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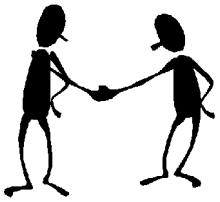
QUOTE of the Issue

"Education is a fundamental right and the basis for progress in every country."

Ban Ki-moon [8th Secretary-General of the UN (1944-)]



HAIGAZIAN UNIVERSITY

OR Dialog Letter

An e-publication for a better university life

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Community Spirit

"Faithfully with us you bore / Sorrow, pain and scars of war." This line from the Haigazian Alma Mater speaks of burdens that were shared in the past. Today we are facing hardships again. Can we persevere? Can our educational mission endure?

Haigazian University has what it takes to survive as an educational community. From the moment I started my work as Campus Minister, it was clear to me that Haigazian is about more than transfer of knowledge and skills. Staff, faculty, and students take a genuine interest in each other and many are willing to go the second mile. At Haigazian, I have found an exemplary community spirit.

The Orientation Office is an embodiment of that community spirit. What makes the Orientation Day special is its personal and hospitable approach. New students are made to feel welcome through their interaction with the OR director and team; the coffee/tea breaks and the lunch; the walks on campus; and the sessions in different spaces.

It is telling that the OR student assistants are volunteers. Most of them consider it an honour to be part of the Orientation Days and continue to offer their services throughout their time at Haigazian.

Ideally, Orientation sparks that sense of community in the hearts and minds of new students. It conveys that they are not embarking on this journey alone, but as part of a group. The students learn to identify with the symbols of the community found on the shield and in the Alma Mater. They take their place in a community and a venerable tradition of sixty-five years.

One of the things that I have enjoyed about leading the culture-sessions on Orientation Days is the teaching of the Haigazian Alma Mater. When announcing that this session included singing, I invariably got bewildered looks. But once we started analysing the text and practicing the melody, most groups began to appreciate the Alma Mater and enjoyed singing it. With OR assistants leading in loud voices, new students felt encouraged to sing along.

Singing the Alma Mater is a powerful expression of community. Our voices join in harmony and as we express the words, we commit ourselves to the values of the University. We sense that we are part of an educational endeavour that transcends our lives and our generation.

In times of crisis and insecurity, communities like Haigazian radiate hope. It is my prayer that Haigazian will keep embodying and fostering this wonderful community spirit. May it continue to spill over and bring transformation to Lebanese society and beyond.

Rev. Dr. Wilbert Van Sanne, *Campus Minister*

A Farewell Note

On behalf of the Orientation Team—Faculty and Assistants, I would like to thank Rev. Dr. Wilbert Van Saane for all his professional and spiritual services and contributions to HU OR Program. His welcoming and encouraging words during the various Orientation Days, his approach to HU culture and activities, and his cooperation with the OR Team will be always remembered with love and joy. May God grant him many years and bless him in serving Lebanon and its citizens.

Dr. Berge Traboulsi, *OR Director*

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COVID-19: The Change

Sahar Hamzeh, *MA* *(OR Faculty)*

Wearing a mask, maintaining social distance, and sanitizing every product we buy are few of the tasks that we have learned to do during this pandemic. COVID-19 is a virus that has turned the whole world upside down. It has changed the way we live, socialize, and learn. Everything in our community has been altered. Our jobs, relationships, and financial situations have been modified. All fields have been affected, systems have been changed, our daily routines and habits have been impacted, religious celebrations have been postponed, and traditions have been influenced. Is this the new way of living?

One of the most important fields that was affected by the pandemic was education everywhere in the world including Lebanon. Learning shifted to online. More than 200 million students all over the world had to adapt to the changes in a short period of time. However, many more challenges are emerging. 60% of students have been able to transfer to online, and the rest are left out. This shows that some students who are in private schools or universities simply can't conform to online learning due to weak and intermitted connection in Lebanon. This interrupts students while they are doing an exam, submitting an assignment, watching a video, or attending the session. Instructors themselves leave sessions because of electricity problems in Lebanon. Some instructors give online assignments and they are not aware of the internet limitations and the limitations of the tools that they are using… from the way of submission to the amount of data of submission that is limited by each app (Moodle, Microsoft Teams, Zoom, CiscoWebX, or Google Meet). Due to the fact that instructors are acclimated to having the students gathered in one class in face-to face instructions, they find it difficult to tolerate students not attending a class if the electricity (WIFI) goes out. Hence, students tend to come up with fake excuses to not attend the online session or to delay the submission of an assignment. Moreover, an overload of assignments hinders the students from taking their needed break. Similarly, it's a never- ending job for instructors who have new duties, including replying to the non-stop requests from students and administration at all times, replying to WhatsApp chats, correcting assignments online, and facing problems concerning uploading and downloading assignments, no breaks, and no office hours. As a result, students and instructors are drained because of the piling amount of pressure. To add, they are not physically moving and they just interact with each other via the screen which doesn't seem realistic for some. This prevents them from maintaining healthy mental approaches and spurred up learning incentives. The instructor and the student have transformed their personal communicational skills from a physical presence in class to a virtual one behind a screen and this forbids qualitative knowledge of the sphere of comprehension that is through direct classroom contact; i.e., instructors not knowing if the student understood the lesson through facial expressions. Because they are using online teaching, the emotional communication that takes place between the student and the teacher is now taking place from a distance and there is more focus from both sides to understand the other better in the mental world of knowledge.

What about the future of online learning? Prior to COVID-19, students would take internships or go abroad for learning. Classes such as lab which need the presence of the students were taken. How about now? Students are not able to take internships anymore and gain the same experience. Students can't attend the lab session which might be crucial to their major.

This shows that online learning is a temporary solution. Thinking about online learning in the long run, it will not be the same after COVID-19. After COVID-19, 30% of the learning should be highlighted as physical and the rest would take place online. At the end of the day, with all the problems of online learning, educators and learners have to adapt to it for the time being and to think of a backup plan in case of another emergency and uncertain future.

As Francis Bacon once said, "knowledge is power". It's like we are living in a volcano. Everything changed so rapidly, no one knew how to deal with this problem just like a volcano which has suddenly erupted and changed major features of what has sunk in over a long period of time. Shouldn't knowledge be considered an adaptation of what happens around?

Important Studies

COVID-19 Impact on International Higher Education: Studies & Forecasts

How COVID-19 is Driving a Long-overdue Revolution in Education

COVID-19 and Higher Education: Learning to Unlearn to Create Education for the Future

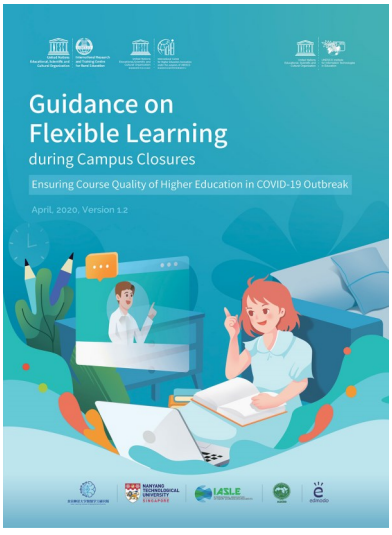
COVID-19 and Higher Education: Today and Tomorrow

Higher Education Opportunities after COVID-19

Guidance on Flexible Learning during Campus Closures: Ensuring Course Quality of Higher Education in COVID-19 Outbreak

Handbook on Facilitating Flexible Learning During Educational Disruption

Flexible Learning during Covid-19: How to Ensure Quality Higher Education at a Distance



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I am grateful and thankful to my HU faculty and staff for giving their best in online learning. The experience was new for most of us, but we successfully finished our academic year. Some instructors shared coursework by email, others uploaded the material on Classroom Management for self-paced learning, and some instructors conducted video sessions on online meeting platforms, mainly via Zoom. Switching to online platforms had many challenges, but for me, it went relatively smoothly, since we had all the material available on Classroom Management and other online platforms. One of the major advantages of e-learning was that it required more self-motivation and also self-learning. I spent a lot of time on my own and felt much productive than before. However, I don't believe that technology turns a laptop screen into a classroom; Distance learning will never give the big bond and true interactions between the students and the instructors.

Vahan Saghdejian, *CSC (Class of 2020)*

Undoubtedly, the Covid19 crisis did a topsy-turvy change to our way of living. Indeed our experience at HU with online learning has been at the heart of this dramatic change. Pre-recorded lectures, interactive online sessions via Zoom, and self-learning methods were all novel techniques. I found myself willingly or unwillingly required to consider. The digitalization of learning meant a new experience that has its positive and negative sides. Personally, this experience was of a great value for self-growth and actualization. However, seeing no friends and instructors on campus, and being physically distant from everyone, were the kind of change I hope not to encounter again.

Youssef Kel Yakoub, *PSC (Senior)*

One thing I never imagined happening during my undergraduate years is to attend my classes and exams online. As an active student, I missed going to club meetings, seeing my friends and instructors, welcoming new students, and having those quick, yet priceless chats with the President. Online learning was definitely a difficult experience, especially with lab courses, and a wake-up call to appreciate the simplest aspects of life. I cannot wait to go back and make the most of every moment in my upcoming senior year, which, of course, includes being an OR team member!

Sarah Mshaymesh, *BIO (Senior)*

We definitely cannot overlook the advantages of online teaching which helped us to continue the spring semester. Personally, I don't prefer online teaching. Face-to-face interactions are better for me. I feel I understand more and can obtain knowledge more effectively. Besides, it is really difficult sometimes to focus because of internet connection problems.

Mariam Salloum, *SPE (Senior)*

SP2020 was a challenging experience in my university life due to COVID-19. Who would have thought that we would move that fast to online education. Personally, I felt that staying away from campus saved me and my time from traffic jam. However, it deprived me from the joyful time that I spend on campus, interacting with friends and faculty members. Furthermore, I feel the need to learn more about the pros and cons of online education which is somehow new in the Middle East. On the other hand, I think that the technical challenges pertaining to electricity and internet services should be taken into consideration.

Farah Al Masri, *NSD (Senior)*

Throughout our journey, we face many obstacles that require us to cope with the latest calamities. The latest pandemic had an impact on different sectors, one of which was the educational sector. Students were obliged to acclimate with "Distance learning" to resume their studies. It was the safest alternative for students to work at their own pace. However, it had drawbacks due to the poor infrastructure in Lebanon that hindered students from attending sessions. Furthermore, several students didn't even have access to tablets or laptops. Finally, universities and schools faced online learning for the first time which was challenging.

Reina Sleit, *FIN (Senior)*

SP2020, Like FL19, didn't offer me "the best experience" that any first year student would like to have due to local political turbulence and global COVID-19 pandemic. Reflecting on the whole picture, I wish HU could have set a transitional period in order to orient both instructors and students on how to execute their classes remotely, and to adopt suitable methods that create motivating environment, ease confusion, and grant a smooth transition to online education. I cannot but say that this fast transition resulted in an unorganized experience to me. All of that aside, I found the ability to experience online learning, though circumstantial, an opportunity to be on the receiving end of it considering that I am an Education Major.

Dana Younes, *EDU (Sophomore)*

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HU Online, COVID-19, and the Future

Shant Estepan, *MBA* *(Senior Network Analyst, OR Faculty)*

The lockdown has come as a blessing for Haigazian University. The fear of the poor quality of online teaching and teachers' hesitation to use online portals have somehow disappeared. It is heartening to know that teachers have taken up online teaching with great interest. Digitally-proficient students are going for online learning with great excitement.

Today, online teaching and learning are a reality and should be fully integrated into the university system. The universities of tomorrow have to strengthen their knowledge and IT infrastructure to be future-ready for COVID-like situations. The online teaching pedagogy should focus on collaborative learning and the quality of e-resources.

