Arab Open University

Summary of External Examiners Reports

Academic Year: 2022-2023

Semester: Summer

Programme: MEd in Instructional Technology

Tracks: NA

Number of Modules Examined by the External Examiners: (4)

1. Chief External Examiners response and Comments:

Please confirm that the assessment and standards set for the programme are consistent and appropriate, and that the processes for assessment and determination of awards are fair, reliable across the provision.
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Please confirm that sufficient information and evidence of   professional work and students' assessment were -received by the programmes' external examiners to enable them to t fulfill their role.
I acknowledge the receipt of periodic reports from the program's external examiner, received on a semester basis. These reports meticulously

delineated the strengths and weaknesses observed in the samples of assessment tools utilized during the respective semester. Subsequently, the program's team conscientiously endeavors to address and ameliorate the identified weaknesses, thereby transforming them into opportunities for further development.

Commendations:

1. The quality of the curriculum and learning/teaching resources is of high quality and students showed satisfaction of these resources.

2. The quality of learning is very evident in the outstanding quality of students' work. This could be attributed to the high quality of teaching, assessment, monitoring offered, and the dedication of their tutors.

3. The standards set by the assessment tasks and the tailored grading practice (particularly the marking criteria and rubrics) are in accordance w/ Master's level study and in line w/ the programme specification.

4. Students' work across both TMAs exhibited an excellent demonstration of skills and an understanding of the underpinning theories related to Educational Technology at Master's level, including critical analysis and evaluation of research literature.

5. The way of providing written feedback, it is exceptionally detailed, exhaustive and incredibly well structured into clearly laid out sections.

6. Including TMA checklist to ensure meeting all the TMA requirements is a good practice and deserves to be disseminated.

7. EE showed appreciated to the type of TMAs tasks and topics, he found them practical and innovative as some of them focused on AI in education, and to students' responses and performance. That is, they adhered to the TMAs standards.

8. EE showed satisfaction of the researching skills that students attained and how most of them could cited references in a professional way.

9. EE found that having Collaborative projects is a prime method to bring students together to achieve a unified goal.

Suggestions for Enhancement

1. Training students how to write critically rather than descriptively and avoid generalizations by focusing on specific issues and examples.
2. Guiding students to investigate different references and database to deepen their background information and have a comprehensive and critical vision while presenting ideas of the TMAs.
3. Holding more workshops on the importance of recording citations, and how to cite different references using the adopted style by the faculty.
4. Students still need to develop their reviewing and proofreading skills, thereby the deanship could plan to organize some academic writing workshops to develop the writing skills of students as well as essay structuring techniques.

5. Extracts from External Examiners report form

External Examiner Name: Mr Mourad Diouri

Examined Modules: ED631, ED636, ED698, ED699

Please comment as appropriate on the following:

a. The academic standards for the programme/module.

The academic standards of the program are of high quality since the program translates the vision of the AOU of developing professionally future leaders of educational institutions in Arab states in terms of pedagogy and

technology using innovative patterns of delivery that allow students from a variety of cultures, environment, and gender to enroll in this program. Additionally, the program aims to develop high level thinking skills on the part of students practically via the untraditional way of assessment strategy.

b. Performance of students in comparison to similar programmes

This program employs suitable methodologies and tactics in its planning, delivery, and assessment procedures, rendering it distinctive. Specifically, the program facilitates a gradual transition for students: commencing with knowledge-based topics, progressing to an exploration of technological theories, and culminating in practical application. This comprehensive approach entails a thorough study of the field and the proficient implementation of technological tools to address learning gaps among students. Embedded within the program are instructional strategies encompassing dialogue, discussion, debate, project-based learning, cooperative learning, inquiry, and critical thinking. These strategies are seamlessly integrated and naturally practiced by students, as they recognize their necessity in completing their Tutor Marked Assignments (TMAs). Moreover, the assessment framework is objective, comprehensive, and authentic. Comprising two TMAs and a final exam, this approach not only evaluates students but also serves as a platform for learning. Through assessments, students acquire and hone their writing and investigative skills, thereby fostering their academic development.

c. The quality of students' work, their knowledge and skills and achievement of learning outcomes

EE's feedback played a significant role in achieving their goals as the EE regularly met the tutors discussing with them the requirements of the TMAs, how to select tasks, how to design rubrics, how to control students' writing in a way that leads to measuring the outcomes of the program.

d. The strengths and weaknesses of the students

Students exhibit receptiveness towards unconventional methods of delivery and have conveyed positive attitudes regarding this distinctive learning system. Nonetheless, students require ample time to cultivate skills in investigation, critical analysis, citation proficiency, locating pertinent readings, and adhering to specific academic standards. In essence, students necessitate additional orientation and support to align themselves more effectively with the program's requirements.

e. The Quality of Assessments (design, methods and making schemes)

The assessment strategy employed within the program is both comprehensive and authentic, utilizing Tutor Marked Assignments (TMAs) along with a final exam. Its structure revolves around the comprehensive exploration of a topic from theoretical, critical, and practical standpoints. The grading methodology relies on the utilization of rubrics and checklists for various forms of assessment: self-assessment by students, assessment by tutors, and peer strategy assessment. This multifaceted approach ensures that students actively engage and learn throughout each phase of the assessment process.

f. Standards of Marking and grading students' assessments

The criteria for marking and grading students' assessments are founded on several key principles. Initially, thorough discussions among all tutors instructing a particular module take place regarding the topics covered in the Tutor Marked Assignments (TMAs) and final exam questions. Detailed rubrics are meticulously crafted to encompass all facets of the TMAs. Additionally, group marking or cross-branch marking methodologies are frequently employed to uphold objectivity and transparency in the grading process. These practices collectively contribute to a fair and consistent assessment of student work.