People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

National Framework for Teaching Materials Expertise of face-to-face Learning

Guide for the institution, the teacher, and the expert



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Guide developed by the National Commission for Digital Transformation in Pedagogic Fields and Research in Higher Education Institutions, as well as for Quality Assurance of Educational Content (Ministerial Decree No. 164 of 18 October 2025)

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PREAMBLE

As part of its sectoral policy aimed at promoting teaching practices while ensuring the quality of training and the acquisition of the targeted skills, the Ministry of Higher Education and Scientific Research (MESRS) pays particular attention to the quality of teaching materials intended for face-to-face teaching. These materials are an essential part of the teaching system and a key indicator of academic performance and learning effectiveness.

This task has been entrusted to the national commission for supporting digital transformation in the fields of teaching and research within higher education institutions and for ensuring the quality of teaching content. The main objective is to guarantee the scientific rigour, didactic coherence and pedagogical relevance of the materials developed by teachers, while promoting their enhancement and harmonisation at the national level.

This document is a reference tool for the fair, objective and constructive evaluation of teaching materials intended for face-to-face teaching. The aim is to provide experts with a common and structured basis for a criteria-based evaluation, based on measurable, harmonious and consistent criteria, enabling them to:

- **Promote** clarity of the material.
- **Ensure** the scientific quality of the content and the pedagogical sequencing.
- **Ensure** pedagogical alignment, defined by consistency between the targeted skills, teaching methods and learning activities.
- **Support** the continuous improvement of teaching quality.

I. CURRENT SITUATION

The current approach to evaluating teaching materials is somewhat subjective, mainly due to the following four parameters:

1. **Assessment methods**: The assessment of teaching materials is based on a variety of methods within structures affiliated to the same institution, ranging from the use of criteria-based grids to the awarding of an overall assessment.

2. **Heterogeneity of evaluation criteria: Within** the same structure, when evaluation is carried out using criteria grids, the evaluation criteria differ from one department to another. This lack of harmonization undermines the rigour and consistency of the evaluation process.

3. **Lack of transparency and a clear framework: In** assessment, candidates must be informed of the assessment criteria. However, the absence of a clear reference framework and a standardized writing template affects the transparency of the process and limits the value of educational outputs.

4. **Teacher demotivation: Subjectivity** in assessment affects the quality of teaching materials and can reduce teacher motivation.

II. POSSIBLE SOLUTIONS

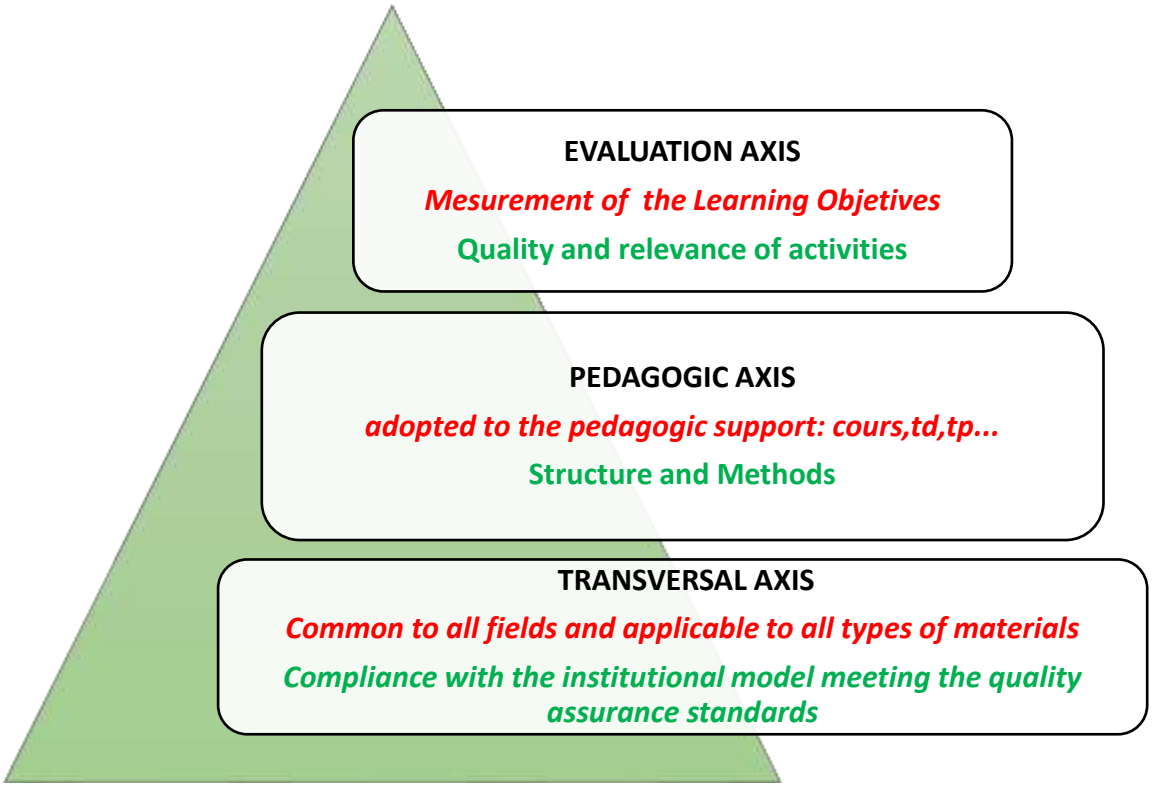
The solution lies in the establishment of an integrated institutional system dedicated to assessment and recognition, whose main objective is to ensure scientific, pedagogical and didactic quality, while guaranteeing consistency with national guidelines for the modernization of higher education and fair recognition of teachers' work.

In order to achieve this objective, it is considered useful to implement a strategy that helps to:

- **Shift** to criteria-based evaluation in order to reduce subjectivity.
- **Propose** unified evaluation criteria adapted to the major fields, taking into account the pure sciences in order to ensure the consistency and fairness of the process.
- **Define** the procedures for selecting and accrediting the experts responsible for evaluation.
- **Clarify** to teachers the conditions and procedure for institutional validation of teaching materials.
- **Automating** the assessment process through a digital platform, facilitating evaluation and ensuring the transparency of results.