The quality of internet, affordability of high-speed connectivity and security of e-portals have emerged as major issues for the immediate attention of the government and the IT service providers.

The universities in Lebanon now need to focus on the effective integration of classroom and laboratory-based teachings, workshops, seminars, and brainstorming in an online mode. It is also important that both teachers and students take up the task of online teaching-learning more seriously and professionally.

At Haigazian University we have always considered the Classroom Management System as the main platform to contact students, post announcements, share documents and assignments, etc. However, due to COVID 19 pandemic, instructors followed five platforms for online teaching taking into consideration their course material:

1. Classroom Management supported with YouTube Links was for the instructors who had ready Power Point presentations.
2. Zoom technology was for those wishing to do live sessions.
3. E-Beam Interactive Board for instructors who had lots of handwriting and graphs to draw.
4. Recorded presentations with the instructor voiceovers for those who had digital presentations.
5. Video Recording sessions via Digital Camera for instructors who did not have any digital material.

We have monitored the online conduct of classes and other academic activities. Students' attendance in online classes was about 80 percent. We need to salute our instructors who have made online teaching more interesting.

Fortunately, some groundwork had already been laid for Haigazian University's unprecedented switch to virtual teaching/learning. HU has had an online learning infrastructure in place for some time now, for instance for receiving feedback on assignments, discussing possible exam questions, taking quizzes, and holding discussions on forums. Many instructors started investing in interactive digital learning environments earlier. Even before the corona crisis, some classes at HU took a blended learning approach by offering online videos, interactive scripts, and simulations. Here I need to take the opportunity to mention the Orientation Program that was the first to implement digital content sharing and computerized examination in HU. These learning tools can now be integrated into the new online teaching environment.

HU is already looking ahead to the future. The incredible amount of new teaching content that is now being generated should not get lost. No matter what happens, we believe that universities will be different once the coronavirus crisis ends. I imagine an increasing organic shift to blended learning, where some lecture elements are stored online, which would enable classroom teaching to be used in different – and perhaps more efficient – ways.

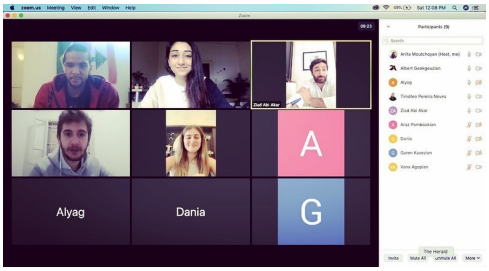
HU Writing Center During the Times of COVID-19

Anita Moutchoyan, *MA* *(Writing Center Director)*

Amid the challenging circumstances created by the pandemic during the spring 2020 semester, the HU Writing Center started providing online tutoring sessions as of March 10th. Within a ten-week period, we had 68 online appointments with students from different departments, and we kept an open communication with faculty members across the curriculum. In addition to the online appointments, we were able to give a pre-quarantine assigned workshop for a graduate business class via a Zoom session which proved to be quite effective.

What stood out during these quarantine sessions was not only the conversation about writing that took place between tutors and tutees, but also the human component of each session. At the beginning of almost every session, there was always a brief conversation about the pandemic and about feelings related to confinement and its challenges. This engagement proved to be comforting for both the tutors and tutees, for it was a blessing to once again reunite with a common mission and support one another in times of great uncertainty. Through these sessions, we established a connection, beyond the confinement of space, with the immediate common goal of writing in mind and human interaction in hindsight.

Free writing support remains at the heart of the mission of the HU Writing Center. We look forward to serving our writing community in the upcoming semesters – whether online or on campus.



#huwritingcenter

The Haigazian University Writing Center offers the HU faculty and students free writing support in English through one-on-one sessions with professional tutors.

An Enriching Faculty Experience Indeed During the Times of COVID-19

Levon Avedanian, ***PhD*** *(Department of Biology)*

The timely shift to the online teaching mode was a clear sign that Haigazian will tackle the lockdown head-on, without compromising on the learning objectives of the Spring 2019-20 semester.

As faculty, the challenges we faced stemmed mainly from the physical disconnect from our campus, our classrooms, laboratories and offices. The pandemic and the lockdown affected almost all aspects of our activities.

The fundamental, albeit basic task of content generation was sometimes hindered by the lack of access to our office resources. Hence, working from the supposedly lax conditions of our home-offices and benefitting from extra hours gained from not-commuting did not necessarily compensate for the essential aspects of working from the office setting.

One major issue was the generalized dampening of our impact on the student's knowledge and learning. Recorded video lectures, preferred by many HU students, proved to be valuable as readily accessible, permanent resources available to them. However, the loss of peer-to-peer and peer-to-instructor interaction and impossibility of instantaneous adjustments limited the depth of our impact and did not allow some of our students to fully benefit from this mode of teaching.

Live online sessions, on the other hand, did allow a more lively dynamics of material delivery and discussions; it was the closest we could get to the classroom setting and student audience. However, the live online sessions favored some students more than others. Reliable access to internet connection, technical aspects and the student's ability to secure some seclusion all factored-in in their learning. These issues accounted, at least in part, for the lack of participation we witnessed in some students who attended the live *Zoom* sessions.

The domain affected most by the switch to the online teaching/learning were the laboratory sessions of our courses. The alternatives we used (third party *YouTube* videos, virtual labs, recorded demos) could not come close to fulfilling the practical learning outcomes of the labs.

Finally, assessment was a major challenge for our online spring semester at Haigazian. The online mode ousted many valuable, rigorous assessment tools and limited our arsenal to a few options which do not fare well on the conclusiveness and integrity scale.

In spite of the many challenges faced, Spring 2019-20 ought to be regarded as an enriching experience. It served as a foundational semester for HU and many other universities in Lebanon and worldwide, for establishing virtual and online pedagogical activities as part of the global university life. Faculty, students and staff we were pushed to diversify our methods and approaches and to adapt to this new academic habitat all the while striving to keep the Haigazian standards. Surely, there is room for ample improvement of our online experience and certainly measures are in place to build on the spring experience. Regardless of the mode the Fall semester assumes, on-campus, online or hybrid, we can be confident, that individually and collectively, we are better equipped to tackle our tasks than we were the first time around.

HU Student Life During the Times of COVID-19

Chukri Charbetji, *MBA* *(Student Activities Coordinator)*

We are all concerned about how the COVID-19 pandemic continues to impact what used to be our normal life and routine. While the near future is still vague as to whether the fall 2020 semester will be online or on-campus, the student life office is putting together a flexible plan that includes webinars, activities and humanitarian projects appropriate to the situation.

In the past three months, the student life office, much like the rest of the world, moved online. We met several times to ensure that we are achieving our mission in aiding students in this unprecedented crisis. For this reason, we have been proactively supporting current and potential students' concerns and inquiries through our hotline numbers (76 184542 & 79 173793) and social media platforms. We also kept students up-to-date by sharing all the revised deadlines and decisions taken by the University on our Facebook (@slohu) and Instagram (@hu.slo) accounts.

We also shared serious and informative visuals with them, and some enjoyable and hilarious moments because of their creative interactions. I especially note students' replies to the *question of the week* and their participation in the *games* we shared. The lively involvement and active interaction of the students to our social media visuals encouraged us to keep on searching for new ideas to share with them.

The members of the Student Life Clubs, Sports Teams, and Societies were a major part of our online presence. A number of short videos sending messages of positivity and optimism were filmed by the Heritage Club, Art Club, Music Club, and the Sports Teams. Students from the Nutrition Department took five videos with tips on how to stay healthy during the lockdown. The Herald Club members published their Spring 2020 issue (accessible on the Haigazian website → Research → Publications → Student Life Publications). We were able to film an informative documentary about COVID-19 and how to prevent its spreading with our student Sarah Mshaymesh who took a training session with the Lebanese Red Cross. In addition, with the help of our counselor, we launched a series of awareness campaigns on how to cope with COVID-19 and tips on social/physical distancing on-campus.

We have done all this work in attempt to decrease the stress and minimize the difficulties that you faced during the lockdown at home. We are all excited for your vibrant presence on campus knowing that the time you spend outside the classroom is a crucial part of your HU experience. Therefore, we are doing our best to implement appropriate safety measures to ensure your health and safety when present on campus, but we count on your social responsibility and awareness in assisting us. See you soon…

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HU Counseling Center During the Times of COVID-19

Rachel Bassous, *MA* *(Student Counselor)*

During COVID-19 outbreak and national lockdown, HU Counseling Center remained open 'virtually' and continued to facilitate students' educational, social and personal development by offering a variety of remote counseling services through secure means. In addition to the regular services that the Center usually offers "in areas of decision-making, problem solution, crisis intervention, college adjustment", "academic concerns, personal matters, and educational as well as other important concerns", the Center took into consideration those urgent priorities relating to the coronavirus situation. Accordingly, the counselor provided guidance, help and support pertaining to anger, irritation, anxiety, confusion, excessive fear and worry about health, fear of the unknown, disappointment, stress, distress, panic, sense of uncertainty, overexposure to media, and increase in negative thoughts and images created by COVID-19 crisis.

How to cope with COVID-19 outbreak? This question was probably the main concern of the Lebanese society in general and HU community in particular. As it is known, "the rapid spread of the virus has changed our lives and our routines to a great extent. Health measures become a priority. With that, a sense of uncertainty emerges sparking a tremendous doze of anxiety, and fear of losing control." It is to note that "experiencing continuous panic and stress during a health crisis and being captivated by it can significantly weaken our immune system, the very thing we need to fight the virus". Moreover, "the way to navigate emotionally during this period of time is through learning the different signs of stress as a way to self-care, and more than ever, holding on to hope that rises above the outbreak." Is it normal to feel that way? "Most of us haven't gone through such a pandemic. Everyone around the globe is trying to cope with the corona fear. Each person responds differently according to his/her background. Being self-aware and mindful of our reactions and the distress signals we experience is crucial to learning how to cope."

What are the ways to self-care? The Center shared on HU Student Life Social Media the following tips: "a) Limit exposure to media. Stay informed. Verify your sources; b) control what you can. Stay at home. Wash hands. Hydrate. Eat healthy. Carry out online studies regularly. Plan routine with breaks. Avoid alcohol/drugs. Sleep well; c) Calm down. Face fear with evidence. Practice breathing exercises. Listen to music. Play an instrument. Draw/Paint. Meditate. Pray; d) Be active. Help with house chores. Walk on treadmill. Organize shelves/drawers. Exercise with YouTube. Dance; e) Connect to loved ones. Reach out to family. Contact friends/relatives. Check on others. Seek help. Call a therapist or Haigazian's online counseling (rachel.bassous@haigazian.edu.lb)."

Last but not least, our mental and physical health is a top priority during times of challenges; paying attention to ourselves and others is a must during pandemics. Finally, we should keep in mind what Martin Luther King, Jr. once said, "We must accept finite disappointment, but never lose infinite hope".

HU Center for Continuing Education During the Times of COVID-19

Sebouh Gurunlian, *MBA* *(CCE Director)*

In line with its mission to serve the region and its commitment to life-long learning, HU Center for Continuing Education (CCE) excelled in keeping track with the requirements of our modern environment and the information age and digital era we are living in, during the times of COVID-19 pandemic.

