييمهم بناءً على قدرتهم على المساهمة في المناقشة وتطبيق فهمنا لمعايير الحكم على الأحاديث.

التأمل الذاتي: يفكّر الطّلاب في فهمنا لمعايير الحكم على الأحاديث وقدرتهم على استخراج الأحاديث من مصادرها، وتحديد مجالات التحسين.

ورش العمل: يحضر الطّلاب ورش عمل حول معايير الحكم على الأحاديث وطرق استخلاص الأحاديث من مصادرها، حيث يتلقون تغذية راجعة حول فهمنا لمعايير وطبقتها.

استخدام التكنولوجيا: يستخدم الطّلاب البرامج أو تطبيقات الهاتف المحمول لممارسة وتحسين فهمنا لمعايير الحكم على الأحاديث وطرق استخراج الأحاديث من مصادرها.

الملاحظة العملية: يراقب المعلمون الطّلاب أثناء المناقشات الصحفية أو العروض التقديمية للتحقق من فهم الطّالب لمعايير الحكم على الأحاديث وطرق استخلاص الأحاديث من مصادرها.

مشروع جماعي: يعمل الطّلاب في مجموعات على مشاريع بحثية تتعلق بصحة أحاديث معينة ومصادرها، ويقدمون نتائجهم ويناقشونها. الموارد عبر الإنترن트: يستخدم الطّلاب الموارد عبر الإنترن트، مثل مجموعات الأحاديث النبوية والمقالات العلمية، لإجراء وتحسين فهمنا لمصداقية الأحاديث النبوية المحددة ومصادرها.

مخرج 10:

التحليل المقارن: يقوم الطّلاب بتحليل ومقارنة مناهج المعلّمين القدامى والمعاصرین وعلماء الحديث حول موضوع معين، ويتم تقييمهم بناءً على قدرتهم على تحديد أوجه التشابه والاختلاف بين المناهج.

المشاريع البحثية: يُجري الطّلاب أبحاثاً حول مناهج المفسرين القدامى والمعاصرین وعلماء الحديث ويقدمون نتائجهم في تقرير رسمي. يتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.

عرض البحث التقديمية: يقدم الطّلاب عروضاً تقديرية لأبحاثهم حول مناهج المعلّمين القدامى والمعاصرین وعلماء الحديث ويتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.

المراجعة النقدية: يكتب الطّلاب مراجعات نقية لمقاربات المعلّمين القدامى والمعاصرین وعلماء الحديث، مع إبراز نقاط القوة والضعف في مناهجهم وتقييم النقد البناء.

المناقشة: ينخرط الطّلاب في مناظرات حول مناهج المعلّمين القدامى والمعاصرین وعلماء الحديث، ويتم تقييمهم بناءً على قدرتهم على المجادلة والدفاع عن موقفهم.

مناقشة جماعية: يشارك الطّلاب في مناقشات جماعية حول مناهج المعلّمين القدامى والمعاصرین وعلماء الحديث، ويتم تقييمهم بناءً على قدرتهم على المساهمة في المناقشة وتطبيق فهمنا للمناهج.

التأمل الذاتي: يفكّر الطّلاب في فهمنا لمناهج المعلّمين القدامى والمعاصرین وعلماء الحديث، ويحددون مجالات التحسين.

ورش العمل: يحضر الطّلاب ورش عمل حول مناهج المعلّمين القدامى والمعاصرین وعلماء الحديث، حيث يتلقون تغذية راجعة حول فهمنا وتطبيقهم لهذه المناهج.

- مراجعة الزملاء: يقوم الطّلاب بتقييم وتقديم الملاحظات حول الأوراق البحثية لأقرانهم.

مخرج 8:

- مقالات عاكسة: يكتب الطّلاب مقالات عاكسة عن كيفية رؤيتهم لقوانين الله في أرواحهم وفي العالم من حولهم من خلال القرآن والسنة. يتم تقييمهم بناءً على قدرتهم على التفكير في نموهم الروحي وفهمهم لقوانين الله.
- العروض الشفوية: يقدم الطّلاب عروضاً تقديرية حول كيفية رؤيتهم لقوانين الله في أرواحهم وفي العالم من حولهم من خلال القرآن والسنة، ويتم تقييمهم بناءً على فهمنا وقدرتهم على شرح تجاربهم.
- المشاريع البحثية: يقوم الطّلاب بإجراء أبحاث حول قوانين الله كما تظهر في القرآن والسنة و يقدمون نتائجهم في تقرير رسمي. يتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.
- الاختبارات القصيرة: يتم إعطاء الطّلاب أسلمة متعددة الاختيارات حول أحكام الله كما تظهر في القرآن والسنة، مثل تحديد الآية القرآنية الصحيحة أو الأحاديث النبوية التي تتعلق بقانون معين من شريعة الله.
- مناقشات جماعية: يشارك الطّلاب في مناقشات جماعية حول كيفية رؤيتهم لأحكام الله في أرواحهم وفي العالم من حولهم من خلال القرآن والسنة، ويتم تقييم قدرتهم على المساهمة في المناقشة وتطبيق فهمنا من قوانين الله.

- التأمل الذاتي: يفكّر الطّلاب في فهمنا لقوانين الله كما هو مذكور في القرآن والسنة، ويحددون مجالات التحسين.
- ورش العمل: يحضر الطّلاب ورش عمل حول شريعة الله كما تظهر في القرآن والسنة، حيث يتلقون ملاحظات حول فهمنا وتطبيقهم لأحكام الله.

مخرج 9:

- الامتحانات الكتابية: يتم إعطاء الطّلاب أحاديث من مصادر مختلفة ويتم تقييمهم على أساس قدرتهم على استخراج الحديث والحكم على صحته بناءً على معايير محددة.
- العرض التقديمية الشفوية: يقدم الطّلاب عروضاً تقديرية حول تحليلهم وحكمهم على أحاديث معينة ومصادرها، ويتم تقييمهم بناءً على فهمنا وتطبيق معايير الحكم على الأحاديث.
- المشاريع البحثية: يجري الطّلاب بحثاً عن صحة أحاديث معينة ومصادرها، ويقدمون نتائجهم في تقرير رسمي. يتم تقييمهم بناءً على منهجية البحث والتحليل والاستنتاج.
- الاختبارات القصيرة: يتم إعطاء الطّلاب أسلمة متعددة الخيارات حول صحة أحاديث معينة ومصادرها، مثل تحديد الحالة الصحيحة للحديث (مثل: صحيح، حسن، ضعيف)
- المناقشة: ينخرط الطّلاب في نقاشات حول صحة أحاديث معينة ومصادرها، ويتم تقييمهم بناءً على قدرتهم على الجدل والدفاع عن موقفهم.



- التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لقواعد التجويد والتلاوة القرآنية.
- دعم إضافي: تقديم دعماً إضافياً للطلاب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.
- التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدّمهم بمرور الوقت.
- التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.
- استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تحسين مهارات تلاوة القرآن وتجويده.
- تشجيع الممارسة: تشجيع الطالب على التدرب على تلاوة القرآن بانتظام، والبحث عن فرص للتلاوة أمام الآخرين.
- إشراك الخبراء: إشراك الخبراء والعلماء في تلاوة القرآن وتجويده لتقديم إرشادات ودعم إضافي للطلاب.

مخرج 2:

- تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذي يحتاجون إلى مزيد من الدعم وأيّهم يتقدّمون في مخرج التعلم.
- مراجعة المناهج: مراجعة المنهج للتتأكد من أنه يوفر فرصاً كافية للطالب لحفظ وفهم الأحاديث الأربعين للنبوة.
- طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.
- التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لأحاديث النبوة ومعانيها.
- دعم إضافي: تقديم دعماً إضافياً للطلاب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.
- التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدّمهم بمرور الوقت.
- التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.
- استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على حفظ وفهم الأحاديث الأربعين للنبوة.
- تشجيع الممارسة: تشجيع الطالب على التدرب على قراءة وفهم أحاديث النبوة الأربعين بانتظام، والبحث عن فرص لمناقشة معانيها وشرحها مع الآخرين.
- إشراك الخبراء: إشراك الخبراء والعلماء في دراسات الحديث لتقديم إرشادات ودعم إضافي للطلاب.

- استخدام التكنولوجيا: يستخدم الطلاب البرامج أو تطبيقات الهاتف المحمول لإجراء البحث وتحليل مناهج المعلقين القدامى والمعاصرين وعلماء الحديث.
- الملاحظة العلمية: يراقب المعلمون الطالب أثناء المناوشات الصحفية أو العروض التقديمية للتحقق من فهم الطالب لمناهج المعلقين القدامى والمعاصرين وعلماء الحديث.
- مشروع جماعي: يعمل الطالب في مجموعات على مشاريع بحثية تتعلق بمناهج المعلقين القدامى والمعاصرين وعلماء الحديث، ويقدمون نتائجهم ويناقشونها.
- الموارد عبر الإنترنت: يستخدم الطلاب الموارد عبر الإنترنت، مثل المقالات والكتب العلمية لإجراء وتحسين فهمهم لمناهج المعلقين القدامى والمعاصرين وعلماء الحديث.
- التفنيد: يمارس الطلاب دحض الأساليب المنحرفة والشكوك من خلال تحليل أمثلة محددة وتقديم الحجج المضادة.
- دراسات الحال: يقوم الطالب بتحليل دراسات الحال الواقعية للمقاربات المنحرفة والشكوك في مجال التفسير القرآني والمنح النبوية، ومناقشة الآثار المترتبة على دراسات الحال هذه لفهم الموضوع.

التحليل والإجراءات



تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطلاب والمدرسين والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.

عندما لا تتحقق مخرجات التعلم

- إذا أظهرت نتائج التقييم أن مخرجات التعلم لم تتحقق، فهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

- تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذي يحتاجون إلى مزيد من الدعم وأيّهم يتقدّمون في مخرج التعلم.
- مراجعة المناهج الدراسية: مراجعة المنهج للتتأكد من أنه يتماشى مع مخرج التعلم وأنه يوفر فرصاً كافية للطالب لممارسة تلاوة القرآن الكريم مع التمكن من قواعد التغذية.
- طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.



دمج أمثلة من الحياة الواقعية: دمج أمثلة من الحياة الواقعية وسيناريوهات في الفصل الدراسي لمساعدة الطالب على فهم أهمية السمات والمفاهيم الأساسية في العلوم الإسلامية في الحياة اليومية.

مناقشة جماعية: تشجيع الطالب على المشاركة في مناقشات جماعية حول السمات والمفاهيم الأساسية في العلوم الإسلامية، لممارسة شرح ومناقشة هذه المفاهيم في إطار مجموعة.

دراسات الحال: دمج دراسات الحال للسمات والمفاهيم الأساسية في العلوم الإسلامية في الفصل، لمساعدة الطالب على فهم سياق وأهمية هذه المفاهيم في التاريخ والثقافة الإسلامية.

لعب الأدوار: تشجيع الطالب على ممارسة شرح الميزات والمفاهيم الأساسية في العلوم الإسلامية من خلال لعب الأدوار والمحاكاة، لتحسين فهمهم وقدرتهم على شرح هذه المفاهيم.

- دمج أمثلة من الحياة الواقعية: دمج أمثلة وسيناريوهات من الحياة الواقعية في الفصل الدراسي لمساعدة الطالب على فهم أهمية الأحاديث الأربعين للنبوة في الحياة اليومية.
- مناقشة جماعية: تشجيع الطالب على المشاركة في مناقشات جماعية حول الأحاديث الأربعين للنبوة ومعانيها، لممارسة شرح ومناقشة هذه الأحاديث في إطار جماعي.
- دراسات الحال: دمج دراسات الحال لأربعين حديثاً للنبوة في الفصل، لمساعدة الطالب على فهم سياق هذه الأحاديث وأهميتها في التاريخ والثقافة الإسلامية.
- تمثيل الأدوار: تشجيع الطالب على التدرب على شرح الأحاديث الأربعين للنبوة من خلال لعب الأدوار والمحاكاة، لتحسين فهمهم وقدرتهم على شرح الأحاديث النبوية.

مخرج 4:

تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيهم يتقدّمون في مخرج التعلم.

مراجعة المناهج الدراسية: مراجعة المنهج للتأكد من أنه يوفر فرصةً كافية للطالب لتعلم وفهم معايير التنمية الحضارية الإسلامية والإنسانية.

طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.

تطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لمعايير التنمية الحضارية الإسلامية والإنسانية.

دعم إضافي: تقديم دعماً إضافياً للطالب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.

التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدّمهم بمرور الوقت.

التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.

استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تعلم وفهم معايير التنمية الحضارية الإسلامية والإنسانية.

تشجيع الممارسة: تشجيع الطالب على ممارسة تطبيق معايير التطور الحضاري الإسلامي والإنساني في سيناريوهات العالم الحقيقي والبحث عن فرص لمناقشته وتطبيق هذه المفاهيم مع الآخرين.

إشراك الخبراء: إشراك الخبراء والعلماء في الدراسات الإسلامية والتنمية الحضارية لتقديم إرشادات ودعم إضافي للطلاب.

دمج أمثلة من الحياة الواقعية: دمج أمثلة من الحياة الواقعية وسيناريوهات في الفصل الدراسي لمساعدة الطالب على فهم أهمية معايير التطور الحضاري الإسلامي والإنساني في الحياة اليومية.

- تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيهم يتقدّمون في مخرج التعلم.
- مراجعة المناهج الدراسية: مراجعة المنهج للتأكد من أنه يوفر فرصةً كافية للطالب لتعلم وفهم السمات والمفاهيم الأساسية في العلوم الإسلامية.
- طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.
- التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لمعايير التنمية الحضارية الإسلامية.
- دعم إضافي: تقديم دعماً إضافياً للطالب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.
- التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتابع تقدّمهم بمرور الوقت.
- التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.
- استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تعلم وفهم معايير التنمية الحضارية في العلوم الإسلامية.
- تشجيع الممارسة: تشجيع الطالب على ممارسة تطبيق السمات والمفاهيم الأساسية في العلوم الإسلامية في سيناريوهات العالم الحقيقي والبحث عن فرص لمناقشتها وتطبيق هذه المفاهيم مع الآخرين.
- إشراك الخبراء: إشراك الخبراء والعلماء في الدراسات الإسلامية لتقديم إرشادات ودعم إضافي للطلاب.

مخرج 3:

تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيهم يتقدّمون في مخرج التعلم.