III. THE EXPERTISE PROCEDURE ADOPTED

The evaluation of teaching materials for face-to-face courses is based on three main areas:



1. Cross-cutting area

This represents the foundation of all teaching materials, based on a **template that reflects the institution's identity**. The aim is to check compliance with the institutional presentation model developed in advance by the coordination unit, based on quality assurance standards.

This requirement guarantees visual and structural consistency across the institution. The content must be organized in a clear, hierarchical manner in line with the subject outline and the logic of skills development.

The writing must be clear and legible, and the presentation of the content must facilitate understanding through the appropriate use of visual elements such as diagrams, illustrations or graphs.

Appendix 1 provides a guide to developing the template. The following elements will assist in its implementation:

- Each resource must include a clear **syllabus,** as described in Appendix 2, specifying the methodology adopted, the general objectives, the assessment methods, the necessary prerequisites, the target audience and the necessary resources.
- The adoption of an appropriate **teaching sequence** that promotes sustained attention and assimilation of concepts. It must contain teaching techniques that stimulate and ensure understanding.
- The integration of different types **of learning** activities, including formative assessment, before or after the teaching sequences.

- The integration of different types **of teaching and learning activities** that encourage the development of:
  - **Autonomy** through :
    - Problem-solving learning.
    - Learning through case studies.
    - Learning through questioning in a mini-project setting.
    - Learning through experience and clinical immersion.
  - Student **motivation** through :
    - Presenting students with the value of learning activities,
    - The usefulness and interest of the activities.
    - Listing the fundamental and cross-disciplinary knowledge required by students to complete a task.
- The inclusion **of memorisation activities**, reminders, various tests, etc., at the end of each chapter in order to **reinforce** the coherence of the knowledge acquired and **prepare** students for the final exam.
- The bibliography must be included **correctly**, according to a specific standard.

Validation of this crucial area is a **prerequisite for the admissibility** of an application. It is based on a set of qualitative and procedural criteria that guarantee its scientific, methodological and institutional compliance.

Table 1: Cross-cutting theme validation criteria

Criterion	Description	Validation of the criterion	Admissibility
Compliance with the template	Compliance with the structure of the official template	100	80
Presentation	The material must be consistent with the training programme, with educational sequencing and examples as well as learning activities.	80	
Readability and editorial consistency	Ensure a comprehensible and consistent style. Linguistic correction (syntactic, typographical, etc.) is strongly recommended.	70	
Compliance with citation and reference standards	Compliance with required bibliographic standards.	70%	

Validation of this area allows the teacher to begin uploading their materials to the institution's distance learning platform, with support from the ICT and teaching practices centre

2. Teaching focus

Above all, the design of teaching materials must be structurally and pedagogically consistent with their nature. Teaching materials do not have the same purpose or requirements depending on whether they are used to accompany a lecture, a tutorial, a practical assignment, a workshop, an educational outing, or any other format specific to the subject.

The **quality** of a resource depends above all on how well its designer manages to clearly convey their educational intentions with the aim of facilitating learning.

The **course** requires structured and rigorously hierarchical material designed to guide thinking, facilitate and consolidate understanding and assimilation of concepts, and support the synthesis and recapitulation of newly transmitted knowledge. Its main purpose is to transmit knowledge. The teacher plays a central role: they present, explain and illustrate the essential concepts. The structure must therefore **promote** clarity, logic and progression of content, while incorporating moments of interaction (questions, examples, visual aids) to maintain students' attention.

However, in the context of a **tutorial**, the material must adopt a more participatory approach, helping to mobilise knowledge and thus promoting the analysis of results. It then serves as a tool for mediating between the knowledge transmitted in the course and the knowledge mobilised and constructed collectively. It should be **organised** around problem situations, exercises or case studies, with time for explanation, individual and collective reflection, and then pooling of ideas.

When it comes to practical work, the design must focus on clear instructions, methodological precision, the operational dimension of the content, precise protocols and a phase of analysis of the results.The material becomes a **guide** for action, encouraging manipulation, experimentation and empirical verification of knowledge. The teacher guides and observes, leaving plenty of room for autonomy and methodological rigour.

In a **workshop**, the priority is creativity, personal expression and the co-construction of knowledge: the material must be more open, flexible and conducive to interactivity. It must **encourage** creation, cooperation and collective reflection and is structured in several stages: discovery, exploration, production and presentation. The teacher plays a supporting role, encouraging creativity and participation.

An **educational outing** requires that the medium be exploratory in nature, designed to accompany observation, on-site analysis and critical thinking. It must arouse curiosity, encourage initiative and enable the connection of lived experience to theoretical knowledge.The material provides an **insight into the real world** and links learning to concrete situations. It must be carefully prepared (objectives, instructions, information gathering tools) and followed up with work to give meaning to the experience.

Finally, **clinical immersion** is a stage of training, often included in health and veterinary science studies—such as medicine, veterinary medicine, nursing, physiotherapy, etc.—that allows the student to gradually become familiar with the real clinical environment, whether in hospital institutions or veterinary facilities. For this purpose, the pedagogical support must link theory to practice, while developing professionalism, building confidence, communication and autonomy, and preparing students for safe and effective clinical practice.

The validation of this focus area must be ensured through the following sections:

Table 2: Validation section for the educational focus			
Section	**Description**	**Validation of the section**	**Validation of the focus**
Content	Verification of the clarity and quality of the knowledge to be conveyed. It must be consistent with the targeted skills, helping to develop autonomy and motivation.	70%	70
Pedagogical structure	Verification of the pedagogical structure that helps develop the targeted skills in a gradual and progressive manner. The chapters, sections and subsections form a logical, progressive and methodologically coherent whole.	70%	
Teaching methods	Diversification of methods: problem-based learning, project-based learning, case studies, experiential learning: simulation, field situations or experimental protocols, clinical immersion, etc., which develops critical thinking and the ability to resolve complex situations. Diversification of teaching channels: scripts, illustrations, video/audio links, diagrams, concept maps, summaries, etc. There must be strong alignment between the targeted skills and teaching methods in order to support progress.	70%	

3. Assessment

The material must be developed with a view to assessing and verifying the acquisition of knowledge and the development of the targeted skills. Students can only truly benefit from it if it is enriched by learning activities, whether formative or summative.