'Going online' amidst COVID-19 crisis did not catch CCE unprepared. As a matter of fact, CCE launched, in 2015, mixed programs with both online and in-person sessions in order to serve the participants living in remote areas. Moreover, most CCE trainers had ever since adopted different online platforms and initiated a self-mentoring in computer literacy and technology. Furthermore, CCE used all available means of communication in order to maintain regular follow up with both registered participants, trainers, and potential clients, on weekly basis, in order to inform them how to proceed with the classes and courses. Our Facebook and Instagram accounts were constantly active in order to inform of the expected situation, to motivate, to guide, and to spread positivity. Consequently, the CCE quickly changed its platform of provided classes and courses to fit the requirements of a fully online education system. It was also important to provide a technical training to some CCE participants who lacked knowledge in using recent applications and means to be able to continue their classes online. Some of these used applications are Zoom, Google Classroom, Ring Central and few more. The CCE also started advertising the online classes with the possibility to register online and pay remotely by money transfer.

Reflecting on the events and difficulties of that period, it was surely packed with lessons learned. Although the Center was partially technologically prepared, it is through solving the daily complications that it had learned to fulfill the presented gaps. Despite the efforts, the imagined scenarios, the strategies and the contingency plans for future challenges, the CCE surely counted on emerging strategies to meet various challenges including financial concerns, educational demands, and workforce reshape and to solve their respective problems. Needless to say that it was definitely a rough period that changed many aspects in the different fields of our modern society. Predicting the potential extent of the epidemic is challenging. Some factors could provide grounds for optimism that COVID-19 crisis will be effectively managed in the country. In general, with huge economic consequences in a society at the edge of financial collapse, calls for social distancing and lockdown have been taken seriously.

HU CCE considers itself a Learning Organization. While applying its long-term strategies, it is aware of the constant environmental changes and thus flexible by properly responding to the upcoming challenges. On the ground, self-development is essential to CCE members and constant training and learning are the key. Finally, blended learning experience and fully online classes will continue being the pillars of modern education and thus opening new opportunities and horizons for the Center, Lebanon, and the region.

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Who are you Cheating, Actually?!

Najoie Nasr, *DBA* *(OR Faculty)*

Cheating in colleges is a widespread phenomenon and, arguably, aggravates with distance learning. Ingenious college students have come up with a myriad of ways to cheat whether online or on-campus. Providing advanced cheating services, such as impostering or writing a term paper on behalf of the student, has become a lucrative business.

Extensive research discusses reasons for cheating, creative ways of cheating, factors differentiating cheaters from non-cheaters, and how to prevent, or at least minimize, cheating. To justify cheating, students blamed stress and difficulty of the course; they reported wanting to "win" and "everybody else is doing it" as main motivators to cheat. Students involved in cheating referred to texting each other test answers, and called collaborative completion of a supposedly individual exam "helping each other." Many labeled asking a third party to complete an assignment for them and writing on the ceiling of their room as "resourcefulness." Student attitudes towards cheating varied substantially. While some students believe that strict procedures should be followed and that a course in ethics should be a general requirement to ensure academic integrity, others view that taking a peek at a friend's test or having a little bit of plagiarism is not even considered cheating. In their battle with cheating, colleges across the world have taken multiple measures to deal with this important integrity issue. These measures range from providing faculty with best practices to implement in assessments to setting strict penalizing rules and forming integrity boards to execute these rules. Whether the assessment is done online or on-campus, one measure that seems to work the best is tight proctoring, either human or software proctoring.

No matter what reasons, methods, or preventive techniques to cheating are, the essential question that every student should ask is: When I cheat, who am I cheating? Eventually, cheaters cheat themselves more than anyone else. They believe that passing uncaught is a valuable skill, but they forget that the reality of future performance will uncover their lack of integrity and knowledge. Not being able to perform tasks expected from one's major, failed economies, deviant behavior in the workplace, and miscounseling have been found to be significantly correlated to cheating during college time.

Ultimately, who are the students cheating? Their professors? Their peers? Their parents? Their future employers? Or are they cheating themselves?

Academic Honesty @ HU

"Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- All tests, term papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
- Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.
- Deliberately supplying material to a student for purposes of plagiarism is also culpable.

A faculty member who has proof that academic honesty has been violated may take appropriate disciplinary action, including not granting credit for the course. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, he/she may require additional and/or revised work from the student. A faculty member shall bring to the attention of the Dean all violations of academic honesty. The Dean may place on probation, suspend, or expel any student who violates the academic honesty policy."

[Source http://www.haigazian.edu.lb/administration/hu-rights-and-responsibilities/]

Ethical Principles and Values

HONESTY	INTEGRITY	TRANSPARANCY	ACCURCACY
RESPECT	FAIRNESS	CONFIDENTIALITY	PRIVACY
TRUST	CREDIBILITY	ACCOUNTABILITY	CONSENT

HU MOTTO

TRUTH

FREEDOM

SERVICE

MAJOR E-LEARNING MALPRACTICES

CYBERCRIMES

ACADEMIC DYSHONESTY

PLAGIARISM

COPYRIGHT INFRINGEMENT

FRAUD

THEFT

CHEATING

DECEPTION (LYING | DENIAL | FALCIFICATION | MISDIRECTING | CONCEALMENT)

INAPROPRIATE ASSISTANCE

STUDENT SUBSTITUTION

BREAK OF PRIVACY AND CONFIDENTIALITY

DISCARD OF NETIQUETTE

Thoughts about Technology Integration in Education

Nizar El-Mehtar, *PhD* *(Department of Social and Behavioral Sciences)*

The literature on educational technology is full of promises corresponding to consequential improvements in educational settings and contexts. Many studies reveal that technology integration at all levels of formal education engenders substantial expansion in curricular structures, and provides today's students (digital natives) with viable opportunities to construct their knowledge and develop their meta-cognitive awareness. The versatility of educational technology, in particular, has been recognized as a phenomenal asset for establishing inclusive learning environments in which instruction is differentiated to serve diverse learning needs.

The mere occurrence of technology, however, is not a guarantee for enhanced education. Success with any technology is seldom serendipitous, as different factors affect whether or not technology helps education take a leap forward. Indeed, the teacher's professional profile is one of the important factors, since effective technology integration needs competent teachers who know how to use and teach with technology. Teachers' competency is often associated with their ability to re-envision the role of technology within student - centered, problem- based, experiential, and collaborative learning environments, where students can acquire the 21st century skills, commonly categorized into *Learning & Innovation Skills*, *Information, Media &Technology Skills*, and *Life & Career Skills*.

For teachers to integrate technology effectively, they must function as instructional designers who judiciously approach instruction with intention and intellectual agility. Instructional designers endeavor to advance instruction through evidence – driven decision making process involving analysis of learning needs and systematic development of learning experiences. The process of instructional design is typically informed by research-based conceptual frameworks that guide teachers' design, implementation, management, and evaluation of pedagogical schemes. *Technological Pedagogical Content Knowledge* (TPACK) is one of these frameworks, and it provides the essential knowledge base for effective teaching with technology. TPACK originates from the conception that successful technology integration in any content area should capitalize on the sound knowledge and orchestrated amalgamation of content, pedagogy, and the potentials of technology.

Teachers' transition to TPACK–based pedagogy is vital for the present-day educational enterprise; however, this transition will never be a seamless professional venture, for it will be accompanied by multidimensional challenges. Modern technologies, learners' needs, and contemporary curricula are changing rapidly and dramatically, mostly beyond teachers' assimilation, accommodation, and acclimation capacity. This state of affairs places a particular burden on already overworked teachers to continue learning new resources and varying their teaching styles. Seemingly, teachers' struggle will rise to a higher level of intricacy with the emerging shift to e-learning and remote teaching scenarios that started during COVID-19 pandemic, and will probably persist and evolve after the pandemic. Teachers, therefore, will need to advance their TPACK to adapt to and deal with the foreseen radical transformation in their professional realms. Accordingly, sustainable professional development (PD) programs or projects must be established and prudently provided to support teachers' TPACK- enhancement endeavors. High quality PD entails explanation of theories, modeling and practicing of skills, and monitoring performance, but it must also empower participants to become autonomous lifelong learners and committed change agents.

While professional development takes many forms, *Professional Learning Community* (PLC) may constitute a phenomenal alternative for educational institutions. PLC is a collegial group of teachers who unite to achieve a goal centered on students' learning. Typically, PLC members engage in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. A TPACK – driven PLC may be formed of novice and experienced instructors, coming from the same or multiple departments, and with various levels of technology – related knowledge. Such a community would constitute a learning organization where collective creativity is nurtured, a culture of interdisciplinarity is fostered, and reciprocal learning is maintained. Importantly, the structure of PLC allows for the enactment of a dynamic problem-solving model encompassing various cycles of learning, application, and refinement. These cycles are best represented in the context of *Action Research*, a practitioner-based study and self-reflective process of inquiry that has been increasingly advocated for innovative and productive professional development.

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Glossary	BASIC E-LEARNING/DISTANCE LEARNING TERMINOLOGIES
Adaptive Learning	"A form of online learning that customizes lessons for each individual student to focus on areas they are struggling with. Each learner's experience is typically adjusted in real time based on their progress."(1)
Andragogy	"An educational approach characterized by learner-centredness (i.e., the student's needs and wants are central to the process of teaching), self-directed learning (i.e., students are responsible for and involved in their learning to a much greater degree than traditional education), and a humanist philosophy (i.e., personal development is the key focus of education). Related concepts include: facilitated learning, selfdirected learning, humanism, critical thinking, experiential learning, and transformational learning."(2)
Asynchronous	"Learning in which interaction between instructors and students occurs intermittently with a time delay. Students in asynchronous courses are not required to log in at a specific time to watch a lecture or participate in a discussion, but rather can do their work on their own schedule."(1)
Blended Learning	"An education method that combines face-to-face education with online components."(1)
Chat Room	"A virtual meeting space on the Internet, an intranet, or other network, used for real-time text discussions. Unlike one-to-one instant messenger applications, chat rooms enable conversations among multiple people at once."(3)
Competency-Based Education	"A form of learning, usually online, where students progress quickly through material they are familiar with based on their professional experience and spend more time on areas of difficulty. These programs may be either self-paced or faculty-led."(1)
Connect Time	"The amount of time that a terminal or computer has been logged on to a computer or server for a particular session."(3)
Discussion Boards	"An online forum where students can interact with their classmates and instructor by posing and answering questions in the form of short posts. Participation in discussion boards is a requirement in many online courses."(1)
Flipped Classroom	"A method of blended learning in which students use online resources to acquire knowledge outside of school and use class time to participate in discussions, group work or other interactive activities."(1)
Face-to-Face	"Also shortened to "F2F." A term used to describe a "traditional" classroom environment where the instructor and students are not separated by geographic distance or time."(4)
Gamification	"An instructional approach that relies on elements of game design to keep students motivated and engaged during learning."(1)
Learning Management Systems	"The platform where students can view their syllabus, learn how to contact their professor and access most course materials, including online readings, videos, audio files and other resources. In some systems, students can also email and message their classmates and instructors. Common learning management systems include Blackboard, Moodle and Desire2Learn."(1)
Massive Open Online Courses	"These courses, commonly known as MOOCs, are entirely online and open to anyone with an internet connection. MOOCs differ from typical online courses in two ways: They can draw hundreds or thousands of students; and students can usually audit them for free, though those who pay can receive a certificate of completion, among other additional features. Typically, online education companies – with edX and Coursera being the most popular – create MOOCs in collaboration with universities."(1)
Synchronous	"An online class structure similar to that in an on-ground class, in which students meet with their instructor in real time and communicate with each other. Students and their instructor log on at the same time, using tools such as Skype, Google Hangouts, Meetings.io and other platforms to interact."(1)
Self Directed Learning	"A learning environment in which students are given a great deal of responsibility for and input into their own learning. The role of the teacher becomes to facilitate or guide learning rather than direct it."(2)

(1) https://www.usnews.com/education/online-education/articles/2014/04/01/online-learning-glossary
(2) http://www.elearningcouncil.com/elearning_terms_glossary/
(3) https://www.clereg.org/assets/pdf/DL_Terminology.pdf
(4) https://www.elearners.com/education-resources/what-is-distance-education/

Analysis of the Terminology Used in the Field of Virtual Learning

By

Alla Anohina

Educational Technology & Society, 8(3), 91-102

(Retrieved from https://www.researchgate.net/publication/220374372_Analysis_of_the_terminology_used_in_the_field_of_virtual_learning)

Abstract

"The broad terminology describing possible learning ways and approaches that use various technologies in the learning process has appeared together with rapid growth of information and communication technologies. This terminology should be ordered and precisely defined. This article presents eight groups of the most widespread terms (such as computer-based learning, distance learning, e-learning, Internet-based learning, online learning, resource-based learning, technology-based learning, Web-based learning) and defines subset relationships among the groups. In addition the meaning of some terms coming from pedagogy (education, instruction, learning, teaching, training, and tutoring) and used as obligatory constituent part of other terms is clarified." (Anohina, 2005, 91)

Introduction

"… The whole spectrum of terms can be found within articles and glossaries, which are available in the Web, for example, "Internet-based education", "Internet-based learning", "Internet-based training", "technology-based learning", "computer-managed learning" and many others."

