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per a la Qualitat
del Sistema Universitari
de **Catalunya**

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How to assess an e-learning institution: methodology design and implementation

E. Huertas, A. Prades, S. Rodríguez

Budapest, November 2008





Summary

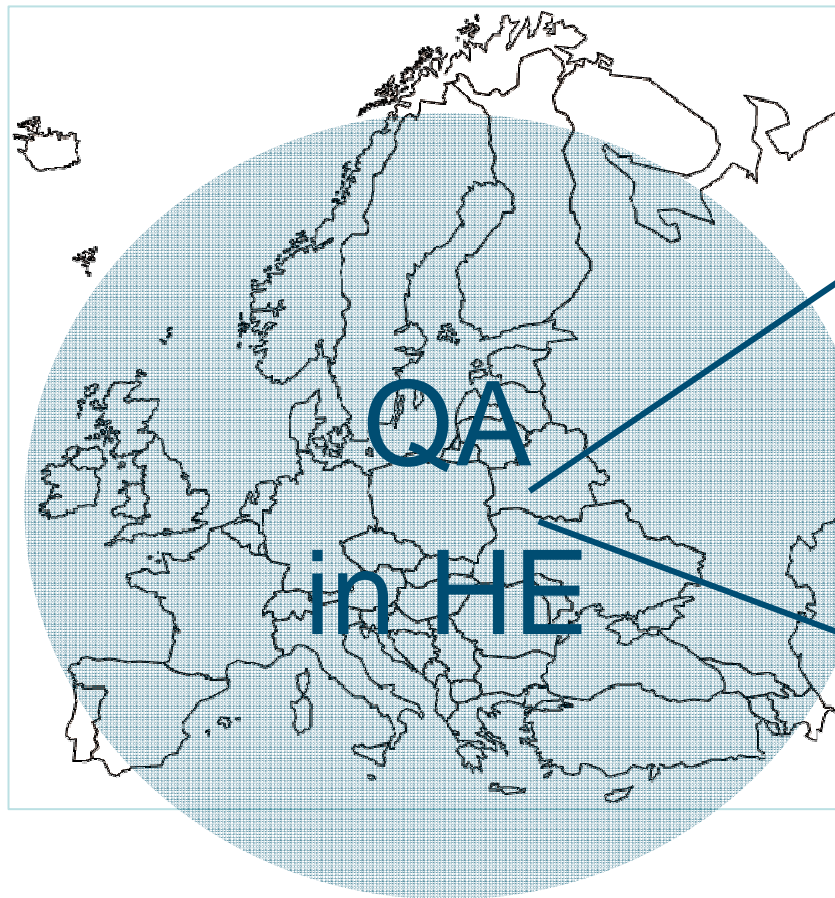
1. Introduction
2. Design of the methodological model
 - 2.1. Characteristics of e-learning
 - 2.2. Methodology development
 - 2.3. Evaluation process
3. Conclusions



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Introduction



Fully complied by
conventional universities

e-learning programmes are
only now becoming more
widespread in Europe



Introduction



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e-learning evaluation project

Aim

Formative assessment of the
Universitat Oberta de Catalunya
(UOC)



