

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

Course Description: Virtual Learning Systems

1- Basic Information:

Course Name	Virtual Learning Systems
Course ID	GBS301
Contact Hours (Registered Sessions)	18
Contact Hours (Synchronized Sessions)	18
Mid Term Exam	-
Exam	75 min
Registered Sessions Work Load	10
Synchronized Session Work Load	8
Credit Hours	4
Course Level	3

2- Pre-Requisites:

Course	ID
None	

3- Course General Objectives:

The course aims to introduce the student to the concept of virtual learning as an advanced type of e-learning, which integrates the simultaneous learning style with the other services available on the network, and focuses on explaining its constituent systems and tools, from the learning management system (LMS) to the assessment management system (AMS) to interactive communication tools Between the university and tutors and students, and learn about the latest technology trends in the areas of virtual learning, in addition to the application of quality standards in the construction of educational content and evaluation of the entire educational process.

The course also seeks to develop the student's technical skills necessary for virtual learning through the application of what he learned about the systems of the Syrian Virtual University (SVU).

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

4- Intended Learning Outcomes (ILO):

Code	Intended Learning Outcomes
ILO1	Defines the concept of virtual learning as an advanced type of e-learning that integrates concurrent learning with asynchronous with other services available on the network, and enumerates its features, constraints and systems
ILO2	Uses the technical skills needed for virtual learning and be Proficient in the use of them
ILO3	Defines the learning management system (LMS) and its importance and role in virtual learning, and specify its technical specifications and standards related to it, and be able to use and master his skills, and looking for LMSs and shows the difference between them and evaluate them, and distinguish between LMS and LCMS (learning content management system) and define LCMS main components: RLO (Reusable Learning Object)
ILO4	Defines assessment management system (AMS), its services and subsystems, and can create a question bank and design assessment
ILO5	Define the concept of virtual reality, augmented reality, and Gamification, and enumerates their advantages and disadvantages and defines their importance in the field of learning, and can distinguish between them and test them himself
ILO6	Defines the quality standards for evaluating virtual learning and be able to implement these standards

5- Course Syllabus (18 hours of total Recorded Sessions, 18 hours of total synchronized sessions)

- **RS:** Recorded Sessions; **SS:** Synchronized Sessions;

ILO	Course Syllabus	RS	SS	Type	Additional Notes
ILO1	<ul style="list-style-type: none"> • Traditional learning, drawbacks. • Blended learning, importance, advantages, obstacles. • E-learning, history, importance, benefits, drawbacks, types, future, and Virtual learning • The differences between learning types. 	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> Assignments <input type="checkbox"/> <u>Seminars</u> <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	<ul style="list-style-type: none"> • Do a research about online learning types • Defines SVU systems
ILO2	<ul style="list-style-type: none"> • Technical skills of virtual learning • Search tools, concept, usage • Office tools for writing reports, creating presentations, etiquette, tips, common mistakes • Networking tools (e-mail), etiquette, tips, common mistakes 	8	8	<input type="checkbox"/> Exercises <input type="checkbox"/> <u>Assignments</u> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> <u>Class Activity</u>	<ul style="list-style-type: none"> • Practical training on technical skills and applying them on SVU Systems

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

	<ul style="list-style-type: none"> Social communication tools, definition, history, etiquette, how to use in educational process. Questionnaire, design, how to present results. 				
ILO3	<ul style="list-style-type: none"> Learning management systems (LMS), definition, importance, capabilities, benefits, types, components Standards of LMS and Learning content design Learning content management system (LCMS), definition, functions, components Reusable Learning Object (RLO), definition, components 	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> <u>Assignments</u> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	<ul style="list-style-type: none"> Application to the LMS adopted by SVU (Moodle) Do a research about examples of commercial and open source LMS. Compare and evaluate them Practice on creating interactive digital content according to SCORM standard
ILO4	<ul style="list-style-type: none"> Assessment management system (AMS), services, development, subsystems Management systems (users, learners, groups, privileges, question bank, scheduling, reporting, monitoring) Assessments types 	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> <u>Assignments</u> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	<ul style="list-style-type: none"> Application to AMS adopted by SVU Application to the assessment system in the Moodle
ILO5	<ul style="list-style-type: none"> Virtual Reality, definition, types, importance, disadvantages, devices, applications Gamification, definition, importance, applications Augmented Reality, definition, types, importance, devices, applications 	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> <u>Assignments</u> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> <u>Class Activity</u>	<ul style="list-style-type: none"> Do a search for applications of virtual reality and augmented reality and Gamification in the field of learning and apply them
ILO6	<ul style="list-style-type: none"> Quality standards in virtual learning 	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> <u>Assignments</u> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects	<ul style="list-style-type: none"> Application the quality standards to

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

			<input type="checkbox"/> Practices <input type="checkbox"/> Others	evaluate learning at SVU
--	--	--	---	--------------------------

6- Assessment Criteria (Related to ILOs)

ISC	Interactive Synchronized Collaboration	Ex	Exams	Rpt	Reports
PF2F	Presentations and Face-to-Face Assessments	PW	Practice Work		