"We chose the term "virtual learning" as an umbrella term for other terms described in this paper. We believe the word "virtual" means "different, peculiar", so under the virtual learning we understand the learning process that differs from the traditional learning process..."

Notes:

- The various terms are classified in the following groups: 'C' (Computer), 'D' (Distance), 'E' (Electronic), 'I' (Internet), 'O' (Online), 'R' (Resource-based), 'T' (Technology', and 'W' (Web).
- The terms consist of: A technology describing word (e.g., 'distance') + a connective (e.g., Internet-based) + an educational/pedagogical concept (e.g., learning).
- The following reproduced tables mention neither the whole spectrum of terms in general nor all the terms categorized in Anohina's paper. They list only the most used and widespread ones.

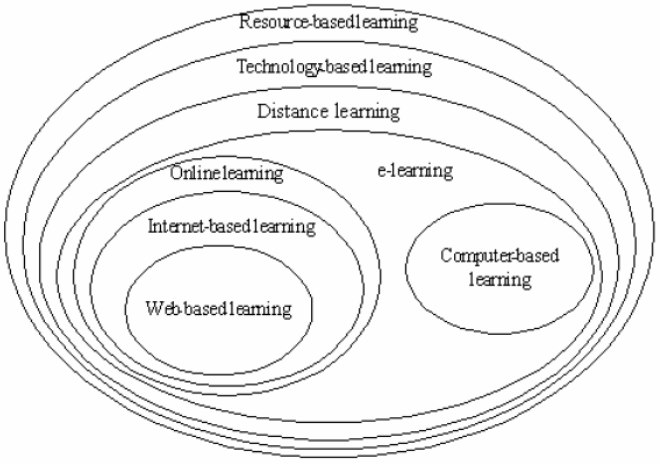

Figure 2. The subset relationships between the groups of the terms

The Terms of the Group 'C'

Technology Describing Word	Connective		Educational Concept
	Word	**Peculiarities of Usage**	
Computer-	Aided	One of the most widespread connectives	Education Instruction Learning Teaching Training Tutoring
	Assisted	One of the most widespread connectives	
	Based	One of the most widespread connectives	
	Enhanced	Is used mostly in the combinations with words "instruction" and "learning"	
	Managed	Is used mostly in the combinations with words "instruction" and "learning"	
	Mediated	Is widespread well enough	
	Related	Is widespread well enough	
	Supported	Is widespread well enough	

The Terms of the Groups 'D' , 'E', 'O', and 'R'

Word Characterizing Learning	Educational Concept
Distance E- (Electronic) Online R- (Resource-based)	Education
	Instruction
	Learning
	Teaching
	Training
	Tutoring

The Terms of the Group 'I'

Technology Describing Word	Connective		Educational Concept
	Word	Peculiarities of Usage	
Internet-	Based	One of the most widespread connectives	Education Instruction Learning Teaching Training Tutoring (almost is not used)
	Delivered	Is used mostly in the combinations with word "training"	

The Terms of the Group 'T'

Technology Describing Word	Connective		Educational Concept
	Word	Peculiarities of Usage	
Technology-	Assisted	Is widespread well enough	Education Instruction Learning Teaching Training Tutoring (almost is not used)
	Based	The most widespread connective	
	Delivered	Is widespread well enough, but rarely is used in the combinations with word "teaching"	
	Enabled	Is widespread well enough	
	Enhanced	Is widespread well enough	
	Enriched	Is used mostly in the combinations with word "learning"	
	Mediated	Is widespread well enough	
	Related	Is widespread well enough	
	Supported	Is widespread well enough	

The Terms of the Group 'W'

Technology Describing Word	Connective		Educational Concept
	Word	Peculiarities of Usage	
Web-	Assisted	Is widespread wide enough and mostly in the combinations with words "learning" and "instruction"	Education Instruction Learning Teaching Training Tutoring (almost is not used)
	Based	The most widespread connective	
	Delivered	Is widespread well enough	
	Enabled	Is widespread well enough, but rarely is used with word "instruction"	
	Enhanced	Is widespread well enough	
	Related	Is used mostly in the combinations with word "training"	
	Supported	Is widespread well enough	

Insights

FROM 'DISTANCE' LEARNING TO 'DIGITAL' LEARNING

18th c.

[1728] *Caleb Philips* advertised in the *Boston Gazette* newspaper private correspondence courses through weekly letters.

19th c.

[1840] *Sir Isaac Pitman* offered correspondence courses.

[1858] The Univ. of London started to offer its distance learning degrees worldwide.

[1892] The Univ. of Chicago started to offer it correspondence courses in the USA.

[1892] The Univ. of Wisconsin-Madison (USA) used the term "distance education".

20th c.

[1906] The Univ. of Wisconsin-Madison (USA) started recording lectures in phonograph form.

[1911] The Univ. of Queensland started correspondence studies in Australia.

[1922] Pennsylvania State Univ. started its distance education through the radio.

[1946] The Univ. of the Cape of Good Hope [Now the Univ. of South Africa] started its nationwide distance education program.

[1953] The Univ. of Houston (USA) started its distance education program through television.

[1965] The Univ. of Wisconsin started its distance education program using telephone.

[1969] The Open Univ. (UK) started its distance education program through radio and TV.

[1989] The Univ. of Phoenix started its online program.

[1989] WWW was born.

[1991] WWW opens to the public.

[1999] The term ***e-learning*** is coined.

21st c.

[2005] The International Telematic University (UNINETTUNO) started its distance teaching programs through Television and the Internet.

[2008] Khan Academy provides free world-wide online education.

[2008] Massive Open Online Courses (MOOCs) are free online courses.

[2012] Coursera is a world-wide online learning platform.

[2012] Minerva Schools at Keck Graduate Institute provide non-conventional liberal arts and sciences online education.

DISTANCE EDUCATION (1)

"Education and training imparted at a distance through communication media: books, radio, TV, telephone, correspondence, computer or video." (CEDEFOP, 2018)

E-LEARNING (1)

"Learning supported by information and communication technologies (ICT)." (CEDEFOP, 2018)

M-LEARNING (1)

"Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere." (UNESCO, 2013)

D-LEARNING (2)

"The term *digital learning* (*adaptive learning* or *personalized learning*) can refer to a broad range of services, tools, and curricular models designed to create individualized learning for students." (EDUCAUSE, 2020)

BLENDED LEARNING (1)

"Blended learning is a teaching and learning approach that demonstrates blend of different methods, technologies, and resources to improve student learning." (COL, 2015).

[on-campus classroom + Online resources (as a supplemental tool)

HYBRID LEARNING (3)

"Hybrid learning is a way of combining traditional classroom experiences, experiential learning objectives, and digital course delivery that emphasizes using the best option for each learning objective." (eThink, 2020)

[on-campus classroom + Online learning]

OPEN AND DISTANCE LEARNING (1)

"Learning which gives to the learner a degree of flexibility in the choice of topics, place, pace and/or method." (CEDEFOP, 2008)

ONLINE LEARNING (1)

"Learning via educational material that is delivered on a computer via an intranet or the Internet." (UNEVOC/NCVER, 2009)

(1) *UNESCO-UNEVOC* **TVETipedia Glossary** https://unevoc.unesco.org/home/TVETipedia+Glossary
(2) 'Digital Learning' https://library.educause.edu/topics/teaching-and-learning/digital-learning
(3) 'What is Hybrid Learning? How to Implement a Hybrid Elearning Strategy?' https://ethinkeducation.com/blog/what-is-hybrid-learning-how-to-

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MYTHS/MISCONCEPTIONS OF ONLINE EDUCATION

Online education is easier than on-campus/in-class/face-to-face education.	Online education isn't as effective as on-campus/in-class/face-to-face education.
Students don't interact socially with instructors and class-mates.	Online education is all about live streaming lectures (e.g., via ZOOM) and sometimes discussions.
Students have to teach themselves the course material.	Online education is time-consuming.
Online education cannot cover all subjects.	Online education requires less time.
Faculty are available 24/7.	All students can succeed in online education.
The quality of online education is lower.	Cheating is more common in online education.

STEPS FOR A SMOOTHER TRANSITION TO DISTANCE/ONLINE EDUCATION

Be self-disciplined, self-motivated, and responsible.	Speak up. Communicate well.
Be engaged in deep learning.	Enrich your skills.
Manage your time effectively. Set a schedule & a rhythm.	Enjoy teamwork.
Upskill in educational technology quickly.	Work on a daily basis.
Maintain academic honesty.	Organize your online & offline spaces.
Maintain good mental health.	Check email and course announcements every day.
Benefit from all available resources.	Don't be hesitant or shy. Ask for help/assistance.

COMMON MISTAKES WHEN SHIFTING TO ONLINE EDUCATION

To compare or not to differentiate between the on-campus/in-class/face-to-face experience and the online learning experience.

To expect the faculty member to duplicate or convert the course instead of transforming it to fit into the new online context.

To consider the faculty member as the primary and ultimate source of information and knowledge.

Not to identify the learning styles. Not to know how to learn.

To impose the learning preferences of the student (types and styles of learning) on the faculty member and the rest of the class.

To become 'a talking head' or to hide behind the computer/tablet/smartphone.

To disregard the syllabus, clear directions, remarks, and rubrics when completing assignments.

To use the computer or electronic devices for non-educational purposes during online synchronous classes.

To underestimate all difficulties and challenges (mental, psychological, educational, social, technical etc.).

To lose motivation, disconnect, and become a passive participant in class.

Not to stick to the schedule. To procrastinate on assignments.

Not to offer or even ask for feedback.

Not to learn from errors or mistakes.

To assess the wrong thing in the course evaluation in a subjective way.

Not to have the right equipment, set-up, and back-up.

Not to maintain professional manners or to have a good environment for study.