This axis should be verified using the following sections:

Table 3: Assessment axis validation section			
Section	**Description**	**Validation of the section**	**Validation of the axis**
Educational interactivity	Rich in activities to make students more active, rather than simply receptive.	70	70
Clarity of instructions	Activities guided by clear and precise instructions.	70	
Learning activities for formative assessment	Teaching sequences are interspersed with assessments aimed at learning, thus measuring the assimilation of concepts, notions, characteristics, etc.	70	
Learning activities for continuous assessment	Promoting memory consolidation in preparation for the final exam. The assessment of the student's progress towards mastery of a skill, as well as the assessment of its acquisition — understood as the final state of success — focuses on: ✓ What the student is currently learning; ✓ What is new to them; ✓ The new resources they are mobilising and manipulating;	70%	

	✓ The original combinations they make between these different resources; ✓ As well as the contexts they adopt for all of their practices.		

IV. VALIDATION OF THE TEACHING MATERIAL

Double validation must be ensured:

- Validation of the thresholds for the sections.
- Validation of the themes

After verifying **admissibility** based on the evaluation of the cross-cutting axis, the material is **reviewed based on the pedagogical and evaluative axes**. The decision is announced according to the final score:

$$\textit{General Average} = 60\% * \textit{Pedagogic Axis} + 40\% * \textbf{Evaluation } \textit{axis}$$

Table 4: Different decisions

Decision	Conditions	Actions
Admissible	**80%** in the transverse axis	The support is sent for assessment after any minor revisions. It is also accepted for publication online.
Accepted	Overall average ≥ **70%**	The material is approved after any minor revisions Certificates must be issued.
Accepted with reservations	Overall average **between 50% and 70%** .	Reservations will be sent to the author. Once the reservations have been lifted, the experts will re-examine the revised material and make a new, final decision.
Appointment of a third expert	One mark below **50% and the other above 70%**	The decision is made on the basis of the mark awarded by the third expert
Rejected	Overall average < 50%	The submission is rejected. A new submission is possible after the major corrections requested by the experts have been made

V. COORDINATION UNIT

1. Unit's mission

In accordance with Ministerial Decree No. 164 of 18 October 2025, establishing a national commission to support digital transformation in the fields of education and research within higher education institutions, as well as for the quality assurance of educational content, in particular Article 3, point 2, relating to the evaluation of educational materials and online digital content, it is essential to create a coordination unit to ensure compliance with the relevant guidelines. Its tasks are:

- Audits on the success of the operation
- Launching annual satisfaction surveys for teachers on the conduct of assessments
- Launching half-yearly satisfaction surveys for students in order to obtain feedback on the impact of the material on their learning and success.
- Sending the annual report to the national commission

2. Unit members

a. Chair

Vice-Rector in charge of postgraduate studies or the deputy director in the case of schools.

Responsible for:

- Proper conduct of the assessment process
- Compliance with deadlines
- Support and monitoring of the assessment process carried out by scientific bodies.
- Monitoring the preparation of certificates issued by the assessment bodies

The chairperson is the coordinator between the institution and the national commission.

b. Members:

- **Vice-Rector in charge** of education or the deputy director in the case of schools. He or she is responsible for:
  - Implementation of the institution's template, in accordance with the preparation guide (Appendices 1 and 2).
  - Support and monitoring of applications for expertise.
  - Monitoring compliance with similarity thresholds (plagiarism) and "Zero AI".
- **As head of the quality assurance unit**, s/he coordinates with local quality assurance unit managers who support the design of templates (lectures, tutorials, practicals, etc.), ensuring compliance with established quality standards and helping to support teaching and learning, namely:
- Relevance
- Clarity
- Adequacy.
- As **director of the NTIC centre**, s/he coordinates with the local NTIC centre unit, which is responsible for evaluating teaching materials and content posted online, in accordance with Article 14, point 6 of Ministerial Decree 164 of 18 October 2025, with regard to:
- Compliance with the online publishing charter
- Support for applications for online course accreditation via the OCE platform
- **CATI manager:** Provides support in cases where teachers wish to publish their materials through the university publications office

VI. APPLICATION

1. Submission requirements

a. The material may be developed by several authors:

- ❖ Who have taught the same subject.
- ❖ With a view to combining lectures, tutorials, practicals, etc.

b. Expertise is open to:

b.1. To teachers who have taught a subject (lectures, tutorials, practicals, etc.) in accordance with the official syllabus, either at the same institution or at another institution.

In this case, the final version of the material may only be submitted after the completion of the course in question.

b.2. To teachers who do not teach the subject. In this case, the material cannot be distributed through the institution's distance learning platform. **The author has two options:**

- Commit to distributing the material via the Dspace platform of the affiliated institution (Appendix 3)
- Opt for **publication through the Office des Publications Universitaires (OPU),** with the support of CATI (Appendix 3)

In this case, the teacher may distribute their material via the distance learning platform once the subject has been assigned to them

2. Similarity rate

a. The accepted similarity rate is 30%.

b. This rate does not apply to fundamental or pure sciences, whose basic principles have long been established and whose stable and universal theoretical foundations evolve little in their fundamentals. These disciplines focus primarily on understanding fundamental mechanisms and principles, which can be justified by the presence of elements such as:

- ✓ Standard definitions
- ✓ Classical theorems
- ✓ Universal equations

- ✓ Conventional notations, etc.

Examples include: algebra, analysis, physics, chemistry, electricity and magnetism, machine design, elements of the history of political thought, introduction to economics, judicial organisation, ancient arts, ancient literary texts, grammar of the language being studied, writing and expression practices, general geology, athletics, anatomy, embryology-cytology, histology, descriptive functional anatomy, introduction to library science, Islamic doctrine, introduction to psychology, art history, city history, etc.

