


# Teaching Process

## Process Definition



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	<b>TEACHING PROCESS DEFINITION</b>		<b>Document No</b>	TIU.QM.PR.073E
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## 1. SUMMERY

- 1.1. This document defines the Teaching process in details.
- 1.2. The relationship between this process and the other processes within the Tishk International University management system is illustrated in the process flow map included in the [Quality Manual Doc IU.QM].

## 2. REVISION AND APPROVAL

This procedure is prepared, reviewed and approved as follows.

Prepared by	Reviewed by	Approved by
Rasha Alkabbanie	Dr. Mehmet Ozdemir	Dr. Idris Hadi Salih

#	Date of Issuance	Ver.	Validity	Description of Change	Prepared by	Reviewed by	Approved by
1	15/05/2015	0	3 years	Original Release	Alisir Babakuliyev	Dr. Mehmet Ozdemir	Dr. Mehmet Ozdemir
2	01/11/2017	1	3 years	The format has been changed, other items has been added to the content	Rasha Alkabbanie	Dr. Mehmet Ozdemir	Dr. Idris Hadi Salih

## 3. PROCESS DEFINITION

- 3.1. The purpose of this process is to impart knowledge, information and skills specified in the courses syllabus to students and enable them to learn. And making sure that the Designed Learning outcomes of the course are achieved.

## 4. PROCESS OBJECTIVES AND METRICS

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- 4.1. Process objectives for this process are defined in the “Quality Objectives of Tishk International University” document.
- 4.2. In addition, each objective has at least one metric (or KPI) with which management can measure the effectiveness of the process. These are also defined in the “Quality Objectives of Tishk International University” document.
- 4.3. The targets of each objective are determined in October of every academic year.
- 4.4. The achievement of the quality objectives are discussed in the Management Review Meeting.

Quality Objective	Key Performance Criteria (KPI)	Other process contributes to the final target
<b>N1</b> -Increasing the students satisfaction about courses	The average satisfaction of the students about courses according to satisfaction survey	None
<b>N2</b> -Focusing on student centered learning.	Adopted or not	None
<b>N3</b> -Reducing the Number of students failed of attendance.	Number of students failed of attendance.	None
<b>G3</b> -Improving leadership and team working skills	Number of Group-Working assignments required by the students	None
<b>H1</b> -Maintaining good communication with students.	Applying office hours policy	None
<b>I1</b> -Moving Tishk International university into top 5 among the national public & private university in KRG regarding NUR ranking.	The ranking of Tishk International university in KRG regarding NUR	All university processes

## 5. PROCESS OWNERS AND RESPONSIBLE PARTIES

- 5.1. The owner of this process is the **Course Instructor**.
- 5.2. **All Department Staff** will ensure proper fulfillment of the requirements of this process.
- 5.3. The **University Council** will ensure proper resources are provided for this process.

## 6. TYPICAL PROCESS INPUTS AND RESOURCES

- 6.1. Technical Information Needed:
  - Syllabus.
  - Course textbooks and references.

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- Course learning outcomes.
- Student handbook.
- Staff handbook.
- All Tishk International University Policy.

6.2. Resources/Facilities and Techniques needed:

- Classrooms.
- Data show and boards.
- Equipped Laboratories and/or drawing halls.
- PBS System.
- Lecturer Note on the University Webpage.

6.3. Resources/Personnel needed:

- Department Staff.
- Students.

6.4. Special training needed

- None.

**7. SUP-PROCESSES WITHIN THIS PROCESS:**

- Preparing Course Syllabus
- Lesson Teaching
- Electronic Storage of Student Records
- Students attendance
- Academic progress for students having inadequate performance in a course.

**8. TYPICAL PROCESS OUTPUTS**

8.1. Service produced:

- Knowledge imparted to students.
- Skills imparted to students.
- Course learning outcomes achieved.
- Students are able to learn.

8.2. Documents produces :

- None.