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TIPS FOR STUDENT SUCCESS IN ONLINE EDUCATION

Introduce yourself to the Instructor
[email]

Get to Know your Instructor
['Meet the Faculty' | Social Media | Academia.edu]

Plan your Study Time
[8-10 hrs. weekly / 3 cr. course]

Get Organized
[Follow the Syllabus | Observe the course schedule | Submit assignments on Time | Prepare File Folders

Get to Know your Classmates
[Social Media]

Be An Effective Learner
Use
(1) SQ3R (1. Survey; 2. Question; 3. Read; 4. Recite; and 5. Review)
(2) Retrieval Practice, Spaced Practice, and Successive Learning

Participate in All Learning Activities
[Assignments / Hands-on activities / Interactive discussions (Discussion Board)]

Enjoy Learning ☺

Maintain your Mental & Physical Health

BAD STUDY HABITS TO AVOID

- Cramming
- Disorganization
- Distraction (Radio/TV; Cell Phone; Social Media)
- Emotional Burnout
- Energy wasters (e.g., highlighting everything; taking notes on everything; rewriting everything)
- Having marathon study periods
- Keep bad mental and physical health habits
- Multitasking
- Not actively studying
- Not having a study plan/schedule
- Not having a proper study space
- Not taking advantage of university online resources & tools
- Procrastination
- Skipping classes
- Studying the last night
- Studying when tired
- Thinking of cheating
- Using social media while studying

How to Study Less and Remember More

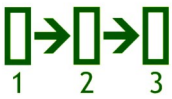
Effective Learning Techniques from Cognitive Psychology Research

What to Do: Use Retrieval Practice

- Test yourself! In other words, give yourself practice tests.
- Put away your course materials and try to recall as much as you remember.
- You can practice recall mentally, by writing, by speaking, by sketching, etc.
- You can use or make practice tests, flashcards, or just cover-recall-and-check.
- Practice tests can often be found in textbooks, online, and from instructors.
- After recalling, find out how well you did by checking your answers with the course materials.
- Be sure to accurately check. Breaking down concepts into chunks or "idea units" can help.
- Depending on the course, you may want to practice recalling definitions, details, examples, etc.

► ***Overall, you should perform retrieval practice on your course materials several times, with accuracy improving over each attempt, in order to be prepared for a future midterm or final exam.***

When to Study: Use Spaced Practice



- Prepare for each course repeatedly and across multiple days.
- Start early by using the syllabus to plan out a study schedule.
- You should plan to focus on part of each course at regular intervals.
- Your learning sessions can occur every other day, every two days, etc.
- Each learning session does not need to be very long; it can be an hour or two at a time.
- During each session, try to cover old *and* new materials. For instance, 75% old materials, 25% new.
- During each session, use evidence-based learning techniques such as retrieval practice.
- Stick to your "spaced" learning schedule. This will require serious commitment and discipline!

► ***Overall, distribute your learning out over time and at regular intervals. By using spaced practice, you will avoid the often ineffective method of waiting until the last minute to "cram" for an exam.***

Maximize Learning: Successive Relearning

- Try successive relearning, which is the combination of retrieval practice and spaced practice (that is, getting the "best of both worlds" by using both techniques together).
- With successive relearning, you should practice test until you can recall each answer correctly at least once (or twice, for simple items such as terms, names, or dates). Then, check that your answers are correct. Repeat the process 3 or 4 more times on separate days after that.
- With this method, performing retrieval practice becomes faster on each successive session. You are also spacing your learning out over time.

► ***With successive relearning, you will get faster at recalling information over each learning session. In other words, you can spend less time studying and be able to remember more information.***

For more information on effective learning techniques, please visit:
http://www.psychology.ucsd.edu/undergraduate-program/academic-writing-resources/
Prepared by S.C. Pan • stevencpan@ucsd.edu

UC San Diego PSYCHOLOGY

[Source: https://psychology.ucsd.edu/_files/undergrad/studylessremembermorehandout.pdf]

MAIN TYPES OF DISTANCE LEARNING

SYNCHRONOUS DISTANCE LEARNING 'At the same time'	ASYNCHRONOUS DISTANCE LEARNING 'Not at the same time'
Definition: It is learning that occurs through interaction (communication and collaboration) at the same time.	**Definition:** It is learning that occurs through interaction (communication and collaboration) not at the same time.
Tools: Live webcasting; Audio/Video/Phone conferencing; Web conferencing; instant messaging; Chat; Polling	**Tools:** Online learning platforms; AV sharing platforms; e-mail; discussion boards; handouts; social networking; research databases; digital libraries; e-(books, journals, articles); AV materials
Characteristics: A more traditional approach to teaching and learning; time dependent (established meeting times); real time/immediate interaction (Like on-campus classroom sessions)	**Characteristics:** A more non-traditional approach to teaching and learning; flexible time; no real time communication; no 'live' component, various research-based assignments; strict set of deadlines (daily, weekly, and monthly)
Pros: 'Good' for traditional faculty (instructor, lecturer, professor) and passive learners; real time interaction (direct engagement, discussion, feedback, Q&A); suitable for non-working students; easier for dependent learners; 'good' for learners who may not feel isolated; suitable for extrovert persons; 'good' for courses that have no learning materials (e.g., AV materials, textbooks, academic articles, notes and handouts); effective for small group discussion; good to discuss less complex issues	**Pros:** 'Good' for non-traditional faculty (guide, tutor, mentor, coach, trainer, facilitator) and active learners; 'good' for learners who take their time to think and express their opinions; 'good' for learners who want to expand their knowledge; suitable for working learners; easier for independent learners; suitable for learners who are dealing with demanding circumstances; suitable for introvert persons; ideal for learners who may not feel overwhelmed, shy, and stressed; good to discuss more complex issues
Cons: Not ideal for learners who may feel overwhelmed, shy, and stressed; not ideal for students with communication difficulties; time-consuming for students who don't like to participate in class discussions; not ideal for learners who like to learn on their schedule and their own pace; not ideal for students who get bored of faculty who read their notes; not ideal for faculty and learners with technical difficulties (e.g., technology literacy; Internet services; computer; devices; electricity; Mobile services; home/office setting etc.)	**Cons:** Not ideal for learners with communication reading and writing difficulties; not ideal for learners with time-management problems; not ideal for students with self-management difficulties; not ideal for learners who rely on 'spoon-feeding' and 'hand holding'; not satisfactory for impatient learners; not ideal for learners who feel isolated; 'bad' for courses that have no learning materials (e.g., AV materials, textbooks, academic articles, notes and handouts)

HYBRID DISTANCE/ONLINE LEARNING
'Mixture'

Definition: Hybrid distance/online learning combines synchronous and asynchronous distance/online learning.

[NB: Hybrid learning combines synchronous on-campus/in-class/face-to-face class and online synchronous (via live streaming) and/or asynchronous components and activities.]

Tools: A combination of tools from both synchronous and asynchronous types

Characteristics: more dedication to learning activities that require real time interaction; less traditionalism (e.g., teaching, instructing, lecturing, professing); more online flexibility; more independence

Pros: Flexibility; a mixture of the above synchronous & asynchronous' Pros; more efficient use of campus resources

Cons: A mixture of the above synchronous & asynchronous' Cons

End-of-Semester 'Course and Faculty Evaluation'

In order to better assess and evaluate the course and the faculty member, it is appropriate to design a questionnaire that differentiates between the above three main types of distance education along with their various components and activities.

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Bloom's Digital Taxonomy

"Bloom's Taxonomy" was created in 1956 by Dr. Benjamin Bloom (University of Chicago) and colleagues in order to classify, in a hierarchical/pyramidal manner, the six orders of learning along with their objectives and skills. Decades later, the Taxonomy was revised and published, in 2001, by Drs. Lorin Anderson and David Krathwohl who put *"together a series of more dynamic concepts for the classification system versus the original static, one-dimensional levels of educational objectives"*[1].

Despite its widespread acceptance and use, Bloom's Taxonomy has some problems which sparked in-depth criticism pertaining mainly to its validity, reliability, practicality, and application[2] [3].

"Bloom's Digital Taxonomy" was developed by Dr. Andrew Churches[4], in 2008, in order to help educators apply 'Bloom's Revised Taxonomy' and achieve their goals in the digital environment. Churches considered that the learning process can start at any point of the modified pyramid.

"BLOOM'S DIGITAL TAXONOMY"[4] [5]

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Recognizing, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding, Bullet-pointing, Highlighting, Bookmarking, Social networking, Social bookmarking, Favouriting/local Bookmarking, Searching, Googling	Interpreting, Summarizing, Inferring, Paraphrasing, Classifying, Comparing, Explaining, Exemplifying, Advanced searches, Boolean searching, Blog journaling, Twittering, Categorizing and tagging, Commenting, Annotating, Subscribing	Implementing, Carrying out, Using, Executing, Running, Loading, Playing, Operating, Hacking, Uploading, Sharing, Editing	Comparing, Organizing, Deconstructing, Attributing, Outlining, Finding, Structuring, Integrating, Mashing, Linking, Reverse engineering, Cracking, mind-mapping, Validating, tagging	Checking, Hypothesizing, Critiquing, Experimenting, Judging, Testing, Detecting, Monitoring, Blog/vlog commenting, Reviewing, Posting, Moderating, Collaborating, Networking, Refactoring, Reflecting, Alpha and beta testing	Designing, Constructing, Planning, Producing, Inventing, Devising, Making, Programming, Filming, Animating, Blogging, Video Blogging, Mixing, Remixing, Wiki-ing, Publishing, Videocasting, Podcasting, Directing/producing, Broadcasting, creating or building mash-ups

LOTS *(Lower Order Thinking Skills)* → **HOTS** *(Higher Order Thinking Skills)*

COMMUNICATION SPECTRUM

Instant Messaging | Texting | Twittering | e-mailing | Chatting | Contributing | Networking | Posting | Commenting | Questioning | Reviewing | Net meeting/Skyping/Video conferencing | Commenting | Debating | Negotiating | Moderating | Collaborating

Passive Learning — **Active Learning**

Learning Management System [LMS]

A LMS is a software system/platform designed to administer, manage, and measure teaching and learning (Content, Discussions, Assignments, Quizzes/Tests etc.). The most popular LMSs are Moodle (used by some universities in Lebanon), Blackboard, Google Classroom, Canvas, Sakai and others.

"BLOOM'S DIGITAL TAXONOMY AND MOODLE"[5] [6]

Moodle glossary, blogs, wikis, Moodle quizzes, Moodle Lesson (Flashcard), complete search activity	Moodle blog, journal, collaborative Moodle wiki, Moodle glossary, Moodle database, Moodle RSS feeder. Mashable (e.g., VoiceThread)	Use of SCORM, upload screen capture, upload slideshare, audio/video podcasts, play embedded flash games, collaborative Moodle wikis (editing) assignment upload	Surveys and choices within Moodle, Moodle database, Moodle glossary creation, Moodle wikis, blogs, assignments uploads (Word, Spreadsheets etc.)	Discussion forums, collaborative Moodle wikis, blogs, chatrooms, forum with peer evaluation, assignments based uploads, Moodle Journal for reviewing own learning, assessment viewing	collaborative Moodle wikis, blogs, workshop, assignment based uploads, mind maps, upload video, postcasts, publish documents, lesson plan

(1) https://tophat.com/blog/blooms-taxonomy-ultimate-guide/
(2) https://www.arjonline.org/papers/arjel/v2-i1/14.pdf
(3) https://eppicinc.files.wordpress.com/2011/08/sugrue_bloom_critique_perfxprs.pdf
(4) https://www.researchgate.net/publication/228381038_Bloom's_Digital_Taxonomy
(5) https://openhighschool.freshdesk.com/support/solutions/articles/5000508582-bloom-s-digital-taxonomy-moodle
(6) https://pdfs.semanticscholar.org/abe7/2810b73173a7e98966adc417a9f34af77d85.pdf

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Overview of Learning Styles

Visual (spatial)
"You prefer using pictures, images, and spatial understanding."

Aural (auditory-musical)
"You prefer using sound and music."

Verbal (linguistic)
"You prefer using words, both in speech and writing."

Logical (mathematical)
"You prefer using logic, reasoning and systems."