In this case, it is a matter of:

- ➢ Check that the material is not a complete copy of a reference document
- ➢ Ensuring that quotations are correctly referenced
- ➢ Ensuring that the bulk of the work remains original.
- ➢ Require 10 to 15 bibliographical references, both old and recent, inserted throughout the material

3. Zero AI rate

AI can be used to generate images, video clips, and to improve writing style, etc.
The acceptable similarity rate is left to the discretion of the institution. However, it must be between 15% and 25%.

It should be noted that some plagiarism detectors have been equipped with an AI-assisted writing detector:

https://fr.turnitin.com/solutions/topics/redaction-assistee-par-ia

https://www.compilatio.net/

4. Application

The application file must include the following documents:

- ➢ Application form (Appendix 4)
- ➢ The document must comply with the template, with updated or added sections highlighted if it is a revised version
- ➢ Proof of teaching, in the case of teaching outside the institution, certifying that the requirements are met (see 1.a) (Appendix 5)
- ➢ The teaching certificate or the minutes of the scientific council of the faculty, institute or institution, in the case of schools, if it is a revised version of the one already assessed.

VII. REVIEW PROCESS

1. Criteria for selecting experts

The appointment of experts is based on objective criteria ensuring competence and impartiality. The expert must be:

- A teacher-researcher in the same field.
- Hold a senior position (Professor or MCA), or be a senior lecturer B with at least 3 years' experience, or an assistant lecturer "A" with at least 10 years' experience
- Candidates must be assessed by experts of the same or higher rank. If no such expert is available, they may be assessed by an expert of the next lower rank with 5 years' experience
- Have produced or contributed to books, handouts or teaching resources.

However, the expert must comply with the following points:

- **Use** the assessment grid
- **Have** no conflict of interest with the author of the material.
- **Respect** the principles of transparency, impartiality and confidentiality.
- **Be available** and meet the deadlines set for the assessment

2. Expertise process

Table 4: Expert assessment phases

Phases	Actor	Registration authority	Processing body	Main actions	Procedure deadlines	Deliverables
Submission	Author(s)	Departmental teaching service	Teaching committee	a. **In the case of an original version, or an updated version where the original version was developed and reviewed before 1 September 2026:** Verification: ✓ Of the application file ✓ Compliance of the content with that taught (§ P9, c.f.b.1) ✓ The similarity rate ✓ The "Zero AI" rate ✓ Of the linguistic revision carried out by a specialist in the language of publication, or failing that, by a digital tool. ✓ Compliance with the template, to be ensured by the local quality assurance unit	**One week** after the CP meeting	a. **Eligibility cases:** A file to be submitted to the registration authority, which must in turn submit it to the candidate, containing: 1- Admissibility report (Appendix 6) 2-Certificates of similarity and Zero AI (Appendix 7) 3- Linguistic review report (Appendix 8). 4- Charter posted on the distance learning platform (Appendix 9) 5- Certificate of compliance issued by the quality assurance manager (Appendix 10)
				b. **In the case of an updated version where the original version was developed and reviewed after 1 September 2026:** ✓ Compare the revised version with the original version to determine whether it requires review.		b. **In the case of inadmissibility or an updated version where the original version was developed and reviewed after 1 September 2026:** A file to be submitted to the registration authority, which must in turn forward it to the applicant, containing the report of reservations or the non-necessity of assessment (Appendix 11)
Designation	Departmental teaching service	Postgraduate department	Departmental scientific committee	✓ Appointment of two experts, one of whom must be external, in accordance with the appointment criteria. ✓ Ensure double anonymisation	**Two weeks** after the regular or extraordinary session meeting, for candidates concerned by promotion to the rank of	Minutes of the CSD, to be submitted to the registration authority

Expertise	Postgraduate department	Postgraduate department	Experts	✓ Evaluation of teaching materials according to the assessment grid provided by the registration authority ✓ Verification of the lifting of reservations	**six weeks**	Duly completed and signed assessment grids (Appendix 11), accompanied by a request for corrections where applicable, to be submitted to the registration authority.
Result	Postgraduate department	Postgraduate department	Departmental scientific committee	Announcement of results: ✓ Accepted ✓ Rejected ✓ To be revised (**return to the assessment phase**) ✓ Appointment of a third expert (**return to the assessment phase**)	**One week** after the regular or extraordinary session meeting, for candidates concerned by promotion to grade	Minutes announcing the results, to be submitted to the registration authority
Validation	Postgraduate department	Postgraduate department of the faculty, institute or institution, in the case of schools.	Scientific council of the faculty, institute or establishment, in the case of schools	Announcement of the final result ✓ Accepted ✓ Rejected	**One week** after the regular or special session meeting, candidates eligible for promotion to grade	PV mentioning the final result, to be submitted to the registration authority
Assessment	Postgraduate department of the faculty, institute or establishment, in the case of schools.	Postgraduate department of the faculty, institute or institution, in the case of schools.	Postgraduate department of the faculty, institute or establishment, in the case of schools.	✓ Preparation of documents	**One week** after receipt of the minutes	A file to be sent to the department's post-graduation service, including: 1-The minutes of the final results announcement (Appendix 13) 2-A copy of the minutes of the CSF, CSI or CSE 3- Certificate of expertise for the experts (Appendix 14) 4- Certificate for the specialist responsible for linguistic revision (Appendix 15) **3-If accepted:** ✓ Certificate of production of teaching materials (Appendix 16) ✓ A copy of the similarity and zero AI certificate (Appendix 7) ✓ Authorisation for dissemination via Dspace (Appendix 16) (§ P9, c.f.b.2) ✓ Authorisation to apply for OPU publication (Appendix 17) (§ P9, c.f.b.2)

