

QUALITY ASSURANCE IN HIGHER EDUCATION IN THE MIDDLE EAST

PRACTICES AND PERSPECTIVES

Edited by Sameerah T. Saeed
and Karwan H. Sherwani

INNOVATIONS IN HIGHER
EDUCATION TEACHING AND LEARNING

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QUALITY ASSURANCE IN
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THE MIDDLE EAST

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EDITED BY

SAMEERAH T. SAEED

Tishk International University, Iraq

KARWAN H. SHERWANI

Tishk International University, Iraq

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CONTENTS

<i>List of Figures and Tables</i>	vii
<i>Series Editors' Introduction</i>	ix
Chapter 1 Introduction to Quality Assurance in Higher Education in the Middle East: Practices and Perspectives <i>Sameerah T. Saeed and Karwan H. Sherwani</i>	1
Chapter 2 Quality Assurance Breaking Down Barriers with External Stakeholders: An Investigation of Current and Potential Roles of Stakeholders <i>Bassam Alhamad</i>	19
Chapter 3 Online Learning Quality Assurance and Accreditation in Egyptian Higher Education Institutions <i>Bavly Hanna and Andrew Hanna</i>	49
Chapter 4 What Makes a High-quality Medical Education and Graduate? The Saudi Arabia Labor Market's Perspective <i>Danah AlThukair and Julie Rattray</i>	67
Chapter 5 Learning from Curriculum Development for Employability and Entrepreneurship in the Middle East <i>Karin Oerlemans, Carlos Alberto Montana-Hoyos and Elke Stracke</i>	85
Chapter 6 Quality in Online Education in Lebanon During the Pandemic: Challenges, Opportunities, and Lessons Learned <i>Nael H. Alami and Latifa K. Attieh</i>	101
Chapter 7 Riding the Waves of COVID-19: A Holistic Approach to Accreditation in Higher Education <i>Safiya Mukhtar Alshibani, Atiya Bukhari, Renu Sharma and Norah Ali Albishri</i>	115

Chapter 8 Quality Assurance in Iraq and the Kurdistan Region: Impacts and Challenges <i>Sameerah T. Saeed, Mohammed Hussein Ahmed Bapir and Karwan H. Sherwani</i>	143
Chapter 9 A Comprehensive Practical Framework for Assessing Academic Programs in Higher Education <i>Zeinab Amin</i>	165
<i>About the Editors</i>	197
<i>About the Authors</i>	199
<i>Index</i>	205

LIST OF FIGURES AND TABLES

Figures

Fig. 3.1.	Eight Pillars of PCIQA.	59
Fig. 4.1.	Timeline of the Evolution of Quality Management in Medical Education in Saudi Arabia.	69
Fig. 7.1.	Hierarchy Followed During Accreditation Process and Role of Deanship of Quality Assurance & Accreditation.	128
Fig. 7.2.	CBA's QAA Model (based on PERMA).	129
Fig. 9.1.	Credit Hours Generated by Departments 1, 2, and 3.	175

Tables

Table 2.1.	A Comparative Analysis of Stakeholders' Involvement in Universities Within Kingdom of Bahrain.	31
Table 2.2.	A Comparative Analysis of Alumni and Employer's Involvement in Universities Within Kingdom of Bahrain (Relation or Contribution = 1, No Relation or No Contribution = 0).	32
Table 2.3.	A Comparative Analysis of Professional Bodies' Involvement in Universities Within Kingdom of Bahrain Regarding Accreditation, Review, Certificates, Events, and Licensing (Relation or Contribution = 1, No Relation or No Contribution = 0).	33
Table 2.4.	A Comparative Analysis of Professional Bodies' Involvement in Universities Within Kingdom of Bahrain Regarding Sponsors and Endowments (Relation or Contribution = 1, No Relation or No Contribution = 0).	34
Table 2.5.	A Comparative Analysis of Ranking Organizations' Involvement in Universities Within Kingdom of Bahrain (Relation or Contribution = 1, No Relation or No Contribution = 0)	34
Table 2.6.	Academic Staff Involvement, Feedback, Use and Usefulness of IQA Tools on Teaching and Learning and Employability (Alhamad & Aladwan, 2017).	36
Table 2.7.	Effects of IQA Tools on Academic Programs (Academic Staff) (Alhamad & Aladwan, 2017).	36
Table 4.1.	Profile of Interview Participants.	71
Table 5.1.	Core Life Skills.	90
Table 5.2.	Comparison of the KSA NQF Domains of Learning to Bloom's Taxonomy.	93

Table 8.1.	Reliability Statistics of Scale Analysis.	153
Table 8.2.	Descriptive Statistics of Quality Assurance Support and Hindrance.	153
Table 8.3.	Descriptive Statistics for Factors Playing a Role in Assuring Quality.	154
Table 8.4.	Descriptive Statistics of Common Methods.	155
Table 8.5.	Descriptive Statistics of the Significance of Internal Factors to Ensure Quality.	155
Table 8.6.	Impact of Quality Assurance on Everyday Teaching and Learning.	155
Table 8.7.	Descriptive Statistics of Staff Satisfaction.	156

SERIES EDITORS' INTRODUCTION

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

- (1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- (2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- (3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural and organizational contexts. The volumes in this series will explore a wide variety of teaching

and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
Founder, Executive Director, and Chief Research Scientist,
International HETL Association

Enakshi Sengupta
Independent Researcher & Scholar