ANALYZING THE EFFECTIVENESS OF PROJECT MANAGEMENT COURSE: A CASE STUDY OF AMERICAN COLLEGE OF DUBAI, UAE

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2016 Project Management Symposium
Agenda

- Introduction
- Literature Review
- Methodology
- Findings & Discussion
- Conclusion
Introduction

• A major purpose of business education is to prepare future managers & educators
• Broad learning outcomes of collegiate experience:
  – Knowledge transfer
  – Development of specific skills
  – Critical thinking
  – Self Development
Introduction

• Successful achievement of learning outcomes also depends on effectiveness of instructor
  – Use of active learning styles such as collaborative and cooperative learning
  – Face to face interaction with students leads to self-development and interpersonal skills
Introduction

- Development of certificate courses and degree programs with Industry partnership
  - Industry collaboration leads to understanding ‘real world’ complexity of managing projects
  - Development of soft skills such as leadership, communication, and team-work among students
Literature Review

• Extant literature focus on influence of pedagogy on learning outcomes
  – Use of case method of teaching leads to greater collaboration and shared learning among students
  – Obtain objective feedback on their performance
  – Use of class room activities such as business games leads to better understanding of the concepts
  – Interaction between universities and industry important to impart people aspects of project management to students
  – Need to analyze the effectiveness of project management courses offered in universities in UAE
• Institutes funded by UAE Government
• 3 Federal Institutions established in Dubai

• Degree Awarding International Universities
• International Quality Accreditation at Institution and Program Levels
• 26 International HE Institutions established in Dubai

• Other Higher Education Institutions that do not award Degrees
• 3 Vocational Institutes established in Dubai

• Degree Awarding Institutions
• Accredited by CAA
• not be accredited by International Quality Assurance/ Accreditation
• 25 Local HE institutions established in Dubai

• Vocational Institutions

• Local Universities

• Federal Institutions

• International Universities
Literature Review

• Use of Qualification Framework Emirates (QFE) developed by National Qualifications Authority of Ministry of Higher Education and Scientific Research, UAE
• Decree issued in August 2010 by President His Highness Sheikh Khalifa Bin Zayed Al Nahyan to establish UAE National Qualifications Framework

• Board of 10 Chaired by the Minister of Labour

AIMS OF QFEmirates

• Comprehensive & Unified National Strategy for Qualifications
• Standards and Regulations for Qualification of HE, GE, and VET
• Systems, Processes, and Procedures to assess learning outcomes that serve as basis to award qualifications
• Assess and Accredit HE, GE, and VET providers
• Policies and Procedures to facilitate individuals to transfer within HE, GE, and VET streams within and outside UAE
• Support the efforts of all entities to ensure workforce quality
• Policies and Procedures to obtain International Accreditation
• Conducting Studies and Periodic Evaluations to improve the overall performance of the National Qualification System

• Decree issued by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Ruler Of Dubai, Vice President & Prime Minister of UAE

• Decree 30/2006 towards establishing KHDA

AIMS OF KHDA-University Quality Assurance International Board

• Flexible to accommodate variety of international education programs
• Protects the Integrity of Foreign Degree Programs
• Recognizes the unique Quality assurance indicators associated With transnational programs
• Protects Students and Society from low quality education providers
• Minimizes potential confusion and administrative burden on HE providers
• Emphasizes that primary responsibility for Quality belongs to HE providers themselves
<table>
<thead>
<tr>
<th>QF Emirates Level</th>
<th>MoE-GEC General Education</th>
<th>CAA Higher Education</th>
<th>VETAC Vocational Education &amp; Training</th>
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<tr>
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</table>

**Three Major Strands Of Learning Outcomes To be Achieved**

- **Knowledge**
  - Breadth, & Type

- **Skills**
  - Range, & Selectivity

- **Area of Competence**
  - Autonomy & Responsibility,
  - Self Development, & Role in Context
Methodology

• Sample
  – 100 students of ACD pursuing their undergraduate program who have studied project management
  – A healthy response of 40%
Methodology (cont.)

• Survey instrument
  – Two independent variables was used (lecturer effectiveness and assessment feedback) based on the instrument developed by Wilkins and Balakrishan
  – Five independent variables were considered; knowledge, skills, autonomy and responsibility, role in context, and self-development
  – Learning outcomes was measured (knowledge, skills and competency) based on the National Qualification Framework United Arab Emirates/QF Emirates
Methodology (cont.)

• Reliability
  – The reliability of the items were established using Cronbach alpha.
  – SPSS version 16 was used for the analysis.
Methodology (cont.)

**Independent Variables**

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<th>Construct</th>
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<th>Cronbach Alpha</th>
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<tr>
<td>Assessment Feedback (AS)</td>
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<td>0.70</td>
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**Dependent Variables**

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<td>Skills (S)</td>
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<td>0.90</td>
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<tr>
<td>Autonomy &amp; Responsibility (AR)</td>
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<tr>
<td>Role in Context</td>
<td>4</td>
<td>0.81</td>
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<tr>
<td>Self-Development</td>
<td>3</td>
<td>0.69</td>
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</table>
Findings & Discussion

Lecturer’s Effectiveness and Achievement of Learning Outcomes
Findings & Discussion

• Lecturer Effectiveness
  – Majority believe that lecturer’s proficiency has a significant impact on their learning ability
  – The result implies that the lecturer has sufficient knowledge and understanding of the subject
  – The lecturer is well prepared and equipped for classroom instruction
  – The students have acquired the competence-autonomy and responsibility
Findings & Discussion

Assessment Feedback and Achievement of Learning Outcomes

- Knowledge: 19.6, 28.3, 39.1
- Skill: 15.2, 28.6, 32.6
- Autonomy & Responsibility: 15.2, 28.3, 32.6
- Role in Context: 19.7, 17.5, 54.2
- Self Development: 15.2, 39.1, 15.2

Legend:
- SD
- D
- N
- A
- SA
Findings & Discussion

• Assessment Feedback
  – More than half of the respondents believe that the learning outcomes have been met
  – But almost half say otherwise
  – Feedback mechanism is effective with majority (71.7%)
  – Assessment have achieved the learning outcomes.
Conclusion

• There is a significant impact of the role of the lecturer and the quality of the assessment in delivering effective learning.

• The study provides an important input to the curriculum design and process of selecting the appropriate faculty.

• This serves as a pilot study where we have attempted to evaluate the achievement of learning outcomes along a standard framework; QFEmirates.
Conclusion

- Is an opportunity to replicate the research design to other courses being offered in the BBA program.
- This will enable us to have a comprehensive framework to evaluate the courses objectively.
- This will lead to overall improvement of the BBA program quality offered at ACD.
THANK YOU!