Registration	Postgraduate department of the faculty, institute or institution, in the case of schools.	Postgraduate department	Postgraduate department	✓ Registration of the file received ✓ Transmission of certificates to stakeholders	48 hours after receipt of the file	1-Delivery of certificates to experts (Appendix 14) 2-Delivery of the certificate to the specialist who performed the linguistic review (Appendix 15) 3- Delivery of documents relating to the candidate to the department's teaching service
Issuance	Postgraduate Department	Departmental teaching department	Departmental teaching department	✓ Submission of certificates to the candidate	48 hours after receipt	To be given to the candidate: **1-** The final results announcement report (Appendix 13) **2- If accepted:** ✓ The certificate of production of teaching materials (Appendix 16) ✓ Authorisation for dissemination via Dspace (Appendix 17) (§ P9, c.f.b.2) ✓ Authorisation to apply for OPU publication (Appendix 18) (§ P9, c.f.b.2)

VIII. APPENDICES

Appendix 1: Guide to developing the institutional template

1. Introduction

The development of an institutional template is a strategic approach aimed at enhancing the quality, consistency and visibility of educational output within the institution, in order to meet specific quality standards and institutional standardisation requirements that enable students to benefit from it. It must be developed in accordance with the following requirements:

- It must be uniform for the entire institution or for the entire faculty/institute. **The decision to standardise, either generally or locally, is left to the discretion of the institution.**
- In the case of general standardisation, its design is the responsibility of the Vice-Rector in charge of teaching or the Deputy Director, for schools. In the case of local standardisation, it is the responsibility of the Vice-Dean in charge of teaching or the Head of Department, for schools
- Its design must be supervised by the head of the quality assurance unit.
- It must be validated by the scientific council of the institution or faculty/institute.

The objective of this guide is to formally and functionally harmonise the different types of teaching materials (lectures, tutorials, practicals, etc.), while promoting a clear, legible and comprehensible presentation.

2. Rules for preparation

The template must meet the following requirements:

- **Standardisation and consistency:** ensure that the presentation complies with the ergonomics imposed by the institution. It must be **appropriate to** the nature of the material: lectures, tutorials, practicals, etc.
- **Readability and accessibility:** adopt a spacious layout, standardised fonts and a visible hierarchy of titles and subtitles to ensure clarity and ease of reading.
- **Presentation standards:** precisely define the typographical parameters (font, size, line spacing, margins, numbering) and include a standardised cover page with the mandatory institutional information (logo, title of the material, course, name of the teacher, academic year, etc.).

Distribution and support

The teacher must be informed by the institution and comply with the template.

3. Template structure

a. General structure

- Cover page, stating:
  - The name of the institution
  - The title, which must be similar to that mentioned in the training offer
  - Specialisation
  - The author(s)
  - Edition version: First edition (original); second edition, (^{1st}revision)
  - Academic year
  - Any other information deemed useful
- Table of contents
- List of abbreviations, list of figures, list of tables, glossary, etc.
- Syllabus (**Appendix 2**)

b. Presentation of content

- General introduction including the skills targeted, prerequisites and the course's place in the programme.
- Content structured and organised into chapters or any other format in line with the training programme.
- Teaching sequences with a presentation of intermediate objectives
- Teaching sequences must be interspersed with clearly presented examples and learning activities, with operational objectives and explicit instructions.
- At the end of each chapter, summary activities must be clearly presented.
- Illustrations, tables, diagrams, examples and referenced quotations are strongly recommended to support theoretical concepts.
- Partial conclusions that summarise key ideas and lead into the following content.
- The general conclusion
- The list of bibliographical references, edited using bibliographical reference management software (Zotero, Endnote, etc.)

c. Cases for tutorials, practical work, workshops, practical training, etc.

Teaching materials must:

- Be focused on hands-on activities and experimentation, and follow a procedural logic.
- Clearly state the operational objectives.
- Present theoretical reminders related to the task to be performed
- Present the necessary tools and conditions for completion.
- Describe the experimental approach in detail, presented step by step and accompanied by diagrams, screenshots, video clips or any other resources.
- Provide writing exercises in the form of observations and interpretation of results.
- Include summary or self-assessment activities.

- Inform students of the assessment methods and skills acquired.
- Include a report writing template.
- Comply with bibliographic citation standards.
- Provide a list of bibliographic references, edited using bibliographic reference management software (Zotero, Endnote, etc.)

Appendix 2: Guidelines for developing the syllabus

"Template adapted from the University of Montreal document and the University of Liège document "Structure of a course plan"[1]

1. Introduction

The syllabus is a document that outlines the organisation of the course to enable students to get the most out of it.

A well-designed syllabus enables students to understand the structure of the course and grasp the relationship between the targeted skills, the usefulness of the learning activities and the assessment methods. It contains the following elements:

2. Information about the subject

This section provides all the basic information about the subject:

- Teacher's first and last name
- Their contact details
- Their contact details
- Location and time slots reserved for tutoring
- Credit, coefficient, number of weeks, etc.
- Slots and teaching room
- Videoconferencing schedule, in the case of online teaching
- Link to the platform for online teaching
- All information deemed useful in the case of online teaching: groups, quiz deadlines, weighting, activities for formative or continuous assessment, etc.

3. Presentation of the subject

This provides certain information about the subject matter in order to put it into context and spark students' interest.

4. Content

This section is devoted to the subject syllabus

5. Prerequisites

This section is devoted to presenting the prerequisites in a precise and deterministic manner, avoiding generalities. If there are a large number of prerequisites, divide them between chapters to avoid demotivating students.

[1] https://eoa.umontreal.ca/wp-content/uploads/sites/32/agoraPersonnelCdcCEFES_BalisesPlandecours.pdf
https://cpu.umontreal.ca/fileadmin/cpu/documents/enseignement-apprentissage/planification-cours/guide_PlanCoursObjectifs.pdf

6. Place of the course in the programme

This section highlights the place of the course in the programme so that students can focus on their learning

7. Targeted skills

The objectives answer the question: By the end of the course, students will be able to...

Remember that the learning objective comprises three elements[2] :

- The subject, which is the student,
- The action verb that describes the behaviour expected of the student[3]
- The object of learning.