8.3. Records produced:

- Course Syllabus.
- Students Records in PBS System.

**9. RELATED RISKS AND OPPORTUNITIES**

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Risk	Likelihood	Severity	Assessment Method	Mitigation
Issuing syllabus with low quality	Somewhat likely to occur	High	None	Departmental Scientific Committee should review all the syllabuses of the courses before posting them into PBS System
Not achieving the planned learning outcomes	Somewhat likely to occur	High	None	Using Learning Outcomes Based Assessment Methods to measure the achievement of the LOs

Also , Please refer to the Risk and Opportunities Assessments done to all the Academic Departments

## 10. STEPS

### 10.1 For sub-process: Preparing Course Syllabus

1. After approving the Lecturer course Assignment list (IU.FA.FR.025), Vice-President for Academic Affairs informs the Director of Database to assign the courses accounts to the related instructors.
2. Now, the instructor can log in into the course account through his/her account on PBS System.
3. The instructor fills-in the Syllabus Form online within 2 weeks from the start of the academic year.
4. The information to be filled are the followings:
  - Name of Lecturer(s)
  - With Academic Title
  - Teaching Assistant(s)
  - Course Language
  - Course Type
  - Office Hours
  - Contact
  - Teacher's academic profile
  - Course Objectives
  - Course Description
  - Course Content
  - Course/Student Learning Outcomes
  - Course's Contribution To Program Outcomes

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- Prerequisites (Course Reading List and References)
  - Student's obligation (Special Requirements)
  - Weekly Laboratory/Practice Plan
  - Course Book/Textbook:
  - Other Course Materials/References
  - Teaching Methods (Forms of Teaching)
5. The Head of Department forward the posted syllabus to the Scientific Committee of the department to review it.
  6. When the instructor applies all the changes suggested by the committee (if any), the head of department informs the Director of Database to make the syllabus available to student.
  7. Students can download the syllabus through their account in SIS System.
  8. The Instructor should also advise the students to read the syllabus thoroughly to make a general overview about the course.
  9. Also the students are informed about the syllabus module during the Orientation Program and the Academic Advising Process.

### **10.2 For sub-process: Lesson Teaching**

1. The instructor reviews the information presented in the previous lesson at the beginning of the lesson.
2. The Instructor should conforms to the syllabus while teaching the lesson.
3. The Instructor is advised to give "real world" examples to illustrate the concepts.
4. The Instructor is advised to use examples that are simple, clear, precise, and appropriate, stays focused on and meets stated objects
5. At the end of the lesson hour, the instructor emphasizes and summarizes main points of the lesson.
6. The Instructor should encourage questions and student participation, and encourages students' engagement in class activities related to the course
7. The Instructor should develop strategies to obtain feedback on student learning, check whether the learning objectives have been accomplished
8. The instructor does the "Students Attendance Sub-Process (10.4)" during the lesson.

### **10.3 For sub-process: Electronic Storage of Student Records**

1. As mentioned in Sup-Step (10.1), the Instructor has access to the Account of the Course assigned to him/her.
2. Through PBS System, the Instructor is able to store the students records electronically, this includes the followings:
  - Students Attendance Records.
  - Students' scores in the different Assessment evaluations (Quizzes results, projects results, midterm exam results , final term exam results, participation rewards, homework scores ....).

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#### 10.4 For sub-process: Students attendance

1. Before the lesson, the instructor prints out the Attendance List available in PBS System and brings it to the lesson.
2. The Instructor checks the students' attendance every teaching hour.
3. The Instructor passes the attendance lists to the students and they sign in each hour they attend.
4. The instructor keeps the attendance records with him or with the head of department.
5. The instructor enters the attendance records into the PBS System.
6. PBS System automatically makes a statistical analysis about the attendance and absence of each student and shows the percentage of attendance and absence and if the absence of a student exceeds the permissible limit the system will give a notification and the department will take an action.