Physical (kinesthetic)
"You prefer using your body, hands and sense of touch."

Social (interpersonal)
"You prefer to learn in groups or with other people."

Solitary (intrapersonal)
"You prefer to work alone and use self-study."

[Source: https://www.learning-styles-online.com/overview/]

"Tell me and I forget. Teach me and I remember. Involve me and I learn." *(Benjamin Franklin)*

Active vs. Passive Learning Styles

Active Learning	Passive Learning
Definition: It is a student-centered method of learning which empowers the learner to have an active and constructive role in the learning process through various strategies and roles.	**Definition:** It is an instructor-centered method of learning which empowers the instructor to play the main role in the learning process through various strategies and roles.
Characteristics: more motivation, interest, and engagement; learner's empowerment; construction of knowledge; instant feedback; reinforcement of important skills (critical skills); interaction; sense of community; more participation and discussion; more destruction; more freedom of opinion and	**Characteristics:** more control over time, classroom, structure, content, and class environment; fast reception of information delivered to large audience; more information to be presented; better use of instructional materials that can be prepared in advance; less distraction; less feedback;
Strategies / Activities (more than watching, reading, listening, and note taking)**:** active reading; active review; activities (small and complex); brainstorming/mind mapping; case studies; clarification pauses; concept map; cooperative learning; debate; Discussion Board; experiential learning; field trips; fishbowl discussion; forum theatre; game-based learning; group discussion; group evaluation; group projects; group teaching; guest speaker; inquiry learning; interactive lecture; interviewing experts; learning by teaching; panel discussion; participative learning; peer review; problem-based learning; pro and con grids; reflection; role playing; self-assessment; self-monitoring learning; short student presentation; think-pare-share; thought-provoking exercise; video-conferencing; visual modeling; writing (questions; summaries, reflections)	**Strategies / Activities:** (mainly watching, reading, listening, and note taking): Assigned readings (books, articles, papers, lecture notes); PowerPoint presentations; lectures (online, on-campus)**;** direct instruction; AV (podcasts, YouTube); Observational learning; online reading materials; debates and interviews; presentations; Modeled instruction; prolonged exposure; field trips; demonstrations; viewing art, graphs, and maps

AM I AN ACTIVE LEARNER?

WHERE DO I STAND VIS-A-VIS BOTH LEARNING STRATEGIES? HOW SHALL I DEAL WITH THEIR CHALLENGES?

WHAT IF I CONSIDER 'LEARNING IS LEARNING'? WHAT IF I LIKE BOTH?

AM I A PASSIVE LEARNER?

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UNESCO Global Citizenship Education

GLOBAL CITIZENSHIP EDUCATION [GCED]

[Source: https://unesdoc.unesco.org/ark:/48223/pf0000232993]

UNESCO's approach to GCED is *"holistic, transformative, contextualized, value based, and set in a larger commitment to promote inclusive, equitable quality education"*. GCED is based on the three domains of learning:

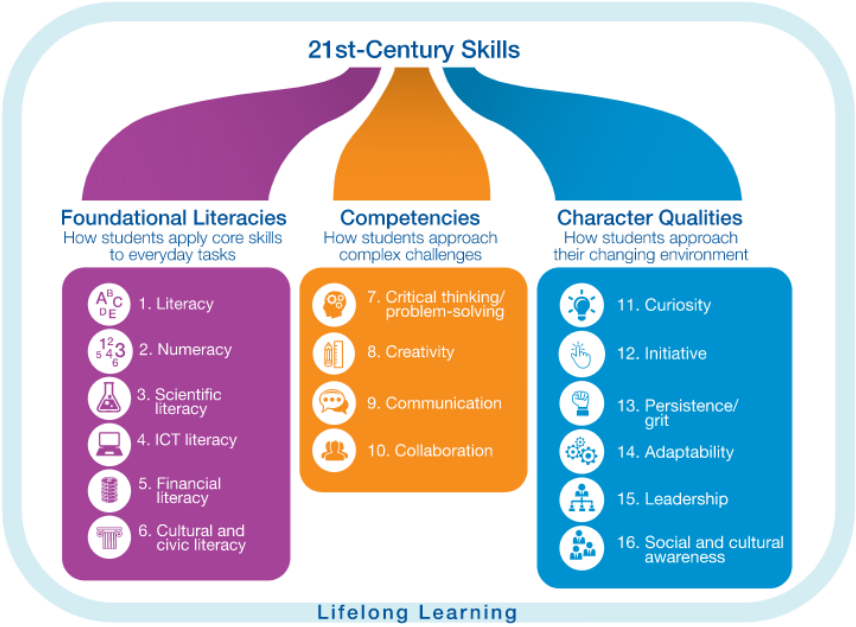
(a) **cognitive** (i.e., *"knowledge and thinking skills necessary to better understand the world and its complexities"*);

(b) **socio-emotional** (i.e., *"values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully"*), and

(c) **behavioral** (i.e., *"conduct, performance, practical application and engagement"*).

WORLD ECONOMIC FORUM [WEF]

'The Skills Every Student Needs'



[Source: https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/]

[WEF] 2022 Skills

1. Analytical Thinking and Innovation
2. Active Learning and Learning Strategies
3. Creativity, Originality and Initiative
4. Technology Design and Programming
5. Critical Thinking and Analysis
6. Complex Problem-Solving
7. Leadership and Social Influence
8. Emotional Intelligence
9. Reasoning, Problem-Solving and Ideation
10. Systems Analysis and Evaluation

[Source: https://www.weforum.org/agenda/2018/09/future-of-jobs-2018-things-to-know/]

"What Is Mental Health?"[1]

"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems"

(1) https://www.mentalhealth.gov/basics/what-is-mental-health

MENTAL HEALTH: TOP CHALLENGES[2]

ADDICTION ("College students frequently use alcohol and recreational drugs, which can become problematic. Addiction describes a tangible pattern of physical and/or psychological dependence on one or more substances, including strong cravings and indulgence in substance abuse despite known risks and harms.")

ANXIETY ("Everyone experiences anxiety from time to time. However, mounting, ongoing feelings of worry, tension, and panic can interfere with daily life. When your daily life is disrupted, anxiety crosses the line to become a medical condition.")

DEPRESSION ("Depression is a mood disorder that involves persistent feelings of sadness, hopelessness, and loss of interest in previously enjoyable activities. People experiencing depressive episodes may also experience mood swings, sleep disturbances, appetite changes, and headaches and body pains that have no apparent physical cause.")

EATING DISORDER ("Eating disorders cover a variety of conditions marked by major irregularities in individual eating habits and an intense preoccupation with one's body image or shape. Disorders can involve both food deprivation and binge eating, which may be followed by purging.")

SUICIDE ("Mental health professionals define suicidal ideations as a prevalent pattern of thinking about or planning one's own death by one's own hand. Generally, experts consider overwhelming or highly detailed suicidal thoughts a mental health crisis.")

(2) https://www.bestcolleges.com/resources/top-5-mental-health-problems-facing-college-students/

MENTAL HEALTH TIPS FOR ONLINE STUDENTS

Get Professional help & Assistance	Develop Gratitude	Identify & Use your Strengths
Socialize & Connect with Others	Set Realistic Goals	Eat right, Rest, and Exercise
Stay Positive	Be Productive	Help Others
Practice Healthy Thinking	Solve Problems	Go Out of the House and Have Fun

"Warning Signs of Mental Illness or Emotional Distress in Online Students"[3]

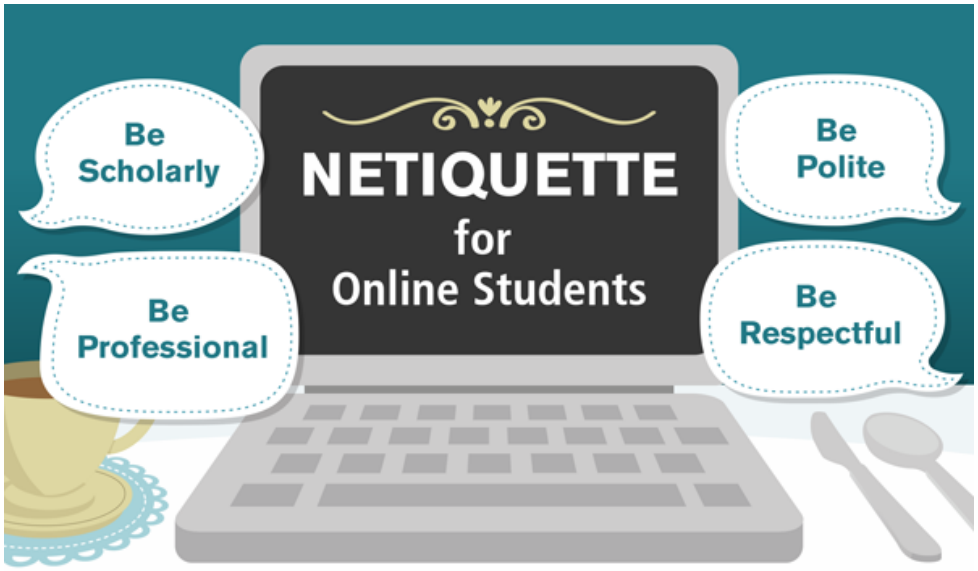
ATYPICAL BEHAVIORS	UNUSUAL BEHAVIORS	ACADEMIC PERFORMANCE PROBLEMS
Becoming irritable/short-tempered/obsessive	Emails are accusatory, manipulative, sexually inappropriate or threatening	Late assignments from beginning of course
Sudden deterioration in quality of work	Discussion post contents are: Bizarre, fantastical, paranoid, disruptive, confused, or show disorientation	Failing quality of work from beginning of course
Abruptly begins turning in late assignments	Student clearly seems out of touch with reality	Not returning emails or phone calls
Becoming disrespectful in discussion posts		Not turning in work at all
Stops responding to email		Not re-doing work when given an opportunity
Content of work becomes negative/dark/odd in tone		Ongoing display of anxiety about assignments

(3) Barr, B. (2014). "Identifying and Addressing the Mental Health Needs of Online Students in Higher Education". Retrieved from https://www.westga.edu/~distance/ojdla/summer172/barr172.html

Insights

NETIQUETTE

- Motivation
- Willingness
- Seriousness
- Reputation
- Relevance
- Preparation
- Coherence



BE SCHOLARLY

Do: Use proper language, grammar, and spelling. Be explanatory. Justify your opinions. Credit ideas of others; cite and link to scholarly resources.

Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not have all of the information.

BE POLITE

Do: Address others by name or appropriate title, and be mindful of your tone. Be polite as you would in a face-to-face situation.

Avoid: Using sarcasm, being rude, or writing in all capital letters (shouting). Written words can be easily misinterpreted, as they lack facial expression, body language, and tone of voice.

BE PROFESSIONAL

Do: Represent yourself well at all times. Be truthful, accurate, and run a final spell check. Write in a legible, black font, and limit the use of emoticons.

Avoid: Using profanity or participating in hostile interactions (flaming).

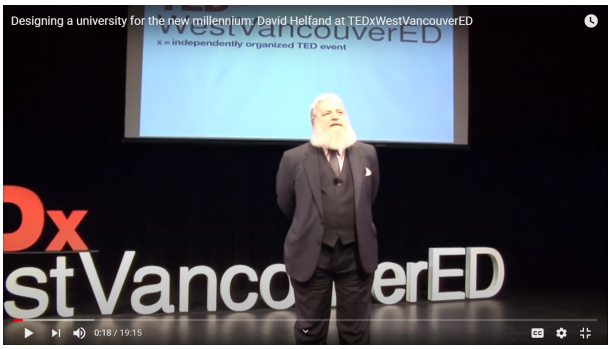
BE RESPECTFUL

Do: Respect privacy. Respect diversity and opinions that differ from you own. Communicate tactfully, and base disagreements on scholarly ideas or research evidence.