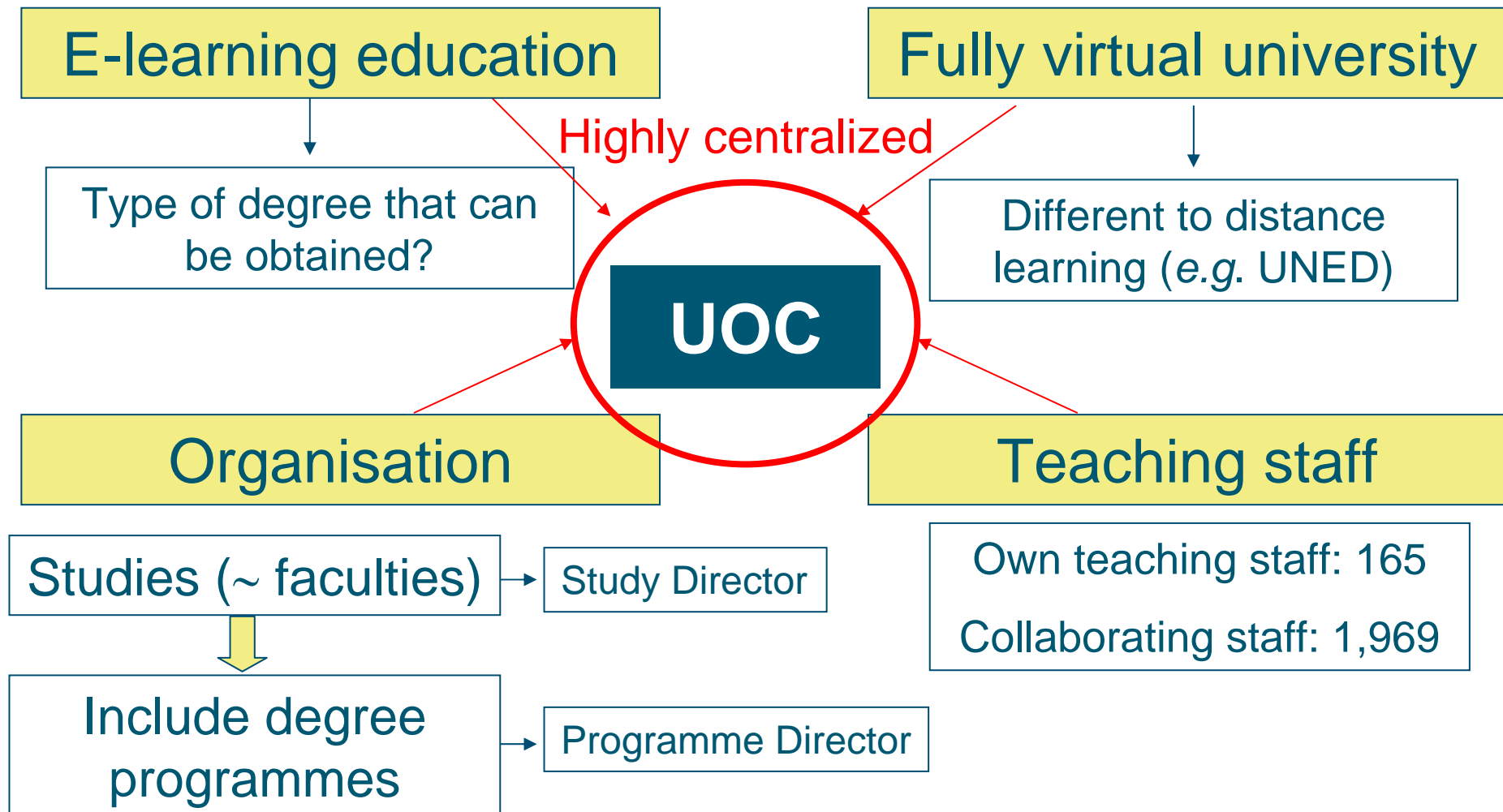
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Characteristics of e-learning

CIPP Model	
Context	Goals
	SWOT
Inputs	Students
	Teachers
	Infrastructure
Process	Educational
	Organizational
Product	Academic
	Personal
	Professional

CIPP. Context



CIPP. Inputs

Students

Work full time.
Family responsibilities.
Tend to be more mature.

Teachers

Own teaching staff: propose courses, define contents and aims, look for authors for teaching materials, etc.

Students counsellors: give incentive and impetus to learning activities.

Collaborating staff

Tutors: support and give advise students on matters connected with running of virtual campus, course enrolment, give guidance regarding professional opportunities.

Infrastructure

Core of a virtual university. University has to guarantee that services for study and learning purposes are satisfactory

CIPP. Process

Delivery process

High degree of homogeneity

All classrooms used for the same object have the same learning documentation, tools and assessment' process

Teaching process

High degree of homogeneity

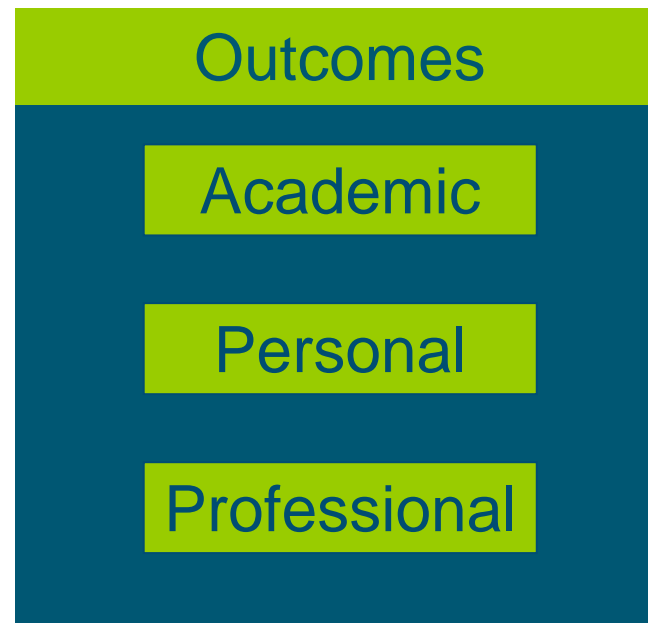
Same author for all materials in one particular subject, same learning and assessment activities, same student support system



