



PROJECT MANAGEMENT CENTER FOR EXCELLENCE

A.J. CLARK SCHOOL OF ENGINEERING
Civil & Environmental Engineering Department



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***



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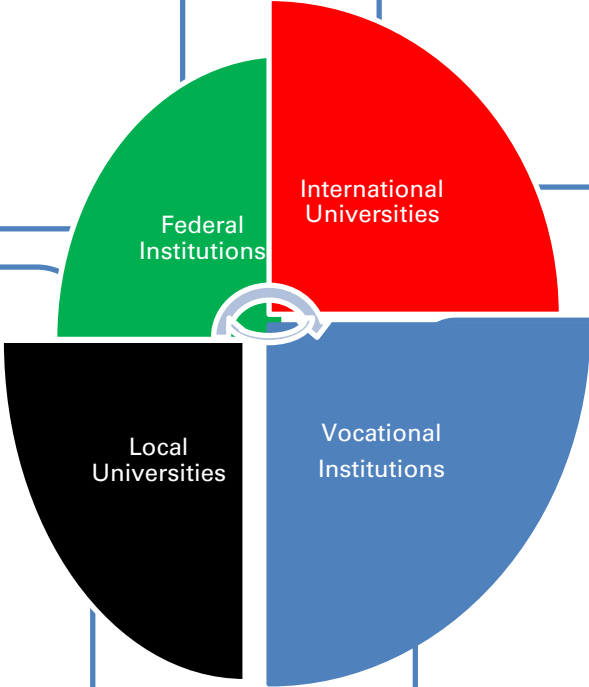
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- Institutes funded by UAE Government
- 3 Federal Institutions established in Dubai

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



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

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



Literature Review

- Use of Qualification Framework Emirates (QFE) developed by National Qualifications Authority of Ministry of Higher Education and Scientific Research, UAE



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- 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

- 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

EDU/ **AIMS OF QF Emirates**

- 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 Accredite 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

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



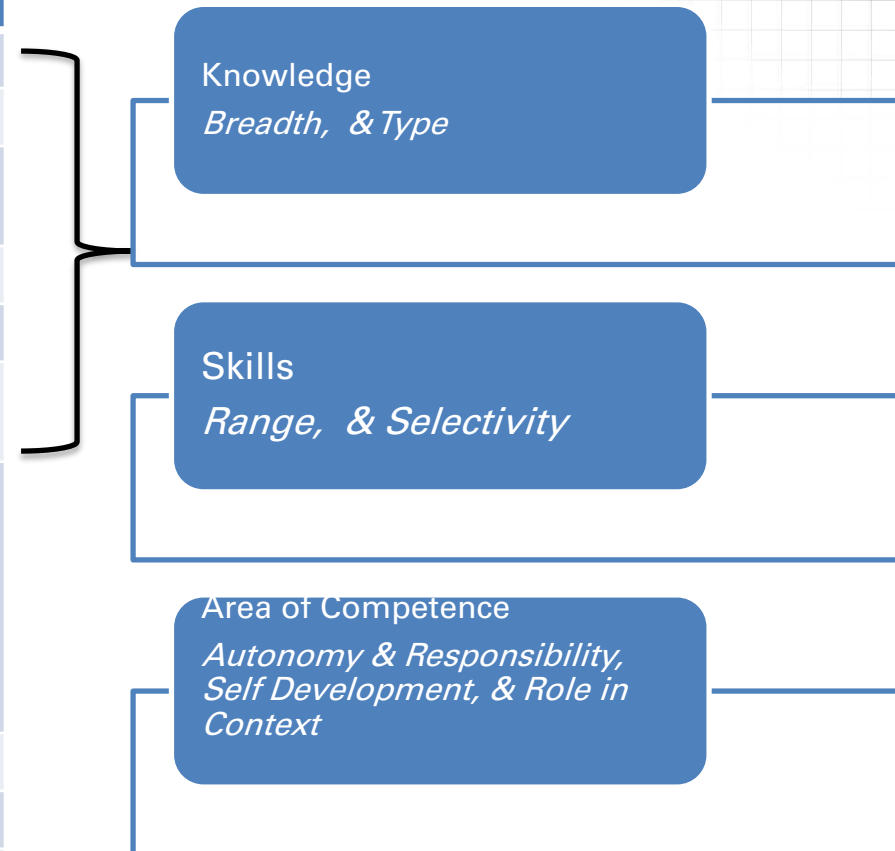
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QF Emirates Level	MoE-GEC General Education	CAA Higher Education	VETAC Vocational Education & Training
10		Doctoral	
9		Master	Applied Master
8		Post Graduate Diploma	Applied Graduate Diploma
7		Bachelor	Applied Bachelor
6		Higher Diploma	Advanced Diploma
5		Associate Degree	Diploma
4	Secondary School Certificate (G12)		Certificate 4
3	TBA		Certificate 3
2			Certificate 2
1			Certificate 1