8. Methods of assessing learning

Informing the student:

- Assessment methods;
- Weighting;
- The completion of learning activities on the distance learning platform
- The schedule for submitting assignments and taking tests;
- Types and criteria of assessment;
- Any related information

9. Teaching/learning methods

- In flipped classrooms: Homework preparation, classroom activities
- Participation
- Collaborative work
- Project-based learning, etc.

10. Support resources

Provide links to resources that can help students in their learning: videos, websites, AI applications, etc.

[2] https://afeseo.ca/wp-content/uploads/2021/02/Taxonomie-cognitif-et-socio-affectif.pdf
https://objectifspedagogiques.com/2025/02/09/taxonomie-solo/

[3] https://www.enseigner.ulaval.ca/system/files/public/pedagogie/preparer-votre-cours/taxonomie-de-bloom-revisee.pdf
Bloom's taxonomy revisited in the age of AI - Collimateur - Digital education monitoring - UQAM

Appendix 3: Certificate of commitment

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــــم .....

التزام

أن أنا الممضي(ة) أسفله :

الأستـــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــــم : .....

ألتزم بعد الحصول على النتيجة الإيجابية من عملية التحكيم بنشر المطبوعة البيداغوجية،:

الـــــــعنـــــــــــوان : .....

الطّبيـــــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

☐عبر المستودع الرقمي المؤسساتي

☐حصريًا عبر الديوان الوطني للمطبوعات الجامعية مع الالتزام بتوجيهات مركز دعم التكنولوجيا والابتكار

حرّر ب ..... **في** .....

الإمضاء

Appendix 4: Submission form

وزارة التعليـم العالـي والبحـث العلمـي

المؤسسة الجامعية ……

كليّـــــــــــــة/معهد……

قســـــــــــم ……

طلب إيداع مطبوعة بيداغوجية قصد إخضاعها للخبرة

أن أنا الممضي(ة) أسفله :
يشهد رئيس القسم بأن :
الأستـــــــــاذ(ة) : ……
كليّـــــــــــــة/معهد : ……
قســـــــــــم : ……

أُودِع هذه النسخة من المطبوعة البيداغوجية قصد إخضاعها للخبرة:

الـــــــعنـــــــــوان : ……
الطّبيـــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : ……
المستوى : ……
التخصص : ……

السنة الجامعية : ……

☐ طبعة أولى

☐ طبعة مُراجَعة رقم…. …(*إرفاق شهادة الإنتاج البيداغوجي أو محضر الهيئة العلمية الصادر عن خبرة النسخة الأولى*)

حرّر ب …… **في** ……

الإمضاء

Appendix 5: Proof of teaching to be provided in the case of teaching outside the affiliated institution

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية ……

كليّـــــــــــــة/معهد……

قســـــــــــم ……

إشهاد بالتدريس الحضوري

يشهد رئيس القسم بأن :

الأستـــــــاذ(ة) : ……

كليّـــــــــــــة/معهد : ……

قســـــــــــم : ……

درّس حضوريا المقياس

الـــــــعنـــــــــــوان : ……

الطّبيـــــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــــة) : ……

المستوى : ……

التخصص : ……

السنة الجامعية : ……

الطبعة : (أولى أو مُراجَعة رقم ……)

حرّر ب …… **في** ……

رئيس القسم

Appendix 6: Admissibility report

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــم .....

محضر قبول الملف

يشهد مسؤول **التخصص** بأن المطبوعة البيداغوجية :

درّس حضوريا المقياس

العنـــــــــوان : .....

الطّبيـــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــقيّـــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

المُقَدَّمَة من طرف :

الأستـــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــم : .....

مطابقة لشروط القبول

حرّر ب ..... في .....

مسؤول **التخصص**
(اللقب والاسم والإمضاء)

Appendix 7: Certificate of similarity and zero AI

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــــم .....

شهادة التماثل وصفر ذكاء اصطناعي

يشهد رئيس القسم بأن المطبوعة البيداغوجية:

العنـــــــــــوان : .....

الطّبيـــــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

المُقَدَّمَة من طرف:

الأستـــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــــم : .....

☐ **مدرجة ضمن قائمة العلوم البحتة**

☐ **غير مدرجة ضمن قائمة العلوم البحتة وقد خضعت:**

لاختبارات التشابه : .....% استيفاء معايير التشابه المطبَّقة على التخصصات الأساسية

صفر ذكاء اصطناعي : .....%

حرّر ب ..... في .....

رئيس القسم

Appendix 8: Linguistic review report

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــــم .....

إشهاد بالتدقيق اللغوي

يشهد المدقّق اللغوي بأن المطبوعة البيداغوجية:

العنـــــــــــوان : .....
الطّبيـــــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : .....
المستوى : .....
التخصص : .....
السنة الجامعية : .....
الطبعة : (أولى أو مُراجَعة رقم .....)

المُقَدَّمَة من طرف :

الأستـــــــاذ(ة) : .....
كليّـــــــــــــة/معهد : .....
قســـــــــــم :.....

☐ **سليمة لغويًا**

☐ **تحتاج إلى تحسين لغوي(تقرير مرفق)**

حرّر ب ..... في .....

المدقّق اللغوي
(اللقب والاسم والإمضاء)

Appendix 9: Design charter for the Moodle platform

Section 1	Insert contact details (surname, first name, email, etc.) *Subject teacher, contact details, availability (timetable and location)* *Tutors, contact details, availability (timetable and location)* *Coefficient, credits* *Total number of hours* *Number of hours of personal work required per week* *Assessment method* *Monitoring method (tutoring schedule)*
Section 2	General objectives in terms of measurable action verbs: Example: at the end of this course, students will be able to: Know .... Understand... Analyse...
Section 3	Prerequisites Possible prerequisite test
Section 4	Overall teaching plan Detailed teaching plan via hyperlink (insert resource page)
Section 5	Insert a videoconference (Jitsi, Google Meet, Webex, etc.) or chat for live interventions
Section 6: Chapter 1	Intermediate objectives measurable in terms of action verbs Resources (PDF file, etc.) Local learning activities aimed at formative assessment (homework, tests, SCORM, etc.) General communication space for exchanges Group communication space for exchanges within the framework of collaborative work.
Section 7: Chapter 2	
Section "n": Chapter "n"	
Section "n+1"	Overall learning activities for summative assessment (quizzes, etc.)
Section "n+2"	Final test in preparation for the certification assessment in the case of a distance learning examination
Section "n+3"	Bibliographical references

Appendix 10: Certificate of compliance

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــــم .....