مراجعة المناهج الدراسية: مراجعة المنهج للتأكد من أنه يوفر فرصةً كافية للطالب لتعلم وفهم السمات والمفاهيم الأساسية في العلوم الإسلامية.

طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.

التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لمعايير التنمية الحضارية الإسلامية.

دعم إضافي: تقديم دعماً إضافياً للطالب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.

التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتابع تقدّمهم بمرور الوقت.

التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.

استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تعلم وفهم معايير التنمية الحضارية في العلوم الإسلامية.

تشجيع الممارسة: تشجيع الطالب على ممارسة تطبيق السمات والمفاهيم الأساسية في العلوم الإسلامية في سيناريوهات العالم الحقيقي والبحث عن فرص لمناقشتها وتطبيق هذه المفاهيم مع الآخرين.

إشراك الخبراء: إشراك الخبراء والعلماء في الدراسات الإسلامية لتقديم إرشادات ودعم إضافي للطلاب.



دمج أمثلة من الحياة الواقعية: دمج أمثلة وسيناريوهات من الحياة الواقعية في الفصل الدراسي لمساعدة الطالب على فهم أهمية تفسير نصوص الوحي وعملية استخلاص الأحكام الفقهية في الحياة اليومية.

مناقشة جماعية: تشجيع الطالب على المشاركة في مناقشات جماعية حول تفسير نصوص الوحي وعملية استخلاص الأحكام الفقهية، لممارسة شرح ومناقشة هذه المفاهيم في إطار جماعي.

دراسات الحال: دمج دراسات الحال لتفسير نصوص الوحي وعملية استخلاص الأحكام الفقهية في الفصل، لمساعدة الطالب على فهم سياق وأهمية هذه المفاهيم في الشريعة الإسلامية والثقافة الإسلامية.

لعب الأدوار: تشجيع الطالب على ممارسة تفسير نصوص الوحي واستخراج الأحكام الفقهية من خلال لعب الأدوار والمحاكاة، لتحسين فهمهم وقدرتهم على تطبيق هذه المفاهيم في سيناريوهات العالم الحقيقي.

مجموعات الدراسة: تشجيع الطالب على تشكيل مجموعات دراسية والعمل معًا لفهم نصوص الوحي وتفسيرها واستخراج الأحكام الفقهية.

دراسة المصادر الأولية: التأكيد على دراسة المصادر الأولية مثل القرآن والحديث لتحسين فهم الطالب لسياق نصوص الوحي ومعناها.

الأنشطة العملية: دمج الأنشطة العملية مثل المناظرات والمحاكمات الصورية والمشاريع البحثية لمساعدة الطالب على تطوير مهاراتهم في تفسير نصوص الوحي واستخراج الأحكام الفقهية.

مخرج 6:

تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيهم يتقدّمون في مخرج التعلم.

مراجعة المنهج: مراجعة المنهج للتأكد من أنه يوفر فرصاً كافية للطالب لتعلم وفهم عملية إجراء البحث العلمي حول القرآن والسنة.

طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.

التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لعملية إجراء البحث العلمي حول القرآن والسنة النبوية.

دعم إضافي: تقديم دعماً إضافياً للطالب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.

التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدّمهم بمرور الوقت.

التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.

استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تعلم وفهم عملية إجراء البحث العلمي حول القرآن والسنة.

- مناقشة جماعية: تشجيع الطالب على المشاركة في مناقشات جماعية حول معايير التطور الحضاري الإسلامي والإنساني، لممارسة شرح ومناقشة هذه المفاهيم في إطار مجموعة.
- دراسات الحال: دمج دراسات الحال لمعايير التطور الحضاري الإسلامي والإنساني في الفصل الدراسي، لمساعدة الطالب على فهم سياق وأهمية هذه المفاهيم في التاريخ والثقافة الإسلامية العالمية.
- لعب الأدوار: تشجيع الطالب على ممارسة شرح معايير التطور الحضاري الإسلامي والإنساني من خلال لعب الأدوار والمحاكاة، لتحسين فهمهم وقدرتهم على شرح هذه المفاهيم.
- الرحلات الميدانية: تنظيم رحلات ميدانية إلى الأماكن التي لها قيمة كبيرة في التنمية الحضارية الإسلامية والإنسانية، لتزويد الطالب بفهم عملي للموضوع.

مخرج 5:

- تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيهم يتقدّمون في مخرج التعلم.
- مراجعة المنهج: مراجعة المنهج للتأكد من أنه يوفر فرصاً كافية للطالب لتعلم وفهم تفسير نصوص الوحي وعملية استخلاص الأحكام الفقهية منها.
- طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.
- التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لتفسير نصوص الوحي وعملية استخلاص الأحكام الفقهية منها.
- دعم إضافي: تقديم دعماً إضافياً للطالب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.
- التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتابع تقدّمهم بمرور الوقت.
- التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.
- استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تعلم وفهم تفسير نصوص الوحي وعملية استخلاص الأحكام الفقهية منها.
- تشجيع الممارسة: تشجيع الطالب على ممارسة تفسير نصوص الوحي واستخراج الأحكام الفقهية منها، والبحث عن فرص لمناقشة وتطبيق هذه المفاهيم مع الآخرين.
- إشراك الخبراء: إشراك الخبراء والعلماء في الدراسات الإسلامية وعلوم الدين والفقه لتقديم المزيد من التوجيه والدعم للطالب.



استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترن特 التي يمكن أن تساعد الطالب على تعلم وفهم مصدر ومصداقية القرآن الكريم والسنّة النبوية وتاريخهم.

تشجيع الممارسة: تشجيع الطالب على ممارسة البحث وفهم مصدر ومصداقية القرآن الكريم والسنّة النبوية وتاريخهم، والبحث عن فرص لمناقشة وتطبيق هذه المفاهيم مع الآخرين.

إشراك الخبراء: إشراك الخبراء والعلماء في الدراسات القرآنية والأحاديث النبوية والسنّة النبوية والتاريخ الإسلامي لتقديم إرشادات ودعم إضافي للطلاب.

دراسة المصادر الأولية: التأكيد على دراسة المصادر الأولية مثل القرآن والحديث والنصوص التاريخية لتحسين فهم الطالب لمصدر وصحة القرآن الكريم وسنة النبي وتاريخهم.

الأنشطة العملية: دمج الأنشطة العملية مثل المناظرات والتجارب الصورية والمشاريع البحثية لمساعدة الطالب على تطوير مهاراتهم في فهم مصدر ومصداقية القرآن الكريم والسنّة النبوية وتاريخهم. الرحلات الميدانية: تنظيم رحلات ميدانية إلى الأماكن التي لها قيمة كبيرة في تاريخ القرآن والحديث، لتزويده الطالب بفهم عملي للموضوع.

مناقشات جماعية: تشجيع الطالب على المشاركة في مناقشات جماعية حول مصدر ومصداقية القرآن الكريم والسنّة النبوية وتاريخهم، لمارسة شرح ومناقشة هذه المفاهيم في إطار جماعي.

دراسات الحال: دمج دراسات الحال لمصدر وصحة القرآن الكريم وسنة النبي وتاريخهما في الفصل، لمساعدة الطالب على فهم سياق وأهمية هذه المفاهيم في التاريخ والثقافة الإسلامية.

مخرج 8:

تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيهم يتقدّمون في مخرج التعلم.

مراجعة المناهج الدراسية: مراجعة المنهج للتأكد من أنه يوفر فرصة كافية للطالب لتعلم وفهم أحكام الله في النفوس والأفاق من خلال القرآن والسنّة.

طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.

التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيق أحكام الله في النفوس والأفاق من خلال القرآن والسنّة. دعم إضافي: تقديم دعماً إضافياً للطالب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.

التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدمهم بمرور الوقت.

التأمل الذاتي: تشجيع الطالب على التفكير في تقدمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.

- تشجيع الممارسة: تشجيع الطالب على ممارسة البحث العلمي في القرآن والسنّة، والبحث عن فرص لعرض ومناقشة نتائجهم مع الآخرين.
- إشراك الخبراء: إشراك الخبراء والعلماء في الدراسات القرآنية والأحاديث النبوية ومنهجيات البحث لتقديم إرشادات ودعم إضافي للطلاب.
- فرص البحث: توفير الفرص للطلاب لإجراء بحث مستقل حول دراسات القرآن والحديث من خلال التدريب الداخلي أو مشاريع الأطروحة أو غيرها من الأنشطة القائمة على البحث.
- طرق البحث: تعليم الطلاب مناهج وأساليب البحث المختلفة التي يمكن استخدامها في إجراء البحث في القرآن والسنّة.
- البحث الجماعي: تشجيع الطالب على المشاركة في مشاريع بحثية جماعية حول دراسات القرآن والحديث، لمارسة إجراء البحث وتقديم النتائج في إطار الفريق.
- الوصول إلى الموارد: تزويذ الطالب بإمكانية الوصول إلى الموارد مثل الكتب والمجلات وقواعد البيانات عبر الإنترنط التي يمكن أن تساعد في أبحاثهم.
- عرض البحث: تنظيم جلسات عرض بحثية منتظمة حيث يمكن للطالب تقديم نتائجهم إلى الفصل وتلقي التعليقات من الزملاء والمدرسين.

مخرج 7:

- تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيهم يتقدّمون في مخرج التعلم.
- مراجعة المناهج الدراسية: مراجعة المنهج للتأكد من أنه يوفر فرصة كافية للطالب لتعلم وفهم مصدر ومصداقية القرآن الكريم والسنّة النبوية وتاريخهم.
- طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.
- التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقاتهم لمصدر ومصداقية القرآن الكريم والسنّة النبوية وتاريخهم.
- دعم إضافي: تقديم دعماً إضافياً للطالب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.
- التغذية الراجعة: تقديم ملاحظات منتظمة ومحددة للطالب حول تقدمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدمهم بمرور الوقت.
- التأمل الذاتي: تشجيع الطالب على التفكير في تقدمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.



طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطالب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.

التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم عمليّة استخراج الأحاديث النبوية من مصادرها والحكم عليها.

دعم إضافي: تقديم دعماً إضافياً للطلاب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.

التغذية الراجعة: تقديم ملاحظات منتظمة ومحدة للطالب حول تقدّمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدّمهم بمرور الوقت.

التأمل الذاتي: تشجيع الطالب على التفكير في تقدّمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.

استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تعلم وفهم عملية استخراج الأحاديث النبوية من مصادرها والحكم عليها.

تشجيع الممارسة: تشجيع الطالب على ممارسة استخلاص الأحاديث من مصادرها والحكم عليها، والبحث عن فرص لمناقشة وتطبيق هذه المفاهيم مع الآخرين.

إشراك الخبراء: إشراك الخبراء والعلماء في دراسات الحديث لتقديم إرشادات ودعم إضافي للطلاب.

دراسة المصادر الأولية: التأكيد على دراسة المصادر الأولية مثل كتب الحديث لتحسين فهم الطالب لعملية استخراج الحديث من مصادره والحكم عليه.

الأنشطة العملية: دمج الأنشطة العملية مثل المناظرات والتجارب الصورية والمشاريع البحثية لمساعدة الطالب على تطوير مهاراتهم في استخلاص الحديث من مصادره والحكم عليه.

مناقشات المجموعة: تشجيع الطالب على المشاركة في مناقشات جماعية حول عملية استخراج الحديث من مصادره والحكم عليه، لممارسة شرح ومناقشة هذه المفاهيم في إطار مجموعة.

مجموعات الدراسة: تشجيع الطالب على تشكيل مجموعات دراسية والعمل معًا لفهم واستخلاص الأحاديث من مصادرها والحكم عليها. الوصول إلى الموارد: تزويد الطالب بإمكانية الوصول إلى الموارد مثل الكتب والمجلات وقواعد البيانات عبر الإنترنت التي يمكن أن تساعد في دراستهم لعملية استخراج الحديث من مصادره والحكم عليه.

- استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطالب على تعلم وفهم قوانين الله في النفوس والأفاق من خلال القرآن والسنة.
- تشجيع الممارسة: تشجيع الطالب على ممارسة فهم وتطبيق أحكام الله في النفوس والأفاق من خلال الكتاب والسنة، والبحث عن فرص لمناقشة وتطبيق هذه المفاهيم مع الآخرين.
- إشراك الخبراء: إشراك الخبراء والعلماء في الدراسات القرآنية والأحاديث النبوية والروحانية الإسلامية لتقديم إرشادات ودعم إضافي للطلاب.
- دراسة المصادر الأولية: التأكيد على دراسة المصادر الأولية مثل القرآن والحديث والنصوص الروحية لتحسين فهم الطالب لقوانين الله في النفوس والأفاق من خلال القرآن والسنة.
- الأنشطة العملية: دمج الأنشطة العملية مثل التأمل والصلاة ومشاريع الخدمة لمساعدة الطالب على تطوير فهم الروحي وتطبيق قوانين الله في حياتهم.
- مناقشات جماعية: تشجيع الطالب على المشاركة في نقاشات جماعية حول أحكام الله في النفوس والأفاق من خلال القرآن والسنة، لممارسة شرح ومناقشة هذه المفاهيم في إطار جماعي.
- مجموعات الدراسة: تشجيع الطالب على تشكيل مجموعات دراسية والعمل معًا لفهم أحكام الله وتطبيقها في النفوس والأفاق من خلال القرآن والسنة.
- دمج أمثلة من الحياة الواقعية: دمج أمثلة من الحياة الواقعية وسيناريوهات في الفصل الدراسي لمساعدة الطالب على فهم أهمية قوانين الله في النفوس والأفاق من خلال القرآن والسنة في الحياة اليومية.
- المتحدثون الضيوف: دعوة المتحدثين الضيوف الذين لديهم خبرة في تطبيق قوانين الله في حياتهم الخاصة، لمشاركة قصصهم وأرائهم مع الطالب.
- اليوميات: تشجيع الطالب على الاحتفاظ بمجلة روحية للتفكير في فهمهم الشخصي والنمو المتعلق بقوانين الله في النفوس والأفاق من خلال القرآن والسنة.
- دمج تقنيات التدريس المختلفة: دمج تقنيات التدريس المختلفة مثل سرد القصص ودراسات الحالة وأنشطة التأمل الذاتي لمساعدة الطالب على فهم قوانين الله وتطبيقها بشكل أفضل في النفوس والأفاق من خلال القرآن والسنة.