Avoid: Sharing another person's professional or personal information.

ASU Online
Arizona State University

[Source: https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students/]



[Designing a University for the New Millennium]

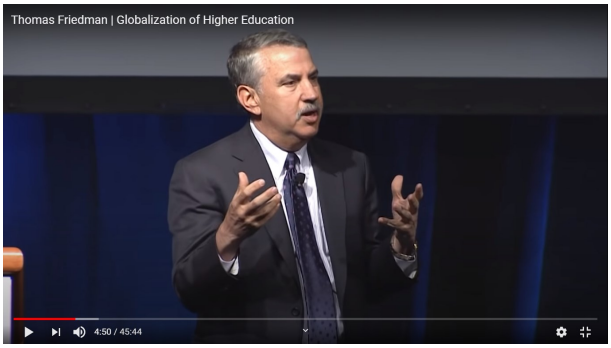
D. Helfand

[TEDx, 2013]

[Higher Education - Investment or Waste?]

A. Gurria, D. Koller, G. Petriglieri, S. Ruch, Z. Sims

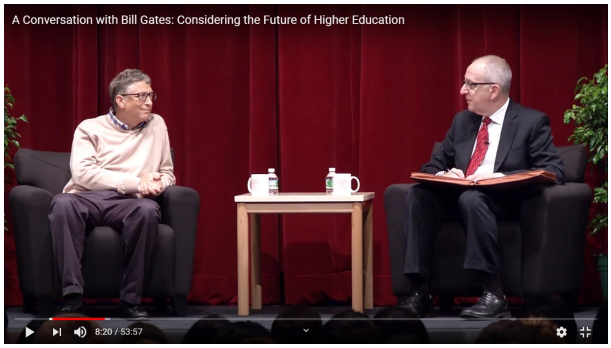
[World Economic Forum, 2014]



[Globalization of Higher Education]

T. Friedman

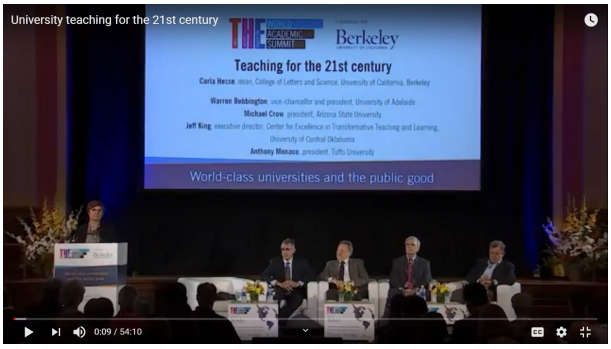
[Academic Partnerships, 2014]



[Considering the Future of Higher Education]

B. Gates

[Cornell University, 2014]



[University Teaching for the 21st Century]

W. Bebbington, M. Crow, J. King, A. Monaco

[THE, 2016]

[The Future of Higher Education]

K. Manning

[TEDx, 2016]

[Revolutionizing Education from the Ground Up]

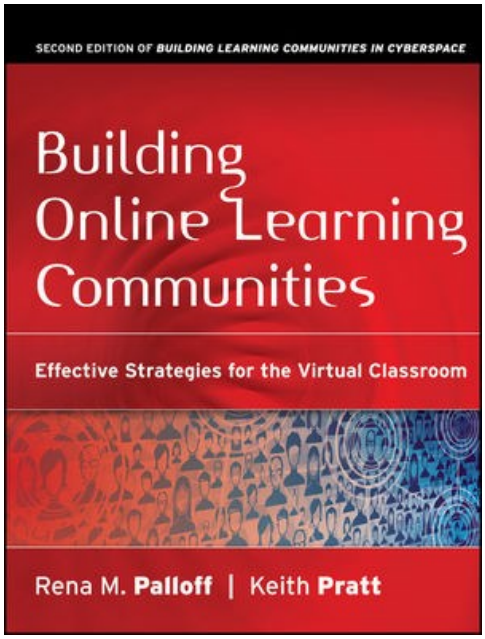
Sir K. Robinson

[Top Hat, 2019]

[MOOCs and the Future of Higher Education]

Rick Levin

[UCTV, 2017]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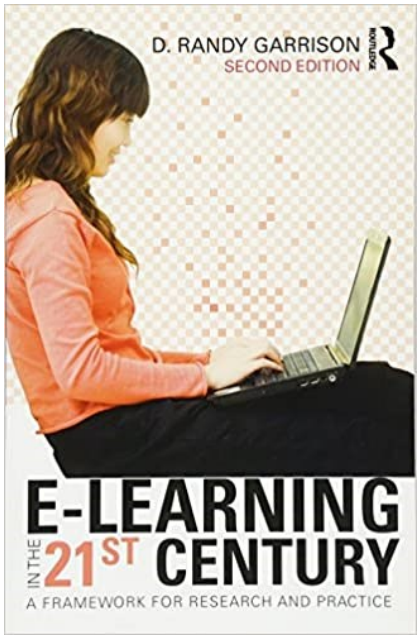
Effective Strategies for the Virtual Classroom
Rena M. Palloff | Keith Pratt


D. RANDY GARRISON
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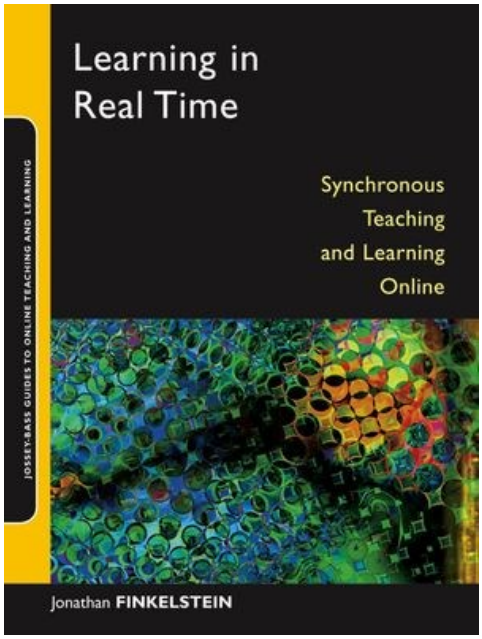
A FRAMEWORK FOR RESEARCH AND PRACTICE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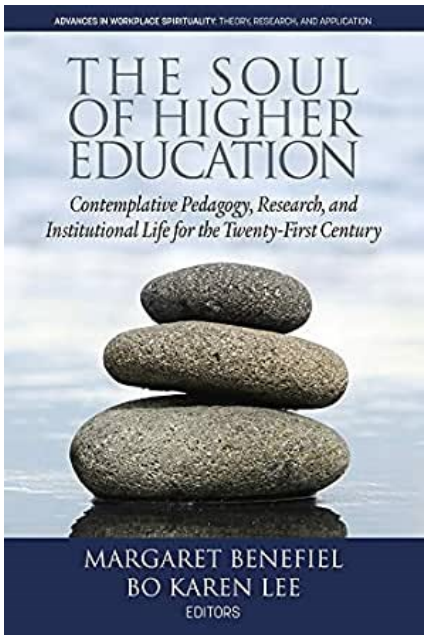
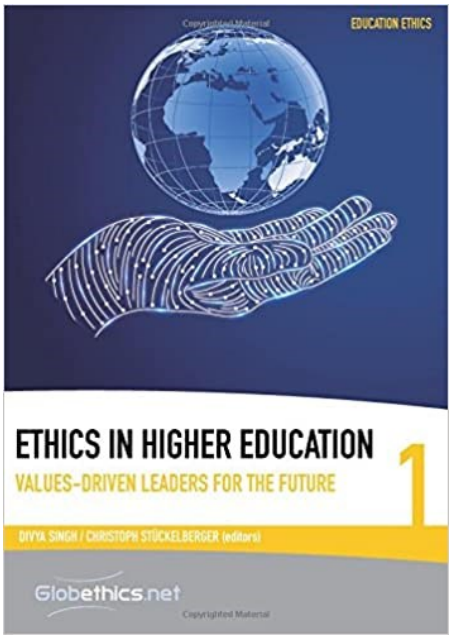

ADVANCES IN WORKPLACE SPIRITUALITY: THEORY, RESEARCH, AND APPLICATION
THE SOUL OF HIGHER EDUCATION
Contemplative Pedagogy, Research, and Institutional Life for the Twenty-First Century
MARGARET BENEFIEL
BO KAREN LEE
EDITORS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VALUES-DRIVEN LEADERS FOR THE FUTURE
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DIVYA SINGH / CHRISTOPH STÜCKELBERGER (editors)
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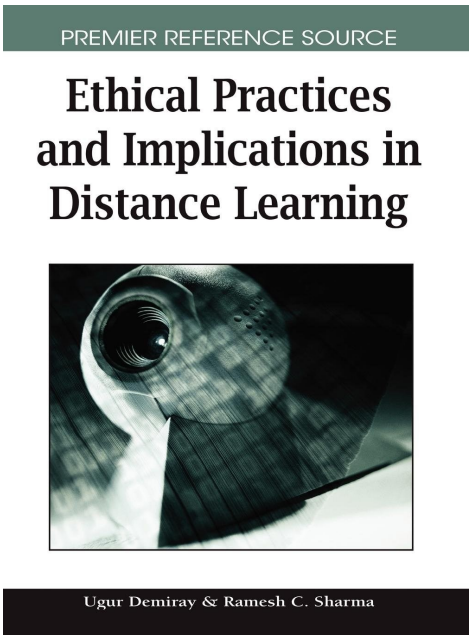
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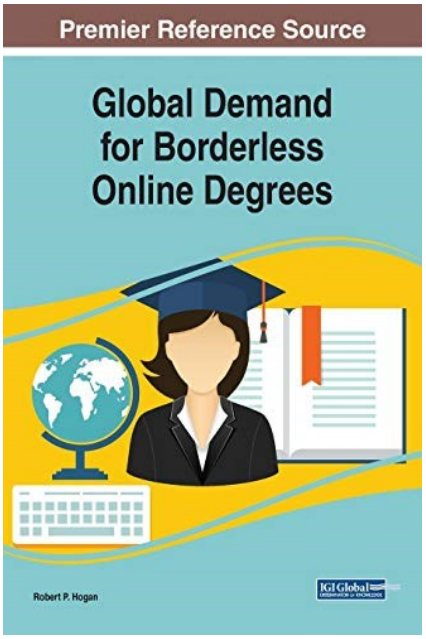
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IGI Global

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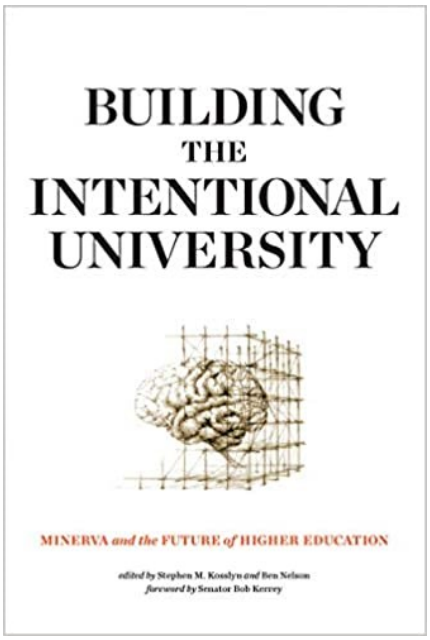
SPECULATIVE
DESIGN FOR INNOVATION
IN HIGHER EDUCATION
DAVID J. STALEY


BUILDING THE INTENTIONAL UNIVERSITY
MINERVA and the FUTURE of HIGHER EDUCATION
edited by Stephen M. Kosslyn and Ben Nelson
foreword by Senator Bob Kerrey

OR APPRECIATION EVENT 2020

The OR Office annually organizes its 'OR Appreciation Event' during which the OR Assistants are officially honored for their services in the presence of HU President, Deans, and senior Staff, at the prestigious Mattosian Gallery (HU Art Center).