شهادة المطابقةللنموذج المعتمد

يشهد مسؤول ضمان الجودة بأن المطبوعة البيداغوجية :

العنـــــــــــوان : .....

الطّبيـــــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

المُقَدَّمَة من طرف :

الأستـــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــــم :.....

مطابقة للنموذج المعتمد وللمعايير الأفقية

حرّر ب ..... في .....

مسؤول ضمان الجودة

Appendix 11: Report of inadmissibility

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــم .....

محضر عدم قبول الملف

يشهد مسؤول **التخصص** بأن المطبوعة البيداغوجية :

العنـــــــــــوان : .....

الطّبيـــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

المُقَدَّمَة من طرف :

الأستـــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــم :.....

☐ **لا تستوفي شروط القبول، وعليه، يتعيّن على المترشّح رفع التحفّظات الواردة في الوثيقة المرفقة.**

☐ **طبعة مُراجَعة لا تتطلب خبرة (إرفاق التوضيحات)**

حرّر ب ..... في .....

مسؤول **التخصص**

(اللقب والاسم والإمضاء)

Appendix 12: Expertise grid for teaching materials intended for face-to-face teaching

Table 1: Likert scale			
Value	**Assessment**	**Mark**	**Interpretation**
6	Excellent	100%	Criterion fully mastered and valued
5	Very satisfactory	80	Good quality achievement, in line with expectations
4	Satisfactory	60	Criterion correctly met
3	Not very satisfactory	40	The work does not sufficiently meet expectations.
2	Insufficient	20	Does not meet the expected level, quantity or quality.
1	Absent	0	Failure to follow instructions

Table 2: Assessment grid for face-to-face teaching materials Accompanied, where applicable, by a document signed by the expert containing the necessary corrections					
Areas of focus	**Section**	**Criteria**	**Likert scale (6-1)**	**Validation of the section**	**Axis validation**
Cross-cutting	**Compliance with the template**	1-The material complies with the structure of the official framework 2- The syllabus complies with the official template	☐.....☐ ☐.....☐	100%	80%
	Presentation	1- The content covers the training programme 2- Structuring and prioritising teaching content with a view to continuity	☐.....☐ ☐.....☐	80%	
	Readability and editorial consistency	1- The content is written in a comprehensible and consistent style. 2- Quality of linguistic correction (syntax, typography, etc.)	☐.....☐ ☐.....☐	70%	
	Compliance with citation and referencing standards	1- Quality of diagrams, images, tables with presentation of bibliographic sources 2- Compliance with bibliographic citation standards	☐.....☐ ☐.....☐	70%	
Educational	**Content**	1 –The knowledge conveyed (notions, theories, concepts, etc.) in **an educational discourse that is comprehensible to the student**, and which is: • **Lectures**: accurate and consistent with the subject concerned. • **Tutorials or practicals, etc.**: closely linked to the application of knowledge 2 – The bibliographical and documentary sources used include recent references and are relevant to the content. 3 – **Targeted and focused content,** rich in examples with summaries to facilitate retention, etc. 4- Clarification of general or **operational** objectives **in the case of tutorials, practicals, workshops, internships,** etc. to enable students to focus on these learning outcomes	☐.....☐ ☐.....☐ ☐.....☐ ☐.....☐	80%	80%
	Educational structure	**1- Lessons** ✓ Clear structure, pedagogical sequencing and logical progression promoting the articulation of ideas. ✓ Articulation between theory and examples. **2- Tutorials, practicals, workshops, internships, etc.** ✓ Explicit link between theory and activities ✓ Gradual complexity to suit the level	☐.....☐ ☐.....☐ ☐.....☐ ☐.....☐	80%	

	Teaching methods	1- **Lectures**: ✓ The use of active teaching methods that encourage critical thinking and the resolution of complex and authentic situations: simulations, field situations or experimental protocols, clinical immersion, etc. ✓ Diversification of teaching channels: scripts, illustrations, video/audio links, diagrams, concept maps, summaries, etc. ✓ Alignment of teaching objectives and methods: The teaching method is consistent with the defined learning objectives in order to support progress. **2- Tutorials: Diversification of types of activities in context, practical application of theoretical elements and clarity of instructions.** **3- Practical work:** Clear instructions, precise protocols, a results analysis phase and assessment criteria, observable indicators of success **4- Workshops**: Development of the stages of discovery, exploration, production and presentation, assessment criteria, observable indicators of success **5-Educational outing:** Clarity of objectives, instructions, information gathering tools and methods for monitoring work to give meaning to the experience, assessment criteria, observable indicators of success 6- **Clinical immersion**: Clarity of targeted skills, assessment criteria, observable indicators of success, and levels of acquisition (not acquired, in progress, acquired, etc.)	☐.....☐ ☐.....☐ ☐.....☐ ☐.....☐ ☐.....☐ ☐.....☐ ☐.....☐ ☐.....☐	80%	
Assessment	**Educational interactivity**	1- The material encourages active student participation through engaging activities (guiding questions, case studies, discussions, etc.). 2- Instructions for exercises, assignments or assessments are clear, precise and consistent with the learning objectives	☐.....☐ ☐.....☐	70%	70%
	Learning activities for formative assessment	1- Teaching sequences are interspersed with learning activities that measure the assimilation of concepts. 2- Diversification of activity types	☐.....☐ ☐.....☐	70%	
	Learning activities for continuous assessment	1. Each chapter ends with learning activities aimed at memory consolidation 2- Diversification of activity types	☐.....☐ ☐.....☐	70%	

Appendix 13: Minutes of the announcement of results.