مخرج 9:

- تحليل أداء الطالب: مراجعة نتائج تقييم الطالب الفرديين لتحديد نقاط الضعف والقوة المحددة. سيساعد هذا في تحديد الطالب الذين يحتاجون إلى مزيد من الدعم وأيّهم يتقوّون في مخرج التعلم.
- مراجعة المنهج: مراجعة المنهج للتأكد من أنه يوفر فرصةً كافية للطالب لتعلم وفهم عملية مقارنة مناهج المعلّقين القدامي والمعاصريين للطلاب لتعلم وفهم عملية مقارنة مناهج المعلّقين القدامي والمعاصريين وعلماء الحديث وانتقاد المناهج المنحرفة.



عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقويم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن التعليمات والمناهج المستخدمة فعالة في مساعدة الطلاب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

- التقييم المستمر: تقييم أداء الطالب بانتظام لضمان تحقيق مخرج التعلم باستمرار ولتحديد أي مجالات للتحسين.
- مراجعة المناهج الدراسية: مراجعة المناهج الدراسية للتأكد من أنها محدثة ذات صلة بالاتجاهات والتطورات الحالية في هذا المجال.
- التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين طرق التدريس لديهم ومواكبة أحدث الأبحاث والاتجاهات في هذا المجال.
- استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت لتعزيز تعلم الطلاب ومشاركتهم.
- تشجيع الطلاب على المشاركة: تشجيع الطلاب على المشاركة بنشاط في الفصل وطرح الأسئلة ومشاركة أفكارهم ووجهات نظرهم.
- توفير فرص للبحث المستقل: منح الطلاب فرصاً لإجراء مشاريع بحثية مسلكية وعرض نتائجهم على الفصل.
- تشجيع التعاون: تشجيع الطلاب على العمل معًا في مجموعات صغيرة أو فرق لإكمال المشاريع أو المهام.
- تقديم الأنشطة اللامنهجية: توفير الأنشطة اللامنهجية مثل النوادي والمسابقات والرحلات الميدانية لتكميلة التدريس في الفصول الدراسية ولتوسيع فرص إضافية للطلاب لتطبيق معارفهم ومهاراتهم.
- الاعتراف بإنجازات الطلاب: تقدير ومكافأة إنجازات الطلاب لتحفيز وتشجيع استمرار النجاح.
- توفير فرص للتدريب الداخلي والتدريب العملي: توفير الفرص للطلاب لاكتساب الخبرة العملية وتطبيق معارفهم ومهاراتهم في بيئات العالم الحقيقي من خلال التدريب الداخلي أو فرص التدريب العملي الأخرى.
- تشجيع التفكير الذاتي: تشجيع الطلاب على التفكير في تقدمهم ووضع أهداف التعلم الشخصية.
- استخدام التقييمات التكوينية: استخدم استراتيجيات التقييم التكويني، مثل الاختبارات القصيرة لمراقبة تقدم الطالب وتقييم الملاحظات.
- إشراك الخبراء: إشراك الخبراء والعلماء في هذا المجال لتقديم إرشادات ودعم إضافي للطلاب.
- دراسة المصادر الأولية: التأكيد على دراسة المصادر الأولية لتحسين فهم الطلاب للموضوع والبقاء على اطلاع بأحدث الأبحاث والاتجاهات في هذا المجال.
- من المهم أيضًا أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج أفضل للطلاب على المدى الطويل.

- طرق التدريس: مراجعة طرق التدريس المستخدمة في الفصل للتأكد من أنها فعالة في مساعدة الطلاب على تحقيق مخرج التعلم. ضع في اعتبارك استخدام طرق تدريس مختلفة مثل الأنشطة التفاعلية والعمل الجماعي والأدوات القائمة على التكنولوجيا لتعزيز تجربة التعلم.
- التطوير المهني: توفير فرص التطوير المهني للمدرسين لتحسين فهمهم وتطبيقهم لعمليّة مقارنة مناهج المعلّقين القدامي والمعاصرين وعلماء الحديث، وانتقاد المناهج المنحرفة.
- دعم إضافي: تقديم دعماً إضافياً للطلاب الذين يكافحون مع مخرج التعلم، مثل البرامج التعليمية الإضافية، أو التوجيه الفردي.
- التغذية الراجعة: تقديم ملاحظات منتظمة ومحدة للطلاب حول تقدمهم نحو تحقيق مخرج التعلم. سيساعدهم ذلك على تحديد مجالات التحسين وتتبع تقدمهم بمروor الوقت.
- التأمل الذاتي: تشجيع الطلاب على التفكير في تقدمهم نحو تحقيق مخرج التعلم وتحديد مجالات التحسين.
- استخدام التكنولوجيا: دمج الأدوات القائمة على التكنولوجيا مثل تطبيقات الهاتف المحمول والموارد عبر الإنترنت التي يمكن أن تساعد الطلاب على تعلم وفهم عمليّة مقارنة مناهج المعلّقين القدامي والمعاصرين وعلماء الحديث وانتقاد الأساليب المنحرفة.
- تشجيع الممارسة: تشجيع الطلاب على ممارسة مقارنة مناهج المعلّقين القدامي والمعاصرين وعلماء الحديث، وانتقاد المناهج المنحرفة، والبحث عن فرص لمناقشة وتطبيق هذه المفاهيم مع الآخرين.
- إشراك الخبراء: إشراك الخبراء والعلماء في دراسات الحديث، والدراسات القرآنية، والتاريخ الإسلامي لتقديم إرشادات ودعم إضافي للطلاب.
- دراسة المصادر الأولية: التأكيد على دراسة المصادر الأولية مثل كتب الحديث والشروح والنصوص التاريخية لتحسين فهم الطلاب لعملية مقارنة مناهج المفسّرين القدامي والمعاصرين وعلماء الحديث وانتقاد المناهج المنحرفة.
- الأنشطة العلمية: دمج الأنشطة العلمية مثل المناظرات والتجارب الصورية والمشاريع البحثية لمساعدة الطلاب على تطوير مهاراتهم في مقارنة مناهج المعلّقين القدامي والمعاصرين وعلماء الحديث وانتقاد الأساليب المنحرفة.
- مناقشات المجموعة: تشجيع الطلاب على المشاركة في مناقشات جماعية حول عملية مقارنة مناهج المعلّقين القدامي والمعاصرين وعلماء الحديث، وانتقاد الأساليب المنحرفة، لممارسة شرح ومناقشة هذه المفاهيم في إطار مجموعة.
- مجموعات الدراسة: تشجيع الطلاب على تشكيل مجموعات دراسية والعمل معًا لفهم ومقارنة مناهج المعلّقين القدامي والمعاصرين وعلماء الحديث، وانتقاد المناهج المنحرفة.
- دمج أمثلة من الحياة الواقعية: دمج أمثلة وسيناريوهات من الحياة الواقعية في الفصل الدراسي لمساعدة الطلاب على فهم أهمية مقارنة مناهج المعلّقين القدامي والمعاصرين وعلماء الحديث وانتقاد الأساليب المنحرفة في الفكر الإسلامي المعاصر.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعليم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المهـدـ 3: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المهـدـ 4: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكاديمية وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

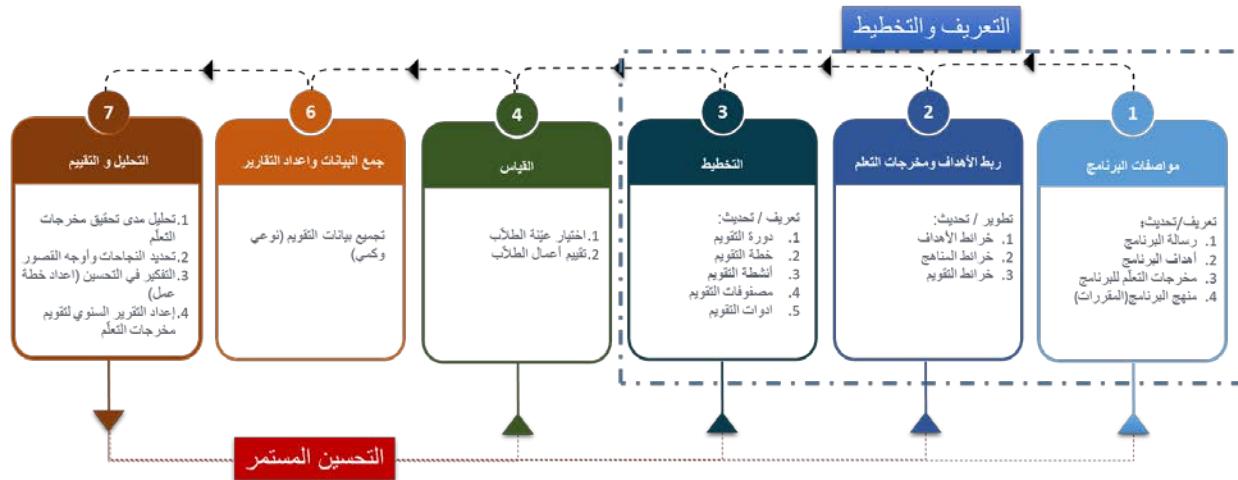
الهـدـ 1: تطوير ودعم عمليات تقويم مخرجات التعليم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجات ومنطلقاتها الخاصة.

الهـدـ 2: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.

التخطيط الأكاديمي



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة



عملية تقويم مخرجات التعليم للبرنامج

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الموقع الإلكتروني:





الرِّيلُ الْجَزِيرَ لِتَفْرِعٍ وَلِتَسْعِ خَرْجَاتٍ تَعْلَمُ الْبَرَاجِ

جامعة قطر | مكتب التعليم الأكاديمي وضمان الجودة

برنامج البكالوريوس في الخدمة الاجتماعية | كلية الآداب والعلوم

مخرجات التعلم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعرفة والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. توفر طريقة واضحة وقابلة لقياس لضمان أن البرنامج يلبي أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح، وأن البرنامج يتحسن باستمرار لتلبية الاحتياجات المتغيرة للطلاب والميدان. وهي بمثابة خارطة طريق لتطوير مناهج البرنامج، وتتوفر إطاراً لتقدير البرنامج وتحسينه. كما أنها تمكّن من مواعنة البرنامج مع سمات خريجي الجامعة وكفاءاتهم الداعمة.

أدوات التقويم



مخرجات التعلم للبرنامج



مخرج 1:

- اختبارات قصيرة وعادية لاختبار معرفة الطالب بالنظريات والمفاهيم الثقافية.
- تمارين التقييم الذاتي الثقافي لتقدير فهم الطالب لخلفيتهم الثقافية وكيف يمكن أن تؤثر على ممارساتهم.
- دراسات الحالة أو تمارين لعب الأدوار لتقدير قدرة الطالب على تطبيق المعرفة الثقافية في الممارسة.
- مشاركات بحثية أو مراجعات أدبية لتقدير فهم الطالب دور الثقافة في مجتمعات أو قضايا معينة.
- واجبات التفكير لتقدير قدرة الطالب على التفكير في وعيهم الثقافي وفهمهم في الممارسة.

مخرج 2:

- اختبارات قصيرة وعادية لاختبار معرفة الطالب بالمبادئ الأخلاقية ونماذج صنع القرار.
- دراسات الحالة أو تمارين لعب الأدوار لتقدير قدرة الطالب على تطبيق المبادئ الأخلاقية في الممارسة.

يحتوي برنامج البكالوريوس في الخدمة الاجتماعية مخرجات التعلم التالية:

- تحليل دور الثقافة في سياق الخدمة الاجتماعية.
- تطبيق دور الأخلاقيات في ممارسة الخدمة الاجتماعية.
- استخدام معارف ومهارات ونماذج الممارسة في الخدمة الاجتماعية.
- تقدير الاستراتيجيات للاستجابة للتحديات الاجتماعية والاقتصادية المحلية والعالمية في المجتمع باستخدام النظريات المناسبة في هذا المجال.
- توظيف مهارات البحث الفعالة لقضايا التي تتعامل معها الخدمة الاجتماعية.
- تطبيق مهارات الاتصال الفعالة الهامة لممارسات الخدمة الاجتماعية.



مخرج 6:

- اختبارات قصيرة وعادية لاختبار معرفة الطالب بنظريات ومهارات الاتصال.
- تمارين لعب الأدوار أو المقابلات الوهمية لتقييم قدرة الطالب على استخدام مهارات الاتصال الفعال في الممارسة.
- العروض أو المناقشات الشفوية لتقييم قدرة الطالب على التواصل بشكل فعال ومحقق.
- واجبات التفكير لتقييم قدرة الطالب على التفكير في مهارات الاتصال الخاصة بهم و مجالات التحسين.

وتجرد الإشارة إلى أن هذه القائمة ليست شاملة وقد تكون هناك أدوات وأنشطة تقويم أخرى يمكن استخدامها لتقويم مخرجات التعلم. أيضًا، من المهم النظر في جدوى وموثوقية وصلاحية أدوات التقويم المختارة.

التحليل والإجراءات



تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطالب والمدرسين والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.

عندما لا تتحقق مخرجات التعلم

إذا أظهرت نتائج التقييم أن مخرجات التعلم لم تتحقق، وهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

- تحليل البيانات: مراجعة نتائج أدوات وأنشطة التقويم المستخدمة لتقويم مخرج التعلم، البحث عن الأنماط وتحديد نقاط الضعف. سيساعد هذا في تحديد المكان الذي يعاني فيه الطالب وأين يحتاج إلى دعم إضافي.

مراجعة المناهج وطرق التدريس: فحص المناهج وطرق التدريس المستخدمة في تدريس مخرج التعلم. تحديد ما إذا كان المحتوى مناسباً، وما إذا كانت طرق التدريس فعالة، وما إذا كانت هناك فجوات في المنهج الدراسي.

إشراك أصحاب المصلحة: إشراك الطالب وأعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية تحليل وتحسين مخرج التعلم. سيساعد ذلك في ضمانأخذ وجهات النظر المختلفة في الاعتبار وأن أي تغييرات يتم إجراؤها مدروسة جيداً.

تنفيذ التدخلات المستهدفة: بناءً على التحليل، قم بتنفيذ تدخلات هادفة لتحسين تعلم الطالب في المجالات التي تم تحديدها على أنها ضعيفة. قد يشمل ذلك تعليمات أو موارد أو دعماً إضافياً.

