



■ Guide for Faculty Members' Knowledge, Skills, and Competencies

Skill Domain	Description
Pedagogical Skills	Faculty teaching in e-learning or distance learning must understand the fundamentals of pedagogy and online teaching principles. They should: 1. Possess fundamental knowledge of learning theories and strategies, including how people learn online, with focus on learner-centered approaches. 2. Recognize that the instructor's role in online environments is to guide and facilitate learning. 3. Select instructional strategies that increase motivation and engagement. 4. Encourage knowledge construction based on learners' prior experiences. 5. Organize and facilitate student participation and interaction. 6. Stimulate student motivation and enthusiasm. 7. Promote self-assessment and reflection. 8. Foster group interaction and collaboration. 9. Provide continuous, clear feedback. 10. Assess students fairly using varied methods suitable for different learning styles. 11. Use standards-based rubrics to evaluate individual and group performance.
Content Skills	Faculty must be experts in their academic content and capable of applying effective content-related practices, including: 1. Preparing comprehensive online course descriptions with all elements included. 2. Defining objectives and applying suitable educational methods aligned with learners' cognitive levels. 3. Setting clear learner expectations. 4. Designing learning and assessment activities consistent with course outcomes. 5. Selecting diverse and inclusive learning resources suitable for various learning styles. 6. Linking course content with real-world scientific, cultural, and social contexts. 7. Listing all course resources, additional materials, and supporting media.
Design Skills	To effectively design and develop digital courses, faculty should: 1. Apply instructional design theories and models to organize and enhance the learning process.



		2. Design modular course plans divided into reusable chunks or learning units. 3. Provide digital content in multiple formats (text, audio, visual) to meet diverse learner needs. 4. Define clear course flow (e.g., weekly reading, synchronous session, quiz, or discussion). 5. Use a mix of synchronous and asynchronous methods. 6. Design authentic learning activities aligned with content standards. 7. Develop diverse formative and summative assessments with timely feedback. 8. Set deadlines for assessments and exams via official channels. 9. Offer instructions for technical support and contact details. 10. Apply academic integrity and anti-plagiarism policies with proper institutional references. 11. Use student feedback to improve course design and evaluate quality using rubrics. 12. Update course materials regularly and ensure all links function correctly.
Technological Skills		Faculty must have adequate digital literacy, including: 1. Proficiency in computer basics. 2. Effective use of communication tools within LMS and external platforms (email, browsers, chat, video tools). 3. Selecting suitable e-learning tools that motivate and engage learners. 4. Managing LMS efficiently, creating digital content, and understanding its technical operations. 5. Providing alternative assessment methods using various LMS tools. 6. Using collaborative digital tools to enhance peer learning.
Management Skills		Managing courses effectively is essential in e-learning. Faculty should: 1. Clarify roles and expectations. 2. Manage time and course schedules efficiently. 3. Ensure interactive learner engagement. 4. Monitor learner progress regularly. 5. Announce participation and submission policies clearly. 6. Understand and adhere to institutional policies. 7. Promote a culture of curiosity and digital literacy. 8. Guide students on safe, ethical, and legal technology use. 9. Evaluate learners objectively and fairly.
Communication Skills		Effective communication and social presence are vital. Faculty should: 1. Identify official communication channels (e.g., email,



	LMS messages, social media). 2. Maintain consistent online presence, respond to inquiries within two working days, and provide grades promptly. 3. Facilitate interactive discussions and knowledge exchange. 4. Use clear, simple, and professional language. 5. Explain the purpose of messages and feedback. 6. Highlight key points visually (fonts, colors). 7. Ensure grammatical accuracy and professionalism. 8. Personalize messages for warmth and engagement. 9. Use multiple communication methods to ensure accessibility. 10. Foster respectful, inclusive learning environments.



■ Guide for Learners' Knowledge, Skills, and Competencies

Skill Domain	Description
Technological Skills	Learners in e-learning or distance learning must: 1. Have suitable devices and internet access. 2. Possess digital literacy (ability to use computers, Word, email, LMS). 3. Use IT and search engines effectively for research and information sharing. 4. Use digital communication tools proficiently.
Management Skills	Learners should: 1. Review course objectives and learning outcomes. 2. Follow course flow and keep track of key dates. 3. Know how to contact instructors and tech support. 4. Participate in synchronous/asynchronous discussions and collaborate with peers. 5. Submit assignments on time via the LMS. 6. Engage in self-learning and use online resources. 7. Demonstrate teamwork and articulate ideas clearly. 8. Maintain honesty and academic integrity.
Communication Skills	To succeed, learners must: 1. Follow netiquette (online ethics) and review course-specific interaction rules. 2. Maintain active participation in synchronous and asynchronous modes. 3. Provide constructive feedback to peers. 4. Communicate regularly with instructors and seek feedback. 5. Request help confidently when facing issues and use provided support resources.