Three Major Strands Of Learning Outcomes To be Achieved





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

Construct	No. of Items	Cronbach Alpha
Lecturer Effectiveness(LT)	5	0.82
Assessment Feedback (AS)	3	0.70

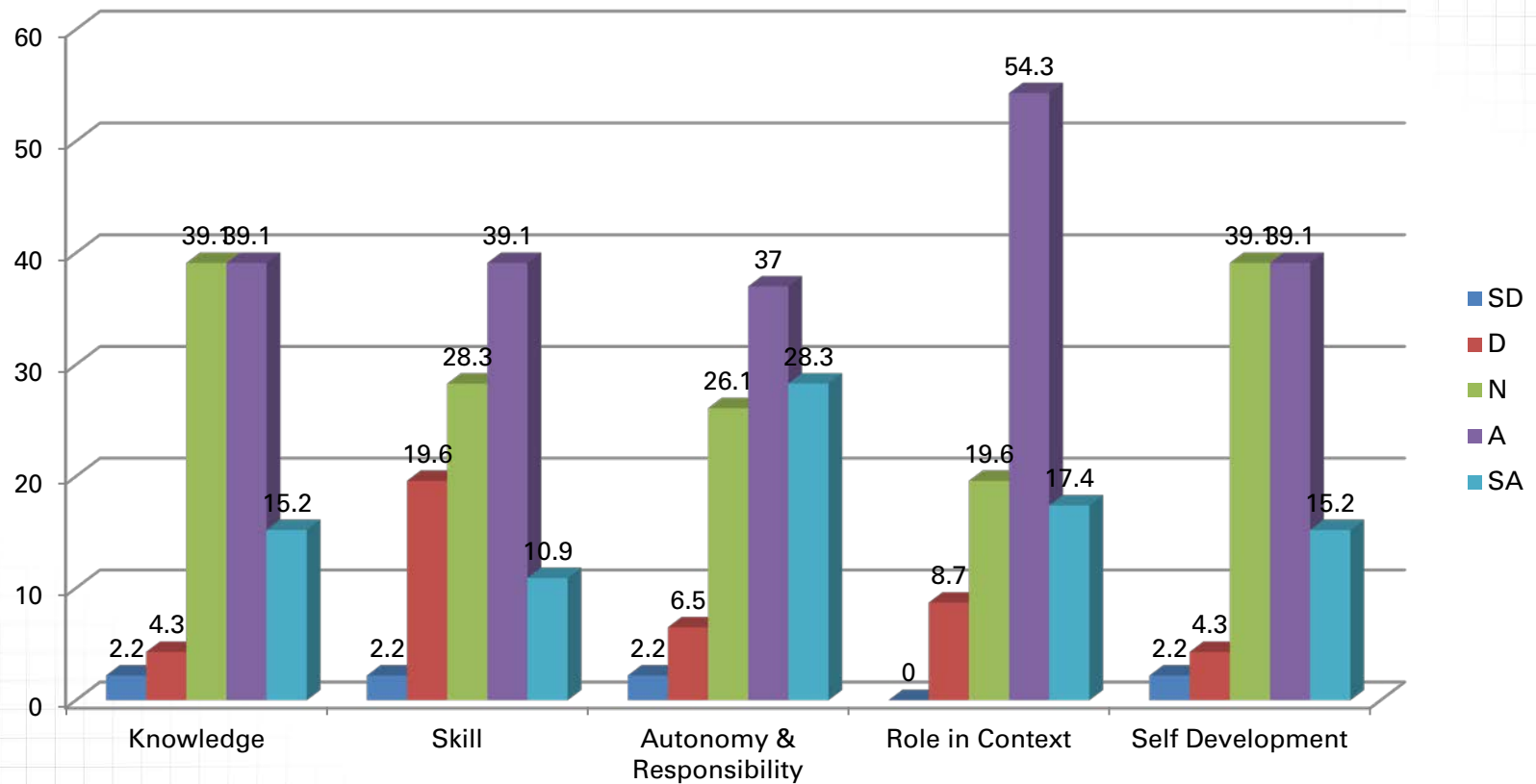
Dependent Variables

Construct	No. of Items	Cronbach Alpha
Knowledge	6	0.85
Skills (S)	4	0.90
Autonomy & Responsibility (AR)	4	0.84
Role in Context	4	0.81
Self-Development	3	0.69