توفير فرص إضافية للممارسة: تزويد الطالب بفرص إضافية لممارسة وتطبيق معرفتهم بالثقافة في سياق الخدمة الاجتماعية. يمكن القيام بذلك من خلال دراسات الحال أو تمارين لعب الأدوار أو مشاريع تعلم الخدمة.

مناقشات ومناظرات لتقدير قدرة الطالب على التقييم النقدي لوجهات النظر الأخلاقية المختلفة.

- واجبات التفكير لتقييم قدرة الطالب على التفكير في اتخاذ القرارات الأخلاقية الخاصة بهم في الممارسة.
- مشاريع بحثية أو مراجعات أدبية لتقييم فهم الطالب للقضايا الأخلاقية في مجتمعات أو قضايا معينة.

مخرج 3:

- اختبارات قصيرة وعادية لاختبار معرفة الطالب بالنظريات والنماذج والتدخلات في ممارسة العمل الاجتماعي.
- دراسات الحال أو تمارين لعب الأدوار لتقييم قدرة الطالب على تطبيق النظريات والنماذج والتدخلات في الممارسة العملية.
- مشاريع تعلم الخدمة لتقييم قدرة الطالب على تطبيق المعرفة والمهارات والنماذج في إعدادات العالم الحقيقي.
- جلسات إشراف وتوجيه لتقييم قدرة الطالب على تطبيق المعرفة والمهارات والنماذج في الممارسة العملية.
- واجبات التفكير لتقييم قدرة الطالب على التفكير في معارفهم وممارساتهم ونماذج الممارسة.

مخرج 4:

- اختبارات قصيرة وعادية لاختبار معرفة الطالب بالنظريات والسياسات والاستراتيجيات لمواجهة التحديات الاجتماعية والاقتصادية.
- واجبات تحليل السياسات لتقييم قدرة الطالب على تحليل السياسات والاستراتيجيات لمواجهة التحديات الاجتماعية والاقتصادية.
- مشاريع بحثية أو مراجعات أدبية لتقييم فهم الطالب لتأثير التحديات الاجتماعية والاقتصادية على قيّات أو قضايا معينة.
- عروض تقديمية جماعية أو مناقشات لتقييم قدرة الطالب على تقديم واقتراح حلول للتحديات الاجتماعية والاقتصادية.
- واجبات التفكير لتقييم قدرة الطالب على التفكير في فعالية الاستراتيجيات لمواجهة التحديات الاجتماعية والاقتصادية.

مخرج 5:

- اختبارات قصيرة وعادية لاختبار معرفة الطالب بأساليب البحث والإحصاءات.
- مشاريع بحثية أو مراجعات أدبية أو مهام تحليل البيانات لتقييم قدرة الطالب على إجراء وتحليل البحث في ممارسة العمل الاجتماعي.
- عروض تقديرية أو أوراق لتقييم قدرة الطالب على توصيل نتائج البحث وأثاره على الممارسة.
- واجبات التفكير لتقييم قدرة الطالب على التفكير في مهارات البحث الخاصة بهم والاعتبارات الأخلاقية للبحث في العمل الاجتماعي.



مراجعة المناهج وطرق التدريس: فحص المناهج وطرق التدريس المستخدمة في تدريس مخرج التعلم. تحديد ما إذا كان المحتوى مناسباً، وما إذا كانت طرق التدريس فعالة، وما إذا كانت هناك فجوات في المنهج الدراسي.

إشراك أصحاب المصلحة: إشراك الطالب وأعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية تحليل وتحسين مخرج التعلم. سيساعد ذلك في ضمانأخذ وجهات النظر المختلفة في الاعتبار وأن أي تغييرات يتم إجراؤها مدروسة جيداً.

تنفيذ التدخلات المستهدفة: بناءً على التحليل، قم بتنفيذ التدخلات هادفة لتحسين تعلم الطالب في المجالات التي تم تحديدها على أنها ضعيفة. قد يشمل ذلك تعليمات أو موارد أو دعماً إضافياً.

توفير فرص إضافية للممارسة: تزويد الطالب بفرص إضافية لممارسة وتطبيق معارفهم ومهاراتهم ونماذج الممارسة في العمل الاجتماعي. يمكن القيام بذلك من خلال دراسات الحالة أو تمارين لعب الأدوار أو مشاريع تعلم الخدمة.

مراقبة التقدّم: مراقبة تقدّم الطالب بانتظام ومراجعة فعالية التدخلات. استخدم هذه المعلومات لإجراء التعديلات حسب الحاجة والتأكّد من أن الطالب يحرزون تقدّماً نحو تحقيق مخرج التعلم.

التفكير والتقييم: تشجيع الطالب على التفكير في معارفهم ومهاراتهم ونماذج الممارسة في العمل الاجتماعي، وتقييم فعالية التدخلات المنفذة.

من المهم ملاحظة أن الأمر قد يستغرق بعض الوقت حتى تدخل التغييرات حيز التنفيذ وأن يحقق الطالب مخرج التعلم. من المهم أيضاً أن تكونوا مرنين ومستعدين لإجراء تعديلات حسب الحاجة بناءً على تقدّم الطالب.

مخرج 4:

تحليل البيانات: مراجعة نتائج أدوات وأنشطة التقويم المستخدمة لتقويم مخرج التعلم. البحث عن الأنماط وتحديد نقاط الضعف. سيساعد هذا في تحديد المكان الذي يعاني فيه الطالب وأين يحتاج إلى دعم إضافي.

مراجعة المناهج وطرق التدريس: فحص المناهج وطرق التدريس المستخدمة في تدريس مخرج التعلم. تحديد ما إذا كان المحتوى مناسباً، وما إذا كانت طرق التدريس فعالة، وما إذا كانت هناك فجوات في المنهج الدراسي.

إشراك أصحاب المصلحة: إشراك الطالب وأعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية تحليل مخرج التعلم وتحسينه. سيساعد ذلك في ضمانأخذ وجهات النظر المختلفة في الاعتبار وأن أي تغييرات يتم إجراؤها مدروسة جيداً.

تنفيذ التدخلات المستهدفة: بناءً على التحليل، قم بتنفيذ التدخلات هادفة لتحسين تعلم الطالب في المجالات التي تم تحديدها على أنها ضعيفة. قد يشمل ذلك تعليمات أو موارد أو دعماً إضافياً.

توفير فرص إضافية للممارسة: تزويد الطالب بفرص إضافية لممارسة وتطبيق معارفهم ومهاراتهم ونماذج الممارسة في العمل الاجتماعي. يمكن القيام بذلك من خلال دراسات الحالة أو تمارين لعب الأدوار أو مشاريع تعلم الخدمة.

- مراقبة التقدّم: مراقبة تقدّم الطالب بانتظام ومراجعة فعالية التدخلات.
- استخدم هذه المعلومات لإجراء التعديلات حسب الحاجة والتأكّد من أن الطالب يحرزون تقدّماً نحو تحقيق مخرج التعلم.
- التفكير والتقييم: تشجيع الطالب على التفكير في وعيهم الثقافي وفهمهم في الممارسة وتقييم فعالية التدخلات المنفذة.

من المهم ملاحظة أن الأمر قد يستغرق بعض الوقت حتى تدخل التغييرات حيز التنفيذ وأن يحقق الطالب مخرج التعلم. من المهم أيضاً أن تكونوا مرنين ومستعدين لإجراء تعديلات حسب الحاجة بناءً على تقدّم الطالب.

مخرج 2:

- تحليل البيانات: مراجعة نتائج أدوات وأنشطة التقويم المستخدمة لتقويم مخرج التعلم. البحث عن الأنماط وتحديد نقاط الضعف. سيساعد هذا في تحديد المكان الذي يعاني فيه الطالب وأين يحتاج إلى دعم إضافي.
- مراجعة المناهج وطرق التدريس: فحص المناهج وطرق التدريس المستخدمة في تدريس مخرج التعلم. تحديد ما إذا كان المحتوى مناسباً، وما إذا كانت طرق التدريس فعالة، وما إذا كانت هناك فجوات في المنهج الدراسي.

- إشراك أصحاب المصلحة: إشراك الطالب وأعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية تحليل وتحسين مخرج التعلم. سيساعد ذلك في ضمانأخذ وجهات النظر المختلفة في الاعتبار وأن أي تغييرات يتم إجراؤها مدروسة جيداً.
- تنفيذ التدخلات المستهدفة: بناءً على التحليل، قم بتنفيذ التدخلات هادفة لتحسين تعلم الطالب في المجالات التي تم تحديدها على أنها ضعيفة. قد يشمل ذلك تعليمات أو موارد أو دعماً إضافياً.

- توفير فرص إضافية للممارسة: تزويد الطالب بفرص إضافية لممارسة وتطبيق معرفتهم بالأخلاقيات في ممارسة الخدمة الاجتماعية. يمكن القيام بذلك من خلال دراسات الحالة أو تمارين لعب الأدوار أو مشاريع تعلم الخدمة.
- مراقبة التقدّم: مراقبة تقدّم الطالب بانتظام ومراجعة فعالية التدخلات.
- استخدم هذه المعلومات لإجراء التعديلات حسب الحاجة والتأكّد من أن الطالب يحرزون تقدّماً نحو تحقيق مخرج التعلم.
- التفكير والتقييم: تشجيع الطالب على التفكير في اتخاذ قراراتهم الأخلاقية في الممارسة وتقييم فعالية التدخلات المنفذة.

- من المهم ملاحظة أن الأمر قد يستغرق بعض الوقت حتى تدخل التغييرات حيز التنفيذ وأن يحقق الطالب مخرج التعلم. من المهم أيضاً أن تكونوا مرنين ومستعدين لإجراء تعديلات حسب الحاجة بناءً على تقدّم الطالب.

مخرج 3:

- تحليل البيانات: مراجعة نتائج أدوات وأنشطة التقويم المستخدمة لتقويم مخرج 3. البحث عن الأنماط وتحديد نقاط الضعف. سيساعد هذا في تحديد المكان الذي يعاني فيه الطالب وأين يحتاج إلى دعم إضافي.



من المهم ملاحظة أن الأمر قد يستغرق بعض الوقت حتى تدخل التغييرات حيز التنفيذ وأن يحقق الطالب مخرج التعلم. من المهم أيضًا أن تكونوا مرنين ومستعدين لإجراء تعديلات حسب الحاجة بناءً على تقدم الطالب.

مخرج 6:

تحليل البيانات: مراجعة نتائج أدوات وأنشطة التقويم المستخدمة لتقدير مخرج التعلم، البحث عن الأنماط وتحديد نقاط الضعف. سيساعد هذا في تحديد المكان الذي يعاني فيه الطالب وأين يحتاج إلى دعم إضافي. مراجعة المناهج وطرق التدريس: فحص المناهج وطرق التدريس المستخدمة في تدريس مخرج التعلم. تحديد ما إذا كان المحتوى مناسباً، وما إذا كانت طرق التدريس فعالة، وما إذا كانت هناك فجوات في المنهج الدراسي.

إشراك أصحاب المصلحة: إشراك الطالب وأعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية تحليل مخرج التعلم وتحسينه. سيساعد ذلك في ضمان أخذ وجهات النظر المختلفة في الاعتبار وأن أي تغييرات يتم إجراؤها مدروسة جيداً.

تنفيذ التدخلات المستهدفة: بناءً على التحليل، قم بتنفيذ تدخلات هادفة لتحسين تعلم الطالب في المجالات التي تم تحديدها على أنها ضعيفة. قد يشمل ذلك تعليمات أو موارد أو دعماً إضافياً.

توفير فرص إضافية للممارسة: تزويد الطالب بفرص إضافية لممارسة مهارات الاتصال الخاصة بهم وتطبيقها. يمكن القيام بذلك من خلال تمارين لعب الأدوار أو المناقشات الجماعية أو المهام القائمة على التواصل.

مراقبة التقدّم: مراقبة تقدم الطالب بانتظام ومراجعة فعالية التدخلات. استخدم هذه المعلومات لإجراء التعديلات حسب الحاجة والتأكد من أن الطالب يحرزون تقدماً نحو تحقيق مخرج التعلم.

التفكير والتقييم: تشجيع الطالب على التفكير في مهارات الاتصال الخاصة بهم وتقييم فعالية التدخلات المنفذة.

توفير موارد إضافية ودعم في مجال الاتصال، مثل ورش العمل حول تقنيات الاتصال الفعال والاستماع النشط ومهارات العرض.

من المهم ملاحظة أن الأمر قد يستغرق بعض الوقت حتى تدخل التغييرات حيز التنفيذ وحتى يتمكن الطالب من تحقيق مخرج التعلم. من المهم أيضًا أن تكونوا مرنين ومستعدين لإجراء تعديلات حسب الحاجة بناءً على تقدم الطالب.

عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقييم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن طرق التدريس والمناهج المستخدمة فعالة في مساعدة الطالب على تحقيق مخرجات التعلم المطلوبة. فيما يلي بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج:

- مراجعة بيانات التقييم: مراجعة بانتظام البيانات التي تم جمعها من خلال أدوات وأنشطة التقويم لضمان استمرار الطالب في تحقيق مخرجات التعلم.

- مراقبة التقدّم: مراقبة تقدم الطالب بانتظام ومراجعة فعالية التدخلات. استخدم هذه المعلومات لإجراء التعديلات حسب الحاجة والتأكد من أن الطالب يحرزون تقدماً نحو تحقيق مخرج التعلم.
- التفكير والتقييم: تشجيع الطالب على التفكير في معارفهم ومهاراتهم ونماذج الممارسة في العمل الاجتماعي، وتقييم فعالية التدخلات المنفذة.

- توفير موارد إضافية ودعم في مجال البحث وتحليل البيانات: تزويد الطالب بموارد إضافية ودعم في مجال البحث وتحليل البيانات، حيث تعد هذه مهارة أساسية لتقدير الاستراتيجيات والاستجابة للتحديات الاجتماعية والاقتصادية المحلية والعالمية في المجتمع.

من المهم ملاحظة أن الأمر قد يستغرق بعض الوقت حتى تدخل التغييرات حيز التنفيذ وأن يحقق الطالب مخرج التعلم. من المهم أيضًا أن تكونوا مرنين ومستعدين لإجراء تعديلات حسب الحاجة بناءً على تقدم الطالب.