PROGRAM

HU Alma Mater

Welcome: Dr. Berge Traboulsi, *OR Director*

Keynote Address: Rev. Dr. Paul Haidostian, *HU President*

❖HU Dialog Letter [22]: Mr. Shant Estepan, *OR Lecturer*

OR Faculty Message: Ms. Rita Merhej, *OR Lecturer*

❖FL19 OR Day Video

OR Senior Assistant's Testimonial: Mr. Vahan Saghdejian, *CSC*

❖Distribution of 'Certificates of Appreciation' to Graduating Senior OR Assistants: Rev. Wilbert Van Saane, *Campus Minister & OR Lecturer*

Cutting of the 2020 New Year's Cake: President & All Attendees

OR Faculty Message

Rita Merhej, *PhD Candidate* *(OR Faculty)*

Good day to all,

I was asked by the OR Director to give a small appreciation speech in this occasion, so I am going to start first by thanking Dr. Traboulsi for his trust, and on behalf of all the faculty colleagues on the Orientation Team, I believe we all thank him for his gigantic efforts every year in leading the OR program, one of the fundamentals of the university experience.

My colleagues and I surely appreciate your professionalism in organizing and later evaluating this event, but mostly, your unique touches in terms of kindness and collegiality, and of course, the delicious pastries we are entitled to at every evaluation team meeting!

The success of any Orientation program depends on its leadership but also on its team-ship. The team spirit that I have been observing among all the ushers who make up the spinal cord of O.R., year after year, is truly commendable. These committed young women and men who dedicate all their energy to facilitate the entire process, familiarizing new students to campus life, and creating an atmosphere that minimizes anxiety and promotes positive attitudes, deserve all our appreciation. Whether they know it or not, it is important for us to remind ourselves that their job is not just to escort and take attendance and so on, their presence within O.R. stimulates new students to approach this new page of their life with excitement and confidence about their decision to attend Haigazian. By being around and spreading these positive vibes among new comers, you are indirectly answering some of their most intriguing questions such as:

Will I make any friends?

How will I find all of my classes?

Whom do I turn to if I have a problem?

but mostly, ... am I in the right place?

To those new comers we say: Yes, you are in the right place, yes, Haigazian is the right place for you.

Thank you Berge, thank you dear faculty colleagues, and thank you dear assistants for making all this experience much easier for all of us...

CERTIFICATE OF APPRECIATION

This certificate is awarded to

MS. JANA ZBEEB

in recognition of her sincere dedication, serious efforts and valuable contribution and services to HU Orientation Program.

Haigazian University Orientation Office

Dr. Berge Traboulsi
Director of the Orientation Program

January 27, 2020

CERTIFICATE OF APPRECIATION

This certificate is awarded to

MR. VAHAN SAGHDEJIAN

in recognition of his sincere dedication, serious efforts and valuable contribution and services to HU Orientation Program.

Haigazian University Orientation Office

Dr. Berge Traboulsi
Director of the Orientation Program

January 28, 2020

CERTIFICATE OF APPRECIATION

This certificate is awarded to

MS. NAYIRIE HAGOPIAN

in recognition of her sincere dedication, serious efforts and valuable contribution and services to HU Orientation Program.

Haigazian University Orientation Office

Dr. Berge Traboulsi
Director of the Orientation Program

January 27, 2020

Survey

SP2020 - OR 099 EXIT SURVEY RESULTS

The OR Office conducted the OR 099 Exit Survey during SP2020 semester and gathered information about the learners' experiences, achievements, challenges, needs and problems in order to better serve and orient HU learners in the future.

I. I heard about HU via:

Friends/my parents [40.74%] | Current student [29.62%] | School counselor/advisor [18.51%]
Advertisement [3.70%]| HU visited my school [3.70%] | Word of mouth [3.70%]
Internet/online [0%] | Education/trade fair [0%] | Social media [0%] | Other [0%]

II. The issues that attracted my attention during the Orientation Day are:

Positive attitude [21.42%] | Friendly atmosphere [19.38%] | Respect [16.32%] | Hospitality [13.26%]
Understanding [13.26%] | Help [12.24%] | None [3.06%] | Other [1.02%]

III. I had a learning difficulty at school in the following areas:

None [41.93%] | Memorize [32.25%] | Analyze [9.67%] | Apply [9.67%] | Critical thinking [3.22%] | Evaluate [3.22%]
Synthesize [3.22%] | Other [0%]

IV. The OR Program helped me deal with difficulties in the following areas:

Critical thinking [21.56%] | Evaluate [15.68%] | Analyze [15.68%] | None [13.72%] | Apply [11.76%] | Memorize [9.80%]
Synthesize [5.88%] | Other [5.88%]

V. Upon the completion of OR099, I think that I can further develop in myself the following specific attitudes:

Respecting university rules and regulations [13.63%] | Time management [14.54%]
Cooperation with other students [14.54%] | Cooperation with instructors [12.72%] | Conflict management [12.72%]
Respecting university property [10%] | Cooperation with administrators [10%] | Diversity management [10%]
Other [0.90%] | None [0.90%]

VI. Upon the completion of OR099, I still face the following challenges and problems at HU:

Although I'm a friendly person, I still face difficulties in starting a conversation with strangers.
I do not face any challenges.

VII. I expected from the Orientation Program the following:

To receive good information about HU
To get acquainted with all aspects of university life
To learn about HU culture
To guide me through my studying years
To be introduced to the university student life
To have a campus tour

IMPORTANT OR LINKS

The Orientation Program (Mission, Goals, and Services) http://www.haigazian.edu.lb/admissions/orientation/

OR099 http://www.haigazian.edu.lb/admissions/orientation/or-099/

OR099 FAQ's http://www.haigazian.edu.lb/admissions/orientation/or-faqs/

OR Announcements http://www.haigazian.edu.lb/admissions/orientation/or-announcements/

OR Publications http://www.haigazian.edu.lb/admissions/orientation/or-publications/

OR Testimonials http://www.haigazian.edu.lb/admissions/orientation/testimonials/

OR Team http://www.haigazian.edu.lb/admissions/orientation/or-team/

OR Contact http://www.haigazian.edu.lb/admissions/orientation/or-contact/

Survey

SP2020 - OR 099 SESSIONS - STUDENT SURVEY RESULTS

The OR Office studies all numbers and comments received from the various evaluations that are administered at the faculty, staff, assistants, and learners' levels. Moreover, measures are taken where needed based on experts' recommendations.

099 is a required course; all new students are required to take this course during their first semester in order to graduate from HU. During the OR Days, students will attend sessions on the following topics: The Culture and Spirit (Ethos) of Haigazian University, Registration and Academic Advising, Teaching and Studying, Research and Writing, University Life and Personal Development, and Information Technology (check below the description of each session). Besides, students will find out how to get involved in the non-academic side of University life, and will have a chance to discuss issues of common interest. Finally, OR 099, like any other course at HU, has a test and the passing grade on the test will appear on the student's transcript. Thus, students' participation in all OR 099 sessions during these two days is essential and mandatory.

Haigazian University
Orientation Office
Spring 2020
OR099 Sessions - Student Survey Results

General Info

23	Total Number of Students														
2	Humanities	9	Social & Behavioral Sciences	4	Sciences	7	Business & Economics							1	N/SP
1	ENG	1	ARM	1	ECE	1	EDU	1	PSC	3	PSY			2	SOW
2	BIO	2	CSC							1	SPEDU			1	N/SP
1	FIN	1	ADC	1	BAD	2	HRM	2	MIS						

(1) Strongly Agree| (2) Agree| (3) Neutral| (4) Disagree| (5) Strongly Disagree

	[1]	[2]	[3]	[4]	[5]
1. Publications and Campus Tour					
1a The Group Leaders were helpful.	72.2	22.2	0.0	0.0	5.6
2. The sessions					
2a Studying	[1]	[2]	[3]	[4]	[5]
2a1 The session content was valuable and worth learning.	56.5	30.4	4.3	0.0	8.7
2a2 The instructor explained the importance and significance of the session.	56.5	34.8	4.3	0.0	4.3
2a3 The concepts were explained clearly.	43.5	43.5	8.7	0.0	4.3
2a4 I enjoyed attending this session.	26.1	47.8	17.4	0.0	8.7
2b Research & Writing	[1]	[2]	[3]	[4]	[5]
2b1 The session content was valuable and worth learning.	78.3	17.4	0.0	4.3	0.0
2b2 The instructor explained the importance and significance of the session.	77.3	18.2	0.0	0.0	4.5
2b3 The concepts were explained clearly.	82.6	13.0	0.0	0.0	4.3
2b4 I enjoyed attending this session.	69.6	17.4	8.7	0.0	4.3
2c Advising	[1]	[2]	[3]	[4]	[5]
2c1 The session content was valuable and worth learning.	65.2	30.4	0.0	0.0	4.3
2c2 The instructor explained the importance and significance of the session.	69.6	26.1	0.0	0.0	4.3
2c3 The concepts were explained clearly.	65.2	30.4	0.0	0.0	4.3
2c4 I enjoyed attending this session.	30.4	43.5	21.7	0.0	4.3
2d IT	[1]	[2]	[3]	[4]	[5]
2d1 The session content was valuable and worth learning.	81.0	19.0	0.0	0.0	0.0
2d2 The instructor explained the importance and significance of the session.	85.7	14.3	0.0	0.0	0.0
2d3 The concepts were explained clearly.	90.5	9.5	0.0	0.0	0.0
2d4 I enjoyed attending this session.	81.0	14.3	4.8	0.0	0.0
2e HU Culture	[1]	[2]	[3]	[4]	[5]
2e1 The session content was valuable and worth learning.	65.2	17.4	13.0	4.3	0.0
2e2 The instructor explained the importance and significance of the session.	87.0	8.7	0.0	4.3	0.0
2e3 The concepts were explained clearly.	87.0	8.7	0.0	4.3	0.0
2e4 I enjoyed attending this session.	69.6	17.4	8.7	4.3	0.0
2f Self Awareness	[1]	[2]	[3]	[4]	[5]
2f1 The session content was valuable and worth learning.	60.9	30.4	4.3	0.0	4.3
2f2 The instructor explained the importance and significance of the session.	69.6	26.1	0.0	0.0	4.3
2f3 The concepts were explained clearly.	78.3	17.4	0.0	0.0	4.3
2f4 I enjoyed attending this session.	60.9	30.4	4.3	0.0	4.3

OR 099 SESSIONS

ADVISING

STUDYING

RESEARCH

HU CULTURE

SELF-AWARENESS

INFORMATION TECHNOLOGY

The OR Program as a Whole

A bit long
Useful and easy
Beneficial and helpful
Very productive
Very interesting
Interesting and very informative
Straight to the point
The OR team did a great job.
All was good.
Everything was great.
The OR Instructors are nice.

OR099 Course and Faculty Evaluation

The Orientation day was: so exciting, interesting, helpful, and fun. However, it was too long.

The Course (OR099) was delivered in a very friendly manner.

What would you like to add to or change in the orientation program?

Nothing should be added.
To run the OR program on two days.
To decrease the number of sessions.
Not to schedule it on a Saturday.
Not to have an exam.
To have presentation about Student life.

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