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

محضر إعلان النتائج

بناء على المحضر المصادق عليه من قبل المجلس العلمي للكلية بتاريخ .....، يشهد السيد (نائب العميد - نائب المدير المكلف بما بعد التدرج و البحث العلمي أنّ بأن المطبوعة البيداغوجية :

يشهد مسؤول **التخصص** بأن المطبوعة البيداغوجية :

العنـــــــــــوان : .....

الطّبيـــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

المُقَدَّمَة من طرف :

الأستـــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــم :.....

☐ حظيت بخبرة إيجابية

☐ حظيت بخبرة سلبية

(يُرجى إرفاق الاستمارات المعبأة والموقَّعة من قبل الخبراء، مع احترام مبدأ السرية وعدم الكشف عن الهوية)

حرّر ب ..... في

نائب العميد، أو نائب المدير في حالة المدارس أو المعاهد، المكلف بما بعد التدرج والبحث العلمي

Appendix 14: Certificate of participation in expertise

الـجـمـهـوريـة الـجـزائـريـة الديـمـقـراطيـة الـشـعـبـيـة

وزارة التعليم العالي والبحث العلمي

شعار المؤسسة

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــــم.....

الرقم المرجعي/ رمز الكلية/السنة الجامعية

شهادة

يشهد (العميد - نائب المدير المكلف بما بعد التدرج و البحث العلمي) أنّ :

الأستـــــــاذ(ة) :

المؤسسة الجامعية.

شارك في الخبرة العلمية للمطبوعة بيداغوجية بـــــعنـــــــــــوان:.....

الصادرة عن المؤسسة **الجامعية** : :.....

السنة الجامعية : .....

حرّر ب ..... في

العميد، أو نائب المدير في حالة المدارس أو المعاهد المكلف بما بعد التدرج والبحث العلمي

Appendix 15: Certificate of participation in language revision

الـجـمـهـوريـة الـجـزائـريـة الديـمـقـراطيـة الـشـعـبـيـة
وزارة التعليـم العالـي والبحـث العلمـي

شعار المؤسسة

المؤسسة الجامعية .....

كليّـــــــــــة/معهد.....

قســـــــــم.....

الرقم المرجعي/ رمز الكلية/السنة الجامعية

شـهـادة

يشـهد (العميد - نـائـب المـديـر المكلف بما بعد التدرج و البحث العلمي) أنّ :

الأستـــــــاذ(ة) :

المؤسسة الجامعية.

شارك بصفته مراجعًا لغويًا في الخبرة العلمية للمطبوعة بيداغوجية بـــــعنـــــــــــوان:.....

الصادرة عن المؤسسة **الجامعية** : .....

السنة الجامعية : .....

حرّر ب ..... في

العميد، أو نائب المدير في حالة المدارس أو المعاهد المكلف بما بعد التدرج والبحث العلمي

Appendix 16: Certificate of educational production

الـجمـهوريــة الجــزائريــة الديـمـقراطيــة الشـعــبيـة

وزارة التعليـم العالـي والبحـث العلمـي

شعار المؤسسة

المؤسسة الجامعية .....

كليّـــــــــــة/معهد.....

قســـــــــم.....

الرقم المرجعي/ رمز الكلية/السنة الجامعية

شهادة إنتاج بيداغوجي

بناء على المحضر المصادق عليه من قبل المجلس العلمي للكلية بتاريخ .....، يشهد (العميد - نائب المدير المكلف بما بعد التدرج و البحث العلمي) أنّ :

الأستـــــــاذ(ة) :.....

كليّـــــــــــة/معهد : .....

قســـــــــم : .....

قام بإنجاز مطبوعة بيداغوجية

الـــــعنـــــــــوان : .....

الطّبيـــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

حرّر ب ..... في

العميد، أو نائب المدير في حالة المدارس أو المعاهد المكلف بما بعد التدرج والبحث العلمي

Appendix 17: Authorisation for submission via Dspace

وزارة التعليـم العالـي والبحـث العلمـي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــــم .....

ترخيص بالنشر عبر المستودع الرقمي

بناء على المحضر المصادق عليه من قبل المجلس العلمي للكلية بتاريخ .....، يرخص :

الأستـــــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــــم :.....

بالنشر عبر المستودع الرقمي للمطبوعة للبيداغوجية

الـــــــعنـــــــــــوان :

.....

الطّبيـــــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

حرّر ب ..... في .....

نائب العميد / نائب المدير (في حالة المدارس أو المعاهد)

المكلف بما بعد التدرج و البحث العلمي

Appendix 18: Authorisation to apply for publication via OPU

وزارة التعليم العالي والبحث العلمي

المؤسسة الجامعية .....

كليّـــــــــــــة/معهد.....

قســـــــــــم .....

ترخيص بمتابعة إجراءات النشر عبر الديوان الوطني للمطبوعات الجامعية

بناء على المحضر المصادق عليه من قبل المجلس العلمي للكلية بتاريخ .....، يرخص :

الأستـــــــــاذ(ة) : .....

كليّـــــــــــــة/معهد : .....

قســـــــــــم :.....

بمتابعة إجراءات النش عبر الديوان الوطني للمطبوعات الجامعية للمطبوعة للبيداغوجية[4] :

الـــــــعنـــــــــــوان : .....

الطّبيـــــــــــعة (دروس، أعمـــال موجّهة، أعمال تطبيـــــقيّـــة) : .....

المستوى : .....

التخصص : .....

السنة الجامعية : .....

الطبعة : (أولى أو مُراجَعة رقم .....)

حرّر ب ..... في.....

نائب العميد / نائب المدير (في حالة المدارس أو المعاهد)

المكلف بما بعد التدرج و البحث العلمي

-

حرّر ب ..... في .....

مدير مركز دعم التكنولوجيا والابتكار

[4] https://opu.dz/fr/content/modalit%C3%A9s-de-publication