مخرج 5:

- **تحليل البيانات:** مراجعة نتائج أدوات وأنشطة التقويم المستخدمة لتقدير مخرج التعلم. البحث عن الأنماط وتحديد نقاط الضعف. سيساعد هذا في تحديد المكان الذي يعاني فيه الطالب وأين يحتاج إلى دعم إضافي.
- **مراجعة المناهج وطرق التدريس:** فحص المناهج وطرق التدريس المستخدمة في تعليم مخرج التعلم. تحديد ما إذا كان المحتوى مناسباً، وما إذا كانت طرق التدريس فعالة، وما إذا كانت هناك فجوات في المنهج الدراسي.

- **إشراك أصحاب المصلحة:** إشراك الطالب وأعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية تحليل وتحسين مخرج التعلم. سيساعد ذلك في ضمان أخذ وجهات النظر المختلفة في الاعتبار وأن أي تغييرات يتم إجراؤها مدروسة جيداً.

- **تنفيذ التدخلات المستهدفة:** بناءً على التحليل، قم بتنفيذ تدخلات هادفة لتحسين تعلم الطالب في المجالات التي تم تحديدها على أنها ضعيفة. قد يشمل ذلك تعليمات أو موارد أو دعماً إضافياً.

- **توفير فرص إضافية للممارسة:** تزويد الطالب بفرص إضافية لممارسة مهارات البحثية وتطبيقها. يمكن القيام بذلك من خلال دراسات الحال أو المشاريع البحثية أو المهام القائمة على البحث.

- **مراقبة التقدّم:** مراقبة تقدم الطالب بانتظام ومراجعة فعالية التدخلات. استخدم هذه المعلومات لإجراء التعديلات حسب الحاجة والتأكد من أن الطالب يحرزون تقدماً نحو تحقيق مخرج التعلم.

- **التفكير والتقييم:** تشجيع الطالب على التفكير في مهاراتهم البحثية وتقييم فعالية التدخلات المنفذة.

- **توفير موارد إضافية ودعم في مجال البحث:** تزويد الطالب بموارد إضافية ودعم في مجال البحث، مثل ورش العمل حول أساليب البحث وتحليل البيانات وتقنيات تفسير البيانات.



- التفكير والتقييم: تشجيع الطلاب على التفكير على تعلمهم وتقييم فعالية طرق التدريس المستعملة للغرض.
- التحسين المستمر: تقييم البرنامج باستمرار وإجراء أي تعديلات ضرورية لضمان تحقيق مخرجات التعلم.
- التطوير المهني: تشجيع أعضاء هيئة التدريس على الانخراط في أنشطة التطوير المهني التي يمكن أن تساعدهم في البقاء على اطلاع دائم في مجالهم وتحسين مهاراتهم التدريسية.
- من المهم أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج أفضل للطلاب على المدى الطويل.

- مراقبة المناهج وطرق التدريس: الاستمرار في مراقبة المناهج وطرق التدريس المستخدمة. التأكد من أن المحتوى لا يزال مناسباً وأن طرق التدريس فعالة.
- إشراك أصحاب المصلحة: إشراك الطلاب وأعضاء هيئة التدريس والموظفين وأصحاب المصلحة الآخرين في عملية مراقبة وتقييم منظمات مخرج. سيساعد ذلك في ضمانأخذ وجهات النظر المختلفة في الاعتبار وأن أي تغييرات يتم إجراؤها مدروسة جيداً.
- توفير فرص الإثراء: تزويد الطلاب بفرص الإثراء لتحفيزهم ومساعدتهم على مواصلة النمو في فهمهم للموضوع.



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعليم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المهـدـ 3: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المهـدـ 4: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكاديمية وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

الهـدـ 1: تطوير ودعم عمليات تقويم مخرجات التعليم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجاتها ومتطلباتها الخاصة.

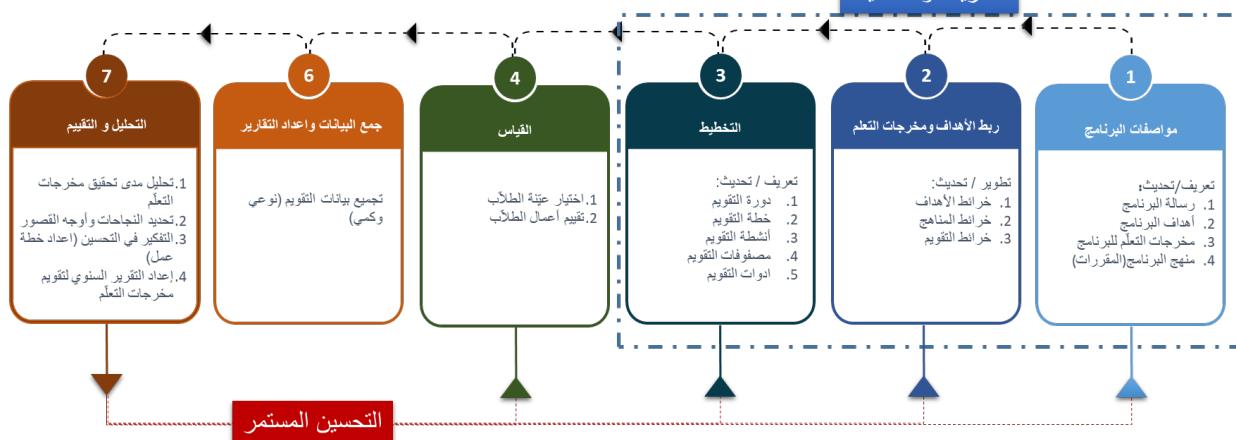
الهـدـ 2: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.

التخطيط الأكاديمي



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة

التعريف والتخطيط



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الرِّيلُ الْجَنْسُ لِلْفَوْعَ وَرَفِيعُ الْجَهَادِ نَعْلَمُ الْبَرَاجِ

جامعة قطر | مكتب التعليم الأكاديمي وضمان الجودة

برنامج البكالوريوس في علم الاجتماع | كلية الطلاب والملحق

مخرجات التعلم للبرنامج

مخرجات التعلم للبرنامج هي مجموعة من العبارات التي تصف المعرفة والمهارات والقدرات التي يتوقع أن يمتلكها الطالب عند التخرج من برنامج أكاديمي. توفر طريقة واضحة وقابلة لقياس لضمان أن البرنامج يلبي أهدافه التعليمية، وأن الطالب يتعلمون ما يحتاجون إليه لتحقيق النجاح، وأن البرنامج يتحسن باستمرار لتلبية الاحتياجات المتغيرة للطلاب والميدان. وهي بمثابة خارطة طريق لتطوير مناهج البرنامج، وتتوفر إطاراً لتقدير البرنامج وتحسينه. كما أنها تمكّن من مواعنة البرنامج مع سمات خريجي الجامعة وكفاءاتهم الداعمة.

أدوات التقويم



مخرجات التعلم للبرنامج



مخرج 1:

- اختيارات متعددة أو إجابة قصيرة أو اختبارات قصيرة لاختبار المعرفة بالمفاهيم الاجتماعية والثقافية.
- أسئلة مقالية تطلب من الطالب تعريف وشرح مفاهيم محددة.
- مناقشات الصدف أو المناقشات حول المفاهيم الاجتماعية والثقافية حيث يجب على الطالب المشاركة وإظهار فهمهم.
- عروض تقديمية جماعية حيث يجب على الطالب البحث وتقديم مفهوم أو قضية معينة.
- التأمل الذاتي أو إدخالات دفتر اليومية حيث يجب على الطالب التفكير في فهمهم للمفاهيم الاجتماعية والثقافية وكيف تم تطبيقها في مناقشات الفصل أو القراءات.
- مشروع نهائي أو ورقة بحث حيث يجب على الطالب إثبات قدرتهم على تحديد وتحليل المفاهيم الاجتماعية والثقافية في بيئه واقعية.
- الامتحان الشفوي الذي يجب على الطالب من خلاله الإجابة على الأسئلة وشرح المفاهيم التي تعلموها خلال المقرر.
- استماره التقييم الذاتي التي يملأها الطالب في نهاية المقرر لتقدير فهمهم للمفاهيم.

يحتوي برنامج البكالوريوس في علم الاجتماع على مخرجات التعلم التالية:

- تحديد المفاهيم الاجتماعية والثقافية.
- شرح وإعطاء أمثلة على القضايا الاجتماعية والثقافية.
- تصميم منهجية مناسبة لإجراء البحث الاجتماعي.
- تحليل البيانات الكمية والنوعية حول القضايا الاجتماعية والثقافية.
- تطبيق مدونة الأخلاق الدولية لدراسة المشكلات الاجتماعية.
- تطبيق النظريات الاجتماعية على القضايا الاجتماعية المحلية والإقليمية والدولية.



استمارة التقييم الذاتي التي يملأها الطالب في نهاية المقرر لتقدير فهمهم لتصميم البحث ومنهجيته.

تقييم الزملاء حيث يقوم الطالب بتقدير فهم بعضهم البعض وقدرتهم على تصميم منهجية مناسبة لإجراء البحث الاجتماعي.

نموذج تقييم مشروع البحث الذي يتضمن معايير لتقدير تصميم البحث ومنهجيته.

الهدف الرئيسي من هذه المخرج هو التأكيد من أن الطالب لديهم القدرة على تصميم منهجية مناسبة لإجراء البحث الاجتماعي، وهذا يشمل فهم طرق البحث المختلفة، وتقنيات جمع البيانات وطرق تحليل البيانات المناسبة لسؤال أو موضوع بحث معين.

مخرج 4:

مهام أو مشاريع تحليل البيانات حيث يجب على الطالب تحليل وتفسير البيانات الكمية أو النوعية.

مشروع بحثي أو أطروحة حيث يجب على الطالب إجراء تحليل البيانات وتفسيرها كجزء من دراستهم البحثية.

الامتحانات النصفية أو النهائية التي تتضمن أسئلة حول تحليل البيانات وتفسيرها.

العرض التقديمي للالفصل حيث يجب على الطالب تقديم تحليل البيانات الخاصة بهم وتفسيرها إلى أقرانهم ومعلميهم.

مراجعة الأقران أو أنشطة التأمل الذاتي حيث يجب على الطالب التقييم والتفكير في تحليل البيانات الخاصة بهم وتفسيرها.

ال Finch الشفوي أو العرض التقديمي الشفوي حيث يجب على الطالب شرح تحليل البيانات وتفسيرها والدفاع عنها.

استمارة التقييم الذاتي التي يملأها الطالب في نهاية المقرر لتقدير فهمهم لتحليل البيانات وتفسيرها.

تقييم الزملاء حيث يقيم الطالب لهم بعضهم البعض وقدرتهم على تحليل البيانات الكمية والنوعية حول القضايا الاجتماعية والثقافية.

دليل الدرجات لمشروع البحث الذي يتضمن معايير لتقدير تحليل البيانات وتفسيرها.

الهدف الرئيسي من هذه المخرج هو التأكيد من أن الطالب لديهم القدرة على تحليل وتفسير البيانات، سواء كانت كمية أو نوعية، بطريقة واضحة ودقيقة. يجب أن يكون الطالب قادرین على استخلاص استنتاجات ذات مغزى من البيانات وربطها بالقضايا الاجتماعية والثقافية التي تتم دراستها.

مخرج 5:

السيناريوهات الأخلاقية أو دراسات الحالات حيث يجب على الطالب تحليل وتطبيق المبادئ الأخلاقية على سيناريوهات العالم الحقيقي.

اقتراح بحث أو مشروع حيث يجب على الطالب إثبات فهمهم للاعتبارات الأخلاقية وتطبيقاتها على تصميم البحث ومنهجيته.

الامتحانات النصفية أو النهائية التي تتضمن أسئلة حول المبادئ الأخلاقية وتطبيقاتها في البحث الاجتماعي.

- تقييم الزملاء حيث يقوم الطالب بتقدير فهم بعضهم البعض وقدرتهم على شرح المفاهيم.

مخرج 2:

أسئلة مقالية أو مهام مكتوبة تطلب من الطالب تحديد وشرح قضايا اجتماعية وثقافية معينة.

مناقشات أو مناظرات في الفصل حيث يجب على الطالب تقديم وجهة نظرهم والدفاع عنها بشأن قضية معينة.

عروض تقديمية جماعية أو مشاريع بحثية حيث يجب على الطالب تحديد وتحليل قضية اجتماعية أو ثقافية معينة.

دراسات الحال أو أنشطة لعب الأدوار حيث يجب على الطالب تطبيق فهمهم للقضايا الاجتماعية والثقافية على سيناريوهات العالم الحقيقي.

التأمل الذاتي أو إدخالات دفتر اليومية حيث يجب على الطالب التفكير. في فهمهم للقضايا الاجتماعية والثقافية وكيف تم تطبيقها في مناقشات الفصل أو القراءات.

الامتحان الشفوي أو العرض التقديمي الشفوي حيث يجب على الطالب شرح وإعطاء أمثلة للقضايا الاجتماعية والثقافية.

مشروع نهائي أو ورقة بحث حيث يجب على الطالب إثبات قدرتهم على تحديد وشرح وإعطاء أمثلة على القضايا الاجتماعية والثقافية في بيئة واقعية.

استمارة التقييم الذاتي التي يملأها الطالب في نهاية المقرر لتقدير فهمهم للقضايا.

تقييم الزملاء حيث يقيم الطالب لهم بعضهم البعض وقدرتهم على شرح القضايا الاجتماعية والثقافية.

الهدف الرئيسي من هذه المخرج هو التأكيد من أن الطالب يمكنهم تحديد وشرح القضايا الاجتماعية والثقافية بطريقة واضحة ودقيقة، وكذلك أن يكونوا قادرين على إعطاء أمثلة على هذه القضايا.

مخرج 3:

مهام اقتراح البحث حيث يجب على الطالب تصميم وتبrier منهجهة لسؤال أو موضوع بحث معين.

مشروع أو أطروحة بحث حيث يجب على الطالب تصميم وتنفيذ دراسة بحثية باستخدام منهجهة المناسبة.

الامتحانات النصفية أو النهائية التي تتضمن أسئلة حول منهجهة البحث وتحليل البيانات.

العرض التقديمي للالفصل حيث يجب على الطالب تقديم تصميم أبحاثهم و منهجهتها إلى أقرانهم ومعلميهم.

مراجعة الأقران أو أنشطة التفكير الذاتي حيث يجب على الطالب التقييم والتفكير في تصميم ومنهجية البحث الخاصة بهم.

الامتحان الشفوي أو العرض التقديمي الشفوي حيث يجب على الطالب شرح تصميم البحث ومنهجيته والدفاع عنه.