ILO Code	ILO	Intended Results	Assessment Type				
			ISC	PW	Ex	PF2F	Rpt
ILO1	Defines the concept of virtual learning as an advanced type of e-learning that integrates concurrent learning with asynchronous with other services available on the network, and enumerates its features, constraints and systems	The student remembers the learning content by answering direct/concluding questions	X		X		
		Distinguish between SVU systems		X			
		The student searches for information about online learning styles		X			X
ILO2	Uses the technical skills needed for virtual learning and be Proficient in the use of them	The student remembers the learning content by answering direct/concluding questions	X		X		
		Students can use popular search engines to get information		X			
		The student can prepare a report and presentation using Word and PowerPoint according to the		X			X

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

		etiquette and tips contained in the course					
		The student can configure his email on the Outlook and Mobile and apply the etiquette that he learned in writing emails		X			
		The student creates accounts on the global social networks (Facebook, LinkedIn, Twitter, Instagram) and links them to SVU accounts on these networks and creates an account on the SVU social network and apply what he learned on them		X			
		The student designs a questionnaire about virtual learning given by the tutor and analyzes its results		X			X
ILO3	Defines the learning management system (LMS) and its importance and role in virtual learning, and specify its technical specifications and standards related to it, and be able to use and master his skills, and looking for LMSs and shows the difference between them and evaluate them, and distinguish between LMS and LCMS (learning content management system) and	The student remembers the learning content by answering direct/concluding questions	X		X		
		The student do a research about examples of commercial and open source LMS.		X			X

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

	define LCMS main components: RLO (Reusable Learning Object)	Compare and evaluate them					
		The student Apply what he learned to the LMS adopted by SVU (Moodle)		X			
		The student creates interactive digital content according to SCORM standard	X			X	
ILO4	Defines assessment management system (AMS), its services and subsystems, and can create a question bank and design assessment	The student remembers the learning content by answering direct/concluding questions	X		X		
		The student remembers the AMS adopted by SVU		X			
		The student design an assessment on Moodle		X			
ILO5	Define the concept of virtual reality, augmented reality, and Gamification, and enumerates their advantages and disadvantages and defines their importance in the field of learning, and can distinguish between them and test them himself	The student remembers the learning content by answering direct/concluding questions	X		X		
		The student searches for applications of virtual reality and augmented reality and Gamification in the field of learning and apply them		X			X
ILO6	Defines the quality standards for evaluating virtual learning and be able to implement these standards	The student remembers the learning content by	X		X		

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

	answering direct/concluding questions					
	The student remembers the quality standards to evaluate learning at SVU	X		X		

7- Practice Tools:

Tool Name	Description
Moodle	Learning Management System and Exam System
Microsoft Office	Office Tools

8- Main References

- 1- Georgina Cooke (2018) "LCMS vs. LMS: A Guide to Learning Content Management Systems" [online]. Available from: <https://www.elucidat.com/blog/learning-content-management-systems/>
- 2- Marina Arshavskiy (2018) "Social Media And eLearning: How To Improve Formal Learning With Social Media", [online] available from: <https://elearningindustry.com/improve-formal-learning-with-social-media-social-media-elearning>
- 3- Bryan, A & Volchenkova, Kseniya. (2016). BLENDED LEARNING: DEFINITION, MODELS, IMPLICATIONS FOR HIGHER EDUCATION. 8. 24-30. 10.14529/ped160204.
- 4- Revilla M. and Ochoa C. (2017). Ideal and Maximum Length for a Web Survey. International Journal of Market Research.
- 5- Blažič, A J & Novak F. (2015). Challenges of Business Simulation Games — A New Approach of Teaching Business. IntechOpen. DOI: 10.5772/61242.
- 6- Sherman, W. R. and Craig, A. B. (2003). Understanding Virtual Reality: Interface, Application, and Design. Elsevier Science. USA.
- 7- Yoon, S., Anderson, E., Lin, J., & Elinich, K. (2017). How Augmented Reality Enables Conceptual Understanding of Challenging Science Content. Journal Of Educational Technology & Society, 20(1), 156-166.
- 8- Ajami K & Haidar O. (2018). Applying Student Evaluation of Teaching (SET) in virtual learning environment (Case Study: Syrian Virtual Learning). International Journal of Teaching and Education. Vol. VI, No. 2
- 9- Filipe Miguel Ribeiro Sabino (2010) "Contributions of Online Social Networks for E-Learning".

9- Additional References

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education		وزارة التعليم العالي
Syrian Virtual University		الجامعة الافتراضية السورية

- 1- Mershad, Khaleel & Wakim, Pilar, (2018), A Learning Management System Enhanced with Internet of Things Applications, Journal of Education and Learning. DOI: 7. 23. 10.5539/jel.v7n3p23.
- 2- Maria Puzziferro and Kaye Shelton (2008) “A MODEL FOR DEVELOPING HIGH-QUALITY ONLINE COURSES: INTEGRATING A SYSTEMS APPROACH WITH LEARNING THEORY”, Journal of Asynchronous Learning Networks, Volume 12: Issue 3-4