Findings & Discussion

Lecturer's Effectiveness and Achievement of Learning Outcomes





Findings & Discussion

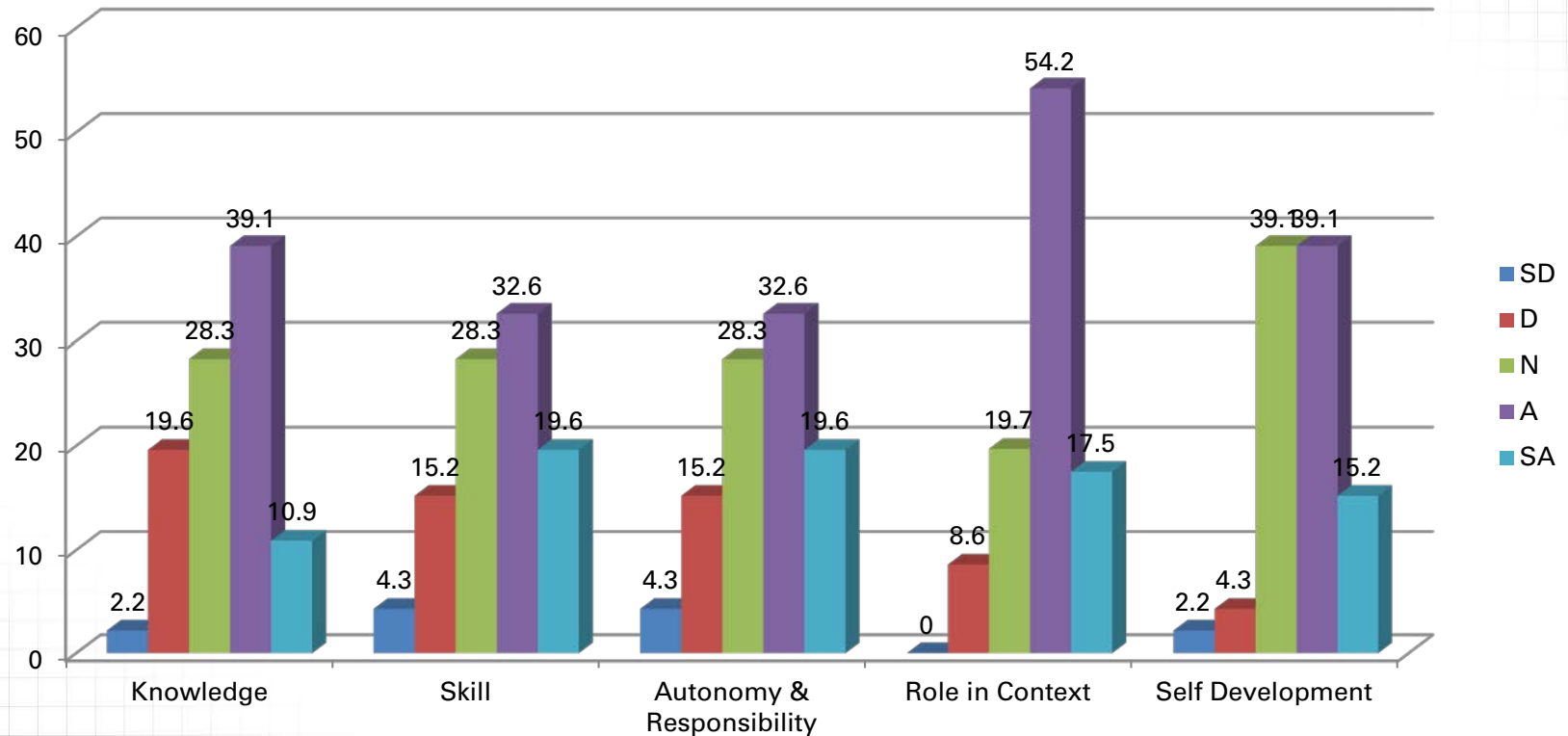
• **Lecturer Effectiveness**

- 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





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.



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