تقييم الزملاء حيث يقيم الطالب فهم بعضهم البعض وقدرتهم على تطبيق النظريات الاجتماعية على القضايا الاجتماعية المحلية والإقليمية والدولية.

تصنيف الدرجات لمشروع البحث الذي يتضمن معايير لتقدير تطبيق النظريات الاجتماعية على الموضوع.

الهدف الرئيسي من هذه المخرج هو التأكيد من أن الطالب لديهم القدرة على فهم وتطبيق النظريات الاجتماعية على قضايا العالم الحقيقي، وهذا يشمل تحديد كيف يمكن استخدام النظريات الاجتماعية المختلفة لشرح وفهم القضايا الاجتماعية، والقدرة على التحليل النقدي. وتقييم فائدة النظريات الاجتماعية المختلفة في سياقات مختلفة.

التحليل والإجراءات



تجدر الإشارة إلى أنه من المهم إشراك جميع أصحاب المصلحة في هذه العملية، بما في ذلك الطالب والمعلمين والإداريين، من أجل تحديد السبب الجذري للمشكلة وإيجاد أفضل الحلول.

عندما لا تتحقق مخرجات التعلم

إذا أظهرت نتائج التقييم أن مخرجات التعلم لم تتحقق، وهناك عدد من الإجراءات التي يمكن اتخاذها لتحسينها. فيما يلي بعض الأمثلة لكل مخرج تعلم.

مخرج 1:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لتقدير مخرج التعلم 1 وحدد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك مفاهيم أو أنواعاً معينة من الأسئلة التي لا يستطيع الطالب الإجابة عنها بشكل صحيح.

مراجعة محتوى المقررات وطرق التدريس: قم بتقدير محتوى المقررات وطرق التدريس لتحديد ما إذا كانت المفاهيم مغطاة بعمق كافٍ أو إذا كانت هناك أي فجوات في المواد تحتاج إلى المعالجة.

تعزيز استراتيجيات التدريس: تحقق من استراتيجيات التدريس الجديدة التي يمكن استخدامها لتقديم المواد بطريقة أكثر تفاعلية. يمكن أن يشمل ذلك دمج المزيد من المناقشات الجماعية أو الأنشطة العملية أو أمثلة من العالم الحقيقي.

تقديم دعم إضافي: تقديم دعماً إضافياً للطلاب الذين يعانون قصراً في المفاهيم، مثل ساعات مكتبة أو القراءات الإضافية.

إعادة التقييم: إعادة تقييم معرفة الطالب بالمفاهيم في نهاية المقرر، أو الفصل الدراسي التالي، لتقييم فعالية التغييرات التي تم إجراؤها والتأكيد من أن الطالب قد حققوا المستوى المطلوب من الفهم.

الحصول على تعليقات من الطلاب: احصل على تعليقات من الطلاب حول فهمنا للمفاهيم وما وجدوه يمثل تحدياً أو محيراً. استخدم هذه الملاحظات لإجراء تغييرات وتحسينات على محتوى المقررات والتقنيات التعليمية.

- مناقشات أو نقاشات في الفصل حيث يجب على الطالب تقديم وجهات نظرهم والدفاع عنها بشأن الاعتبارات الأخلاقية في البحث الاجتماعي.
- التأمل الذاتي أو إدخالات دفتر اليومية حيث يجب على الطالب التفكير في فهمنا للمبادئ الأخلاقية وكيف تم تطبيقها في مناقشات الفصل أو القراءات.
- الامتحان الشفوي أو العرض التقديمي الشفوي حيث يجب على الطالب شرح فهمنا وتطبيق المبادئ الأخلاقية في البحث الاجتماعي والدفاع عنها.
- استئنارة التقييم الذاتي التي يملأها الطالب في نهاية المقرر لتقدير فهمنا للمبادئ الأخلاقية وتطبيقاتها في البحث الاجتماعي.
- تقييم الزملاء حيث يقيم الطالب فهم بعضهم البعض وقدرتهم على تطبيق مدونة الأخلاق الدولية لدراسة المشكلات الاجتماعية.
- تصنيف الدرجات لمشروع البحث الذي يتضمن معايير لتقدير الاعتبارات الأخلاقية.

الهدف الرئيسي من هذه المخرج هو التأكيد من أن الطالب لديهم القدرة على فهم وتطبيق المبادئ الأخلاقية في البحث الاجتماعي، وهذا يشمل فهم القواعد والمبادئ التوجيهية الأخلاقية المختلفة، والقدرة على تحديد القضايا والمعضلات الأخلاقية التي قد تنشأ أثناء البحث، وكيفية التعامل معها بطريقة مسؤولة ومهنية.

مخرج 6:

- أسئلة مقالية أو مهام مكتوبة تطلب من الطالب تطبيق نظريات اجتماعية محددة على قضايا العالم الحقيقي.
- مناقشات أو نقاشات في الفصل حيث يجب على الطالب تقديم وجهات نظرهم حول القضايا الاجتماعية والدفاع عنها وكيفية ارتباطها بنظريات اجتماعية محددة.
- مشروع بحث أو أطروحة حيث يجب على الطالب تطبيق النظريات الاجتماعية على موضوع البحث الذي اختاروه.
- الامتحانات النصفية أو النهائية التي تتضمن أسئلة حول النظريات الاجتماعية وتطبيقاتها على القضايا الاجتماعية.
- عروض تقديرية جماعية حيث يجب على الطالب البحث وتقديم موضوع اجتماعي معين وكيفية ارتباطه بنظرية اجتماعية.
- التأمل الذاتي أو إدخالات دفتر اليومية حيث يجب على الطالب التفكير في فهمنا للنظريات الاجتماعية وكيفية تطبيقها في مناقشات الفصل أو القراءات.
- الامتحان الشفوي أو العرض التقديمي الشفوي حيث يجب على الطالب شرح فهمنا وتطبيق النظريات الاجتماعية في قضايا العالم الحقيقي والدفاع عنها.
- استئنارة التقييم الذاتي التي يملأها الطالب في نهاية المقرر لتقدير فهمنا للنظريات الاجتماعية وتطبيقاتها في القضايا الاجتماعية.



بشكل عام، الهدف الرئيسي هو التأكيد من أن الطالب لديهم فهم قوي للقضايا حتى يتمكنوا من تطبيقها في سياقات مختلفة ويكونوا قادرين على شرح وإعطاء أمثلة للقضايا الاجتماعية والثقافية. لتحقيق ذلك، قد يكون من الضروري تعديل محتويات المقرر التعليمية وطرق التدريس، وت تقديم دعم إضافي وفرص للممارسة، وإعادة تقييم فهم الطالب للقضايا من خلال التقييمات.

- توفير المزيد من الفرص للممارسة: توفير المزيد من الفرص للطلاب لممارسة تطبيق المفاهيم من خلال الأنشطة أو المشاريع أو المهام المختلفة. يمكن أن يساعدهم ذلك على استيعاب المفاهيم والاحتفاظ بها بشكل أفضل بمرور الوقت.

- التعاون مع الزملاء: تعاون مع الزملاء في القسم لمشاركة الموارد والأفكار وأفضل الممارسات لتدريس المفاهيم.

مخرج 3:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لتقييم مخرج التعلم 3 وحدد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك طرق بحث محددة أو أنواعاً من الأسئلة التي لا يستطيع الطالب الإجابة عنها بشكل صحيح.

مراجعة محتوى المقررات وطرق التدريس: قم بتقييم محتوى المقرر التربوية وطرق التدريس لتحديد ما إذا كان تصميم البحث ومنهجيته قد تم تعطيتها بعمق كافٍ أو إذا كانت هناك أي ثغرات في المواد التي يجب معالجتها.

تعزيز استراتيجيات التدريس: تحقق من استراتيجيات التدريس الجديدة التي يمكن استخدامها لتقديم المواد بطريقة أكثر تفاعلية. يمكن أن يشمل ذلك دمج المزيد من المناقشات الجماعية أو الأنشطة العملية أو أمثلة من العالم الحقيقي.

تقديم دعم إضافي: تقييم دعماً إضافياً للطلاب الذين يعانون من مسألة تصميم البحث ومنهجيته، مثل ساعات مكتبية أو القراءات الإضافية. إعادة التقييم: إعادة تقييم معرفة الطالب بتصميم البحث ومنهجيته في نهاية المقرر، أو الفصل الدراسي التالي، لتقييم مدى فعالية التغييرات التي تم إتخاذها والتأكيد من أن الطلاب قد حققوا المستوى المطلوب من الفهم.

الحصول على تعليقات من الطلاب: احصل على تعليقات من الطلاب حول فهمنهم لتصميم البحث ومنهجيته، وما وجدوه صعباً أو محيراً. استخدم هذه الملاحظات لإجراء تغييرات وتحسينات على محتوى المقررات والتقنيات التعليمية.

توفير المزيد من الفرص للممارسة: توفير المزيد من الفرص للطلاب لممارسة تصميم وتنفيذ الدراسات البحثية من خلال الأنشطة أو المشاريع أو المهام المختلفة. يمكن أن يساعدهم ذلك على استيعاب المفاهيم والاحتفاظ بها بشكل أفضل بمرور الوقت.

التعاون مع الزملاء: تعاون مع الزملاء في القسم لمشاركة الموارد والأفكار وأفضل الممارسات لتدريس تصميم البحث ومنهجيته.

بشكل عام، الهدف الرئيسي هو التأكيد من أن الطالب لديهم فهم قوي لتصميم البحث ومنهجيته حتى يتمكنوا من تصميم وإجراء الدراسات البحثية بطريقة مسؤولة وفعالة. لتحقيق ذلك، قد يكون من الضروري تعديل محتويات المقرر التعليمية وطرق التدريس، وت تقديم دعم إضافي وفرص للممارسة، وإعادة تقييم فهم الطلاب لتصميم البحث ومنهجيته من خلال التقييمات.

بشكل عام، الهدف الرئيسي هو التأكيد من أن الطالب لديهم فهم قوي للمفاهيم حتى يتمكنوا من تطبيقها في سياقات مختلفة ويكونوا قادرين على تحويل وشرح القضايا الاجتماعية والثقافية. لتحقيق ذلك، قد يكون من الضروري تعديل محتويات المقرر التعليمية وطرق التدريس، وت تقديم دعم إضافي وفرص للممارسة، وإعادة تقييم فهم الطلاب للمفاهيم من خلال التقييمات.

مخرج 2:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لتقييم مخرج التعلم 2 وحدد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك قضايا أو أنواعاً معينة من الأسئلة التي لا يستطيع الطالب الإجابة عنها بشكل صحيح.

مراجعة محتوى المقررات وطرق التدريس: قم بتقييم محتوى المقرر التربوية وطرق التدريس لتحديد ما إذا كانت المشكلات قد تمت تعطيتها بعمق كافٍ أو إذا كانت هناك أي ثغرات في المواد التي يجب معالجتها.

تعزيز استراتيجيات التدريس: تتحقق من استراتيجيات التدريس الجديدة التي يمكن استخدامها لتقديم المواد بطريقة أكثر تفاعلية. يمكن أن يشمل ذلك دمج المزيد من المناقشات الجماعية أو الأنشطة العملية أو أمثلة من العالم الحقيقي.

تقديم دعم إضافي: قدم دعماً إضافياً للطلاب الذين يعانون من المشكلات، مثل ساعات مكتبية أو القراءات الإضافية.

إعادة التقييم: إعادة تقييم معرفة الطالب بالقضايا في نهاية المقرر، أو الفصل الدراسي التالي، لتقييم فعالية التغييرات التي تم إجراؤها والتأكيد من أن الطلاب قد حققوا المستوى المطلوب من فهم القضايا.

الحصول على تعليقات من الطلاب: احصل على تعليقات من الطلاب حول فهمنهم للقضايا وما وجدوه يمثل تحدياً أو محيراً. استخدم هذه الملاحظات لإجراء تغييرات وتحسينات على محتوى المقررات والتقنيات التعليمية.

توفير المزيد من الفرص للممارسة: توفير المزيد من الفرص للطلاب لممارسة تطبيق القضايا من خلال الأنشطة أو المشاريع أو المهام المختلفة. يمكن أن يساعدهم ذلك على فهم المشكلات والاحتفاظ بها بشكل أفضل بمرور الوقت.

التعاون مع الزملاء: تعاون مع الزملاء في القسم لمشاركة الموارد والأفكار وأفضل الممارسات لتدريس القضايا.

مخرج 4:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لتقييم مخرج التعلم 4 وحدد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك



مراجعة محتوى المقررات وطرق التدريس: قم بتقييم محتوى المقرر التدريبي وطرق التدريس لتحديد ما إذا كانت الاعتبارات الأخلاقية قد تمت تغطيتها بعمق كافٍ أو إذا كانت هناك أي ثغرات في المواد تحتاج إلى المعالجة.

تعزيز استراتيجيات التدريس: تحقق من استراتيجيات التدريس الجديدة التي يمكن استخدامها لتقديم المواد بطريقة أكثر تفاعلية. يمكن أن يشمل ذلك دمج المزيد من المناقشات الجماعية أو الأنشطة العملية أو أمثلة من العالم الحقيقي.

تقديم دعم إضافي: قدم دعماً إضافياً للطلاب الذين يعانون من الاعتبارات الأخلاقية، مثل ساعات مكتبة أو القراءات الإضافية.

إعادة التقييم: إعادة تقييم معرفة الطلاب بالاعتبارات الأخلاقية في نهاية المقرر، أو الفصل الدراسي التالي، لتقدير فعالية التغييرات التي تم إجراؤها والتتأكد من أن الطالب قد حفظوا المستوى المطلوب من الفهم.

الحصول على تعليقات من الطلاب: احصل على تعليقات من الطلاب حول فهمهم للاعتبارات الأخلاقية وما وجدهم يمثل تحدياً أو محيراً. استخدم هذه الملاحظات لإجراء تغييرات وتحسينات على محتوى المقررات والتقنيات التعليمية.

توفير المزيد من الفرص للممارسة: توفير المزيد من الفرص للطلاب لممارسة تطبيق المبادئ الأخلاقية من خلال الأنشطة أو المشاريع أو المهام المختلفة. يمكن أن يساعدهم ذلك على استيعاب المفاهيم والاحتفاظ بها بشكل أفضل بمرور الوقت.

التعاون مع الزملاء: تعاون مع الزملاء في القسم لمشاركة الموارد والأفكار وأفضل الممارسات لتدريس الاعتبارات الأخلاقية.

دمج سيناريوهات العالم الحقيقي: استخدم سيناريوهات العالم الحقيقي أو دراسات الحالة التي تعكس القضايا الأخلاقية التي قد يواجهها الباحثون في هذا المجال ومناقشتها في الفصل لتوعية الطالب بالمخاوف الأخلاقية التي قد تنشأ في البحث.

شكل عام، الهدف الرئيسي هو التأكيد من أن الطالب لديهم فهم قوي للمبادئ الأخلاقية وتطبيقاتها في البحث الاجتماعي، حتى يتمكنوا من إجراء البحث بطريقة مسؤولة ومهنية. لتحقيق ذلك، قد يكون من الضروري تعديل محتويات المقررات التعليمية وطرق التدريس، مع تقديم دعم إضافي وفرص للممارسة، وإعادة تقييم فهم الطالب للاعتبارات الأخلاقية من خلال التقييمات.

مخرج 6:

تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لتقدير مخرج التعليم 6 وحدد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك نظريات اجتماعية محددة أو أنواعاً من الأسئلة التي لا يستطيع الطالب الإجابة عنها بشكل صحيح.

مراجعة محتوى المقررات وطرق التدريس: تقييم محتوى المقررات وطرق التدريس لتحديد ما إذا كانت النظريات الاجتماعية وتطبيقاتها على قضايا العالم الحقيقي قد تمت تغطيتها بعمق كافٍ أو إذا كانت هناك أي ثغرات في المواد التي يجب معالجتها.

- تقنيات تحليل بيانات محددة أو أنواعاً من الأسئلة التي لا يستطيع الطالب الإجابة عنها بشكل صحيح.
- مراجعة محتوى المقررات وطرق التدريس: قم بتقييم محتوى المقرر التدريبي وطرق التدريس لتحديد ما إذا كان تحليل البيانات وتفسيرها قد تم تغطيتها بعمق كافٍ أو إذا كانت هناك أي ثغرات في المواد التي يجب معالجتها.
- تعزيز استراتيجيات التدريس: تتحقق من استراتيجيات التدريس الجديدة التي يمكن استخدامها لتقديم المواد بطريقة أكثر تفاعلية. يمكن أن يشمل ذلك دمج المزيد من المناقشات الجماعية أو الأنشطة العملية أو أمثلة من العالم الحقيقي.
- تقديم دعم إضافي: قدم دعماً إضافياً للطلاب الذين يواجهون صعوبات في تحليل البيانات وتفسيرها، مثل ساعات مكتبة أو القراءات الإضافية.
- إعادة التقييم: إعادة تقييم معرفة الطالب بتحليل البيانات وتفسيرها في نهاية المقرر، أو الفصل الدراسي التالي، لتقدير فعالية التغييرات التي تم إجراؤها والتتأكد من أن الطالب قد حفظوا المستوى المطلوب من الفهم.
- الحصول على تعليقات من الطلاب: احصل على تعليقات من الطلاب حول فهمهم لتحليل البيانات وتفسيرها، وما وجدهم صعباً أو مربكاً. استخدم هذه الملاحظات لإجراء تغييرات وتحسينات على محتوى المقررات والتقنيات التعليمية.
- توفير المزيد من الفرص للممارسة: توفير المزيد من الفرص للطلاب لممارسة تحليل البيانات وتفسيرها من خلال الأنشطة أو المشاريع أو المهام المختلفة. يمكن أن يساعدهم ذلك على استيعاب المفاهيم والاحتفاظ بها بشكل أفضل بمرور الوقت.
- التعاون مع الزملاء: تعاون مع الزملاء في القسم لمشاركة الموارد والأفكار وأفضل الممارسات لتدريس الاعتبارات الأخلاقية.
- شكل عام، الهدف الرئيسي هو التأكيد من أن الطالب لديهم فهم قوي لتحليل البيانات وتفسيرها حتى يتمكنوا من تحليل البيانات وتفسيرها بطريقة واضحة ودقيقة، وأيضاً أن يكونوا قادرين على استخلاص استنتاجات ذات مغزى من البيانات وربطها بالقضايا الاجتماعية والثقافية التي تتم دراستها. لتحقيق ذلك، قد يكون من الضروري تعديل محتويات المقرر التدريبي وطرق التدريس، وتوفير دعم إضافي وفرص للممارسة، وإعادة تقييم فهم الطالب لتحليل البيانات وتفسيرها من خلال التقييمات.

مخرج 5:

- تحليل نتائج التقييم: راجع نتائج التقييمات المستخدمة لتقدير مخرج التعليم 5 وحدد المجالات التي يعاني فيها الطالب. يمكن أن يشمل ذلك مبادئ أخلاقية محددة أو أنواعاً من الأسئلة التي لا يستطيع الطالب الإجابة عنها بشكل صحيح.



تحليل وشرح القضايا الاجتماعية بطريقة نقدية وثاقبة. لتحقيق ذلك، قد يكون من الضروري تعديل محتويات المقرر التعليمية وطرق التدريس، وتقديم دعم إضافي وفرص للممارسة، وإعادة تقييم فهم الطالب للنظريات الاجتماعية وتطبيقاتها من خلال التقييمات.

عندما تتحقق مخرجات التعلم

إذا أظهرت نتائج التقييم أن مخرجات التعلم قد تم تحقيقها، فهذا مؤشر إيجابي على أن طرق التدريس والمناهج المستخدمة فعالة في مساعدة الطالب على تحقيق مخرجات التعلم المطلوبة. تتضمن بعض الخطوات التي يمكن اتخاذها لمواصلة تحسين التدريس والمناهج :

- مراجعة نتائج التقييم: قم بتحليل نتائج التقييمات المستخدمة لتقدير مخرج التعليم وتحديد المجالات التي كان أداء الطالب جيداً فيها. يمكن استخدام هذه المعلومات لتحديد محتوى الدورات التدريبية وطرق التدريس المستقبلية.

استخدم النتائج لتحسين المقرر: استخدم نتائج التقييمات لتحسين محتوى المقررات وطرق التدريس والتقييمات للفصول الدراسية المستقبلية.

- الاستمرار في المراقبة: استمر في مراقبة إنجازات مخرج التعليم من خلال التقييمات والتقييمات المستمرة لضمان استمرار الطالب في تحقيق النتائج المرجوة.

مواكبة أفضل الممارسات: البقاء على اطلاع بأحدث أفضل الممارسات في مجال الدراسة ودمجها في محتوى المقرر التعليمية وطرق التدريس.

- مشاركة إنجازات مع الآخرين: مشاركة الإنجازات مع المؤسسات والبرامج الأخرى لتعزيز النجاح وتشجيع البرامج الأخرى على تبني استراتيجيات مماثلة.

من المهم أيضاً أن نتذكر أن تحقيق مخرجات التعلم ليس الهدف النهائي، والسعى المستمر لتحسين التدريس والمناهج سيؤدي إلى نتائج أفضل للطالب على المدى الطويل.

- تعزيز استراتيجيات التدريس: تحقق من استراتيجيات التدريس الجديدة التي يمكن استخدامها لتقديم المواد بطريقة أكثر تفاعلية. يمكن أن يشمل ذلك دمج المزيد من المناقشات الجماعية أو الأنشطة العملية أو أمثلة من العالم الحقيقي.

- تقديم دعم إضافي: قدم دعماً إضافياً للطلاب الذين يعانون من النظريات الاجتماعية وتطبيقاتها، مثل ساعات مكتبية أو القراءات الإضافية.

- إعادة التقييم: إعادة تقييم معرفة الطالب بالنظريات الاجتماعية وتطبيقاتها في نهاية المقرر، أو الفصل الدراسي التالي، لتقييم فعالية التغييرات التي تم إجراؤها والتأكد من أن الطالب قد حققوا المستوى المطلوب من الفهم.

- الحصول على تعليقات من الطلاب: احصل على تعليقات من الطلاب حول فهمهم للنظريات الاجتماعية وتطبيقاتها، وما وجدوه صعباً أو مربكاً. استخدم هذه الملاحظات لإجراء تغييرات وتحسينات على محتوى المقررات والتقييمات التعليمية.

- وفر المزيد من الفرص للمارسة: توفير المزيد من الفرص للطلاب لمارسة تطبيق النظريات الاجتماعية على قضايا العالم الحقيقي من خلال الأنشطة أو المشاريع أو المهام المختلفة. يمكن أن يساعدهم ذلك على استيعاب المفاهيم والاحتفاظ بها بشكل أفضل بمرور الوقت.

- التعاون مع الزملاء: تعاون مع الزملاء في القسم لمشاركة الموارد والأفكار وأفضل الممارسات لتدريس النظريات الاجتماعية وتطبيقاتها. دمج مجموعة متنوعة من القضايا الاجتماعية: قم بتضمين مجموعة متنوعة من القضايا الاجتماعية في محتوى المقرر، مثل القضايا المحلية والإقليمية والدولية، لمنح الطالب فهماً واسعاً لكيفية تطبيق النظريات الاجتماعية في سياقات مختلفة.

- تشجيع التفكير النقدي: شجع الطالب على التفكير النقدي في القيود والتحيزات المحتملة للنظريات الاجتماعية، وكيف يمكن تطبيقها في سياقات مختلفة.

شكل عام، الهدف الرئيسي هو التأكد من أن الطالب لديهم فهم قوي للنظريات الاجتماعية وتطبيقاتها في قضايا العالم الحقيقي، حتى يتمكنوا من



مكتب التخطيط الأكاديمي وضمان الجودة

يقدم مكتب التخطيط الأكاديمي وضمان الجودة خدمات ضمان جودة عالية بداية من التخطيط الأكاديمي وإطلاق برامج جديدة بالتعاون مع الكليات وتقويم سنوي لمخرجات التعلم ومراجعة البرامج الأكاديمية وتحسين المناهج الدراسية بكفاءة وأداء فائق الجودة.

المهـدـ 3: إنتاج التقارير ذات الصلة بالبرامج الأكاديمية بما في ذلك تقارير التقييم التي توفر تحليل البيانات والمعلومات وذلك من أجل دعم التخطيط واتخاذ القرار.

المهـدـ 4: تعزيز ثقافة التقويم والتحسين المستمر من خلال التعاون الوثيق مع مكاتب الجامعة الأخرى والكليات والبرامج الأكاديمية وتحديد الطرق المناسبة لإشراك مجتمع الجامعة مثل تنظيم ورش العمل والدورات التدريبية على مستوى الجامعة.

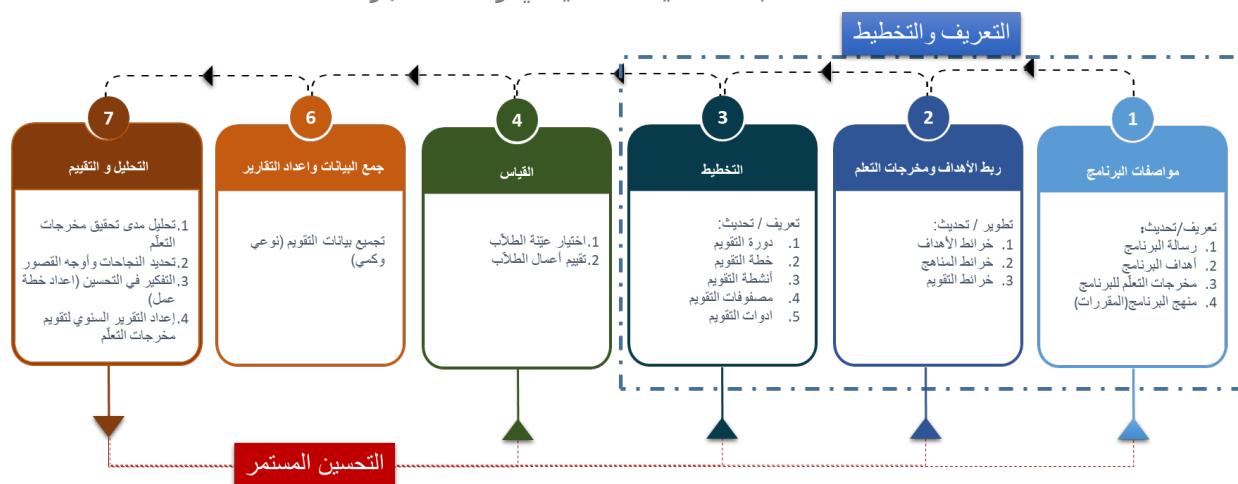
تتمثل الأهداف الرئيسية لمكتب التخطيط الأكاديمي وضمان الجودة فيما يلي:

الهـدـ 1: تطوير ودعم عمليات تقويم مخرجات التعلم على مستوى الجامعة مع مرتبة مدمجة بحيث تكون الكليات والبرامج الأكاديمية قادرة على تكيف هذه العمليات لتلبية احتياجات ومنطلقاتها الخاصة.

الهـدـ 2: تطوير ودعم تطبيق السياسات والإجراءات ذات الصلة بالبرامج الأكاديمية.



أنشطة مكتب التخطيط الأكاديمي وضمان الجودة



عملية تقويم مخرجات التعلم للبرنامج

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الموقع الإلكتروني:





Quick Guide for Program Learning Outcomes' Assessment & Evaluation

Qatar University | Academic Planning and Quality Assurance Office

BA HISTORY PROGRAM | COLLEGE OF SCIENCE & ARTS

Program Learning Outcomes

Program Learning Outcomes (PLOs) are a set of statements that describe the knowledge, skills, and abilities that students are expected to have upon completion of an academic program. They provide a clear and measurable way to ensure that the program is meeting its educational objectives, that students are learning what they need to be successful, and that the program is continuously improving to meet the changing needs of students and the field. They serve as a roadmap for the program's curriculum development and provide a framework for program assessment and improvement. They also enable program alignment with the university graduate attributes and their supporting competencies.



PLOs

PLO 1: Collect data that conform with statistical principles.

PLO 2: Use relevant experimental design for scientific investigations

PLO 3: Describe various types of data numerically and graphically.

PLO 4: Analyze the various types of data that arise in the various types of scientific investigations.

PLO 5: Communicate effectively with statistics users

PLO 6: Demonstrate the theoretical basis of statistical methods.

PLO 7: Provide alternative techniques for data analysis based on various approaches



Assessment Tools

Many tools can be used to assess the PLOs. Hereafter are some specific examples of how each of the PLOs could be assessed:

PLO 1:

- Data collection assignments or projects where students are asked to collect and document their data collection process and methodology, and how they conform to statistical principles.
- Data collection quizzes or exams where students are asked to identify common data collection errors and how to avoid them.
- Peer review or self-evaluation of data collection processes, where students are asked to critique and provide feedback on each other's data collection methods.
- Data collection case studies, where students are given real-world data collection scenarios and asked to analyze and evaluate the methods used.
- Data collection lab activities where students can practice and demonstrate their understanding of statistical principles by collecting, analyzing, and interpreting data.
- A final project or thesis where students are required to collect, analyze and interpret data and demonstrate their understanding of statistical principles.



PLO 2:

- Experimental design assignments or projects where students are asked to design and implement an experiment, and to justify their choices of design and methods used.
- Experimental design quizzes or exams where students are asked to identify and explain different types of experimental designs and when they should be used.
- Peer review or self-evaluation of experimental designs, where students are asked to critique and provide feedback on each other's experimental designs.
- Experimental design case studies, where students are given real-world experimental scenarios and asked to analyze and evaluate the design and methods used.
- Lab activities where students can practice designing and implementing experiments and demonstrate their understanding of experimental design.
- A final project or thesis where students are required to design and implement an experiment and demonstrate their understanding of experimental design and its application.

PLO 3:

- Data visualization assignments or projects where students are asked to create and interpret various types of plots and charts to represent data.
- Data visualization quizzes or exams where students are asked to identify different types of plots and charts and when they should be used.
- Peer review or self-evaluation of data visualization, where students are asked to critique and provide feedback on each other's data visualizations.
- Data visualization case studies, where students are given real-world data and asked to analyze and evaluate the visualizations used to represent the data.
- Lab activities where students can practice creating and interpreting various types of plots and charts to represent data.
- A final project or thesis where students are required to create and interpret various types of plots and charts to represent data and demonstrate their understanding of data visualization.

PLO 4:

- Data analysis assignments or projects where students are asked to analyze and interpret various types of data using appropriate statistical methods.
- Data analysis quizzes or exams where students are asked to apply statistical methods to analyze and interpret data.
- Peer review or self-evaluation of data analysis, where students are asked to critique and provide feedback on each other's data analysis.
- Data analysis case studies, where students are given real-world data and asked to analyze and interpret the results using appropriate statistical methods.

- Lab activities where students can practice analyzing and interpreting various types of data using statistical methods.
- A final project or thesis where students are required to analyze and interpret various types of data using appropriate statistical methods and demonstrate their understanding of data analysis.

PLO 5:

- Written or oral presentations where students are asked to explain statistical concepts and results to a non-technical audience.
- Group projects or presentations where students are asked to work together to communicate the results of a statistical analysis to a non-technical audience.
- Technical report writing assignments where students are asked to document their statistical methods and results in a clear and concise manner.
- Role-playing or mock client presentations where students are asked to present their statistical findings and recommendations to a simulated client or stakeholders.
- Written or oral feedback on written or oral presentations, where students are asked to provide feedback on their peers' ability to communicate statistical concepts and results effectively.
- A final project or thesis where students are required to communicate their statistical findings and recommendations to a non-technical audience, and demonstrate their ability to effectively communicate statistical concepts and results.

PLO 6:

- Theoretical quizzes or exams where students are asked to explain the mathematical and statistical concepts and assumptions underlying different statistical methods.
- Theory-based assignments or projects where students are asked to demonstrate their understanding of the theoretical basis of statistical methods by applying them to real-world data.
- Proofs or derivations, where students are asked to show the mathematical or statistical derivation of a concept or method.
- Research or literature review where students are asked to analyze and evaluate the assumptions and limitations of a statistical method by reviewing relevant scientific literature.
- Peer review or self-evaluation of theoretical understanding, where students are asked to critique and provide feedback on each other's understanding of the theoretical basis of statistical methods.
- A final project or thesis where students are required to demonstrate their understanding of the theoretical basis of statistical methods and its application.

PLO 7:

- Data analysis assignments or projects where students are asked to analyze the same data set using multiple statistical methods and compare and contrast the results.



- Data analysis quizzes or exams where students are asked to identify and justify the use of multiple statistical methods for a given data set.
- Peer review or self-evaluation of data analysis, where students are asked to critique and provide feedback on each other's choice of statistical methods.
- Data analysis case studies, where students are given real-world data and asked to analyze the data using multiple statistical methods and compare and contrast the results.
- Lab activities where students can practice analyzing data using multiple statistical methods.
- A final project or thesis where students are required to analyze data using multiple statistical methods, compare and contrast the results, and justify their choice of methods based on the data and the research question.

PLO 2:

- Reviewing the course materials and assessments to ensure that they are covering the appropriate experimental design methods and principles.
- Collecting feedback from students on the course materials and assessments to identify any areas of confusion or difficulty.
- Providing additional resources or support for students, such as tutorials or office hours, to help them understand and apply experimental design methods.
- Incorporating experimental design activities or projects into the course where students can practice designing experiments and receive feedback on their methods.
- Revising the course materials, assessments, or instruction methods to better align them with the learning outcomes.
- Providing opportunities for students to reflect on and self-evaluate their experimental design process and methods.
- Encourage the students to share their experiences and examples of experimental design in the class, the examples can be from the real-world scenarios.
- Bringing in guest speakers or experts in experimental design to share their experience and best practices.
- Identifying students who are struggling with experimental design, and providing targeted support and guidance to help them improve.
- Encourage students to practice with different experimental designs and evaluate the pros and cons of each one
- Make sure the students are aware of the ethical issues related to experimental design, the importance of randomization, blinding, and replication in experimental design.

PLO 3:

- Reviewing the course materials and assessments to ensure that they are covering the appropriate data visualization methods and principles.
- Collecting feedback from students on the course materials and assessments to identify any areas of confusion or difficulty.
- Providing additional resources or support for students, such as tutorials or office hours, to help them understand and apply data visualization methods.
- Incorporating data visualization activities or projects into the course where students can practice creating and interpreting visualizations and receive feedback on their methods.
- Revising the course materials, assessments, or instruction methods to better align them with the learning outcomes.
- Providing opportunities for students to reflect on and self-evaluate their data visualization process and methods.
- Encourage the students to share their experiences and examples of data visualization in the class, the examples can be from the real-world scenarios.
- Bringing in guest speakers or experts in data visualization to share their experience and best practices.



Analysis & Actions

When PLOs are not Achieved

If assessment results show that the PLOs are not being achieved, there are a number of actions that can be taken to improve them. Here are some examples for each PLO.

PLO 1:

- Reviewing the course materials and assessments to ensure that they are covering the appropriate statistical principles related to data collection.
- Collecting feedback from students on the course materials and assessments to identify any areas of confusion or difficulty.
- Providing additional resources or support for students, such as tutorials or office hours, to help them understand and apply the statistical principles related to data collection.
- Incorporating data collection activities or projects into the course where students can practice collecting data and receive feedback on their methods.
- Revising the course materials, assessments, or instruction methods to better align them with the learning outcomes.
- Providing opportunities for students to reflect on and self-evaluate their data collection process and methods.
- Encourage the students to share their experiences and examples of data collection in the class, the examples can be from the real-world scenarios.
- Bringing in guest speakers or experts in data collection to share their experience and best practices.
- Identifying students who are struggling with data collection, and providing targeted support and guidance to help them improve.



- Identifying students who are struggling with data visualization, and providing targeted support and guidance to help them improve.
- Encourage students to explore and practice with different types of data visualization tools and software.
- Provide guidance on how to design effective and informative visualizations, including the use of color, scale, and labeling.
- Emphasize the importance of data visualization in the context of data analysis and decision making.

PLO 4:

- Reviewing the course materials and assessments to ensure that they are covering the appropriate statistical methods and principles for data analysis.
- Collecting feedback from students on the course materials and assessments to identify any areas of confusion or difficulty.
- Providing additional resources or support for students, such as tutorials or office hours, to help them understand and apply statistical methods for data analysis.
- Incorporating data analysis activities or projects into the course where students can practice analyzing data and receive feedback on their methods.
- Revising the course materials, assessments, or instruction methods to better align them with the learning outcomes.
- Providing opportunities for students to reflect on and self-evaluate their data analysis process and methods.
- Encourage the students to share their experiences and examples of data analysis in the class, the examples can be from the real-world scenarios.
- Bringing in guest speakers or experts in data analysis to share their experience and best practices.
- Identifying students who are struggling with data analysis, and providing targeted support and guidance to help them improve.
- Encourage students to practice with different statistical software and tools for data analysis.
- Provide guidance on how to interpret and communicate the results of data analysis effectively.
- Emphasize the importance of data analysis in the context of decision making and problem-solving.
- Highlight the importance of checking assumptions and identifying potential sources of error in data analysis.

PLO 5:

- Reviewing the course materials and assessments to ensure that they are covering the appropriate communication skills and principles for statistics users.
- Collecting feedback from students on the course materials and assessments to identify any areas of confusion or difficulty.

- Providing additional resources or support for students, such as tutorials or office hours, to help them improve their communication skills.
- Incorporating communication activities or projects into the course where students can practice communicating statistical concepts and results to a non-technical audience and receive feedback on their methods.
- Revising the course materials, assessments, or instruction methods to better align them with the learning outcomes.
- Providing opportunities for students to reflect on and self-evaluate their communication skills.
- Encourage the students to share their experiences and examples of communication in the class, the examples can be from the real-world scenarios.
- Bringing in guest speakers or experts in communication to share their experience and best practices.
- Identifying students who are struggling with communication, and providing targeted support and guidance to help them improve.
- Encourage students to practice different forms of communication, such as written reports, oral presentations, and visual aids.
- Provide guidance on how to design effective and informative visual aids, such as charts and graphs.
- Emphasize the importance of clear and concise language, active listening, and adapting the message to the audience.
- Highlighting the importance of ethics in communication, such as avoiding bias and misinformation.

PLO 6:

- Reviewing the course materials and assessments to ensure that they are covering the appropriate theoretical concepts and principles for statistical methods.
- Collecting feedback from students on the course materials and assessments to identify any areas of confusion or difficulty.
- Providing additional resources or support for students, such as tutorials or office hours, to help them understand and apply the theoretical concepts of statistical methods.
- Incorporating theoretical activities or projects into the course where students can practice demonstrating the theoretical basis of statistical methods and receive feedback on their understanding.
- Revising the course materials, assessments, or instruction methods to better align them with the learning outcomes.
- Providing opportunities for students to reflect on and self-evaluate their understanding of the theoretical basis of statistical methods.
- Encourage the students to share their experiences and examples of theoretical understanding in the class, the examples can be from the real-world scenarios.
- Bringing in guest speakers or experts in theoretical statistics to share their experience and best practices.
- Identifying students who are struggling with understanding the theoretical basis of statistical methods,



and providing targeted support and guidance to help them improve.

- Encourage students to practice mathematical derivations and proofs related to statistical methods.
- Provide guidance on how to read and understand technical literature related to statistical methods.
- Emphasize the importance of understanding the assumptions and limitations of statistical methods.
- Highlighting the importance of critical thinking and problem-solving skills in understanding the theoretical basis of statistical methods.

PLO 7:

- Reviewing the course materials and assessments to ensure that they are covering the appropriate data analysis methods and principles for various approaches.
- Collecting feedback from students on the course materials and assessments to identify any areas of confusion or difficulty.
- Providing additional resources or support for students, such as tutorials or office hours, to help them understand and apply alternative data analysis techniques.
- Incorporating data analysis activities or projects into the course where students can practice providing alternative techniques for data analysis and receive feedback on their methods.
- Revising the course materials, assessments, or instruction methods to better align them with the learning outcomes.
- Providing opportunities for students to reflect on and self-evaluate their ability to provide alternative techniques for data analysis.
- Encourage the students to share their experiences and examples of alternative data analysis techniques in the class, the examples can be from the real-world scenarios.
- Bringing in guest speakers or experts in data analysis to share their experience and best practices.
- Identifying students who are struggling with providing alternative techniques for data analysis, and providing targeted support and guidance to help them improve.
- Encourage students to practice with different statistical software and tools for data analysis, and explore the different options available for a given problem.
- Provide guidance on how to interpret and compare the results of different data analysis techniques.
- Emphasize the importance of understanding the assumptions and limitations of different data analysis techniques.

- Highlighting the importance of flexibility and creativity in data analysis, and being able to adapt to different types of data and research questions.

It is worth noting that it is important to involve all the stakeholders in this process, including students, instructors, and administrators, in order to identify the root cause of the problem and find the best solutions.

When PLOs are Achieved

If assessment results show that the PLOs are being achieved, it is still important to consider ways to improve them. Indeed, even if all outcomes are achieved, there is always room for improvement and innovation. Here are some examples of actions that could be taken to improve the PLOs even further:

- Collecting feedback from students on the course materials and assessments to identify any areas that can be improved.
- Reviewing the course materials and assessments to ensure they are up-to-date and relevant to the field of statistics.
- Incorporating new or innovative teaching methods and technologies to enhance student learning.
- Providing opportunities for students to reflect on their learning and self-evaluate their understanding of the PLOs.
- Inviting guest speakers or experts in the field of statistics to share their experiences and best practices.
- Reviewing and comparing the results of assessments over time to identify any trends or patterns.
- Collaborating with colleagues to share and discuss teaching strategies, methods and best practices.
- Continuously evaluate the PLOs and make necessary changes to ensure they align with industry and academic standards.

It is important to note that even if the PLOs are being achieved, there's always room for improvement, and It is good practice to keep assessing and revising the PLOs to make sure the students are getting the best education possible.

It is also important to remember that while achieving the PLOs is an important goal, it is not the only goal of the program. Continual improvement is essential to ensure that the program is preparing students for success in their future careers and providing them with valuable educational experience.



Academic Planning and Quality Assurance Office (APQA)

The APQA office provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges, annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance.

The main objectives of the Academic Planning and Quality Assurance office are:

Objective 1: To develop and support university-wide learning outcome assessment processes with build-in flexibility so that colleges and academic programs will be able to tailor these processes to serve their particular needs and requirements.

Objective 2: To develop and support the implementation of policies and procedures related to academic programs.

Objective 3: To produce academic programs related reports including assessment reports offering data analysis and information in order to support the decision making and planning.

Objective 4: To promote a culture of assessment and continuous improvement by closely collaborating with other university offices, colleges, and academic programs and by identifying appropriate ways to engage the university community such as by organizing university-wide workshops and trainings.



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