Advantages: the institution can make a cascade of changes quickly and effectively

Risks: Hegemony of single culture to the detriment of plurality, and possible devaluation of teachers as mediators of knowledge

CIPP. Product



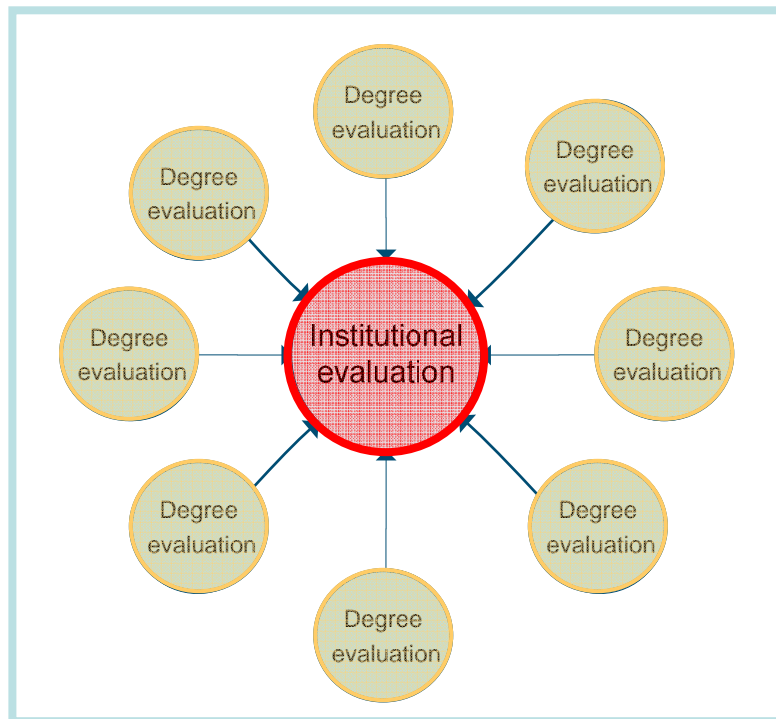
The evaluation of e-learning programmes should be of the same quality as that of conventional learning degrees.



Methodology development

- 1. Identification of the levels of assessment (institutional and degree programme levels)**
- 2. Adaptation of the design to e-learning education and structure of the Open University**
- 3. Setting of indicators, standards and evidences**

Methodology development



Aspects common to all degree programmes (mission, vision, delivery system, infrastructure).

Emphasis on QA policies and mechanisms.

Specifies how the aspects, policies and general mechanisms work.

UOC

Assessment at Study's programme (all or sample)

Methodology development

Institutional level

- 1. Institutional mission and vision**
- 2. System capacity**
 - Students
 - Teaching staff
 - Infraestructure
 - External relations
- 3. Quality assurance mechanisms**
 - Institutional mission and vision
 - System capacity
 - Internal and external strategic position
 - Learning outcomes and study programme
 - Instruction design
 - Learning assessment
 - Outcomes

Degree programme / Study level

- 1. Strategic position of the degree programme**
- 2. Study programme**
 - Definition of the study programme
 - Adequacy of the study programme
- 3. Instruction design**
 - Teaching methodology
 - Adequacy of the activities
 - Organisation of the degree
 - Student orientation, tutorial & advisory system
 - Technical set-up for instruction
 - Interpersonal communication systems
- 4. Learning assessment**
- 5. Outcomes**



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Methodology development

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Methodology development

Methodology and learning resources

Learning activities and evaluation of activities

Learning materials.

How students know how to work with the system.

Student satisfaction with counsellors and tutors (speed and functionality of their responses).

Degree programme / Study level

1. Strategic position of the degree programme

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- Adequacy of the study programme

3. Instruction design

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4. Learning assessment

5. Outcomes

Methodology development

Speed of access and stability of the on-line environment.

Adequacy of on-line environment to the goals of the degree programme and learning activities.

Easy use of the on-line campus.

Interpersonal communication between subjects in different university groups.

Intercommunication between students in the same group.

Degree programme / Study level

1. Strategic position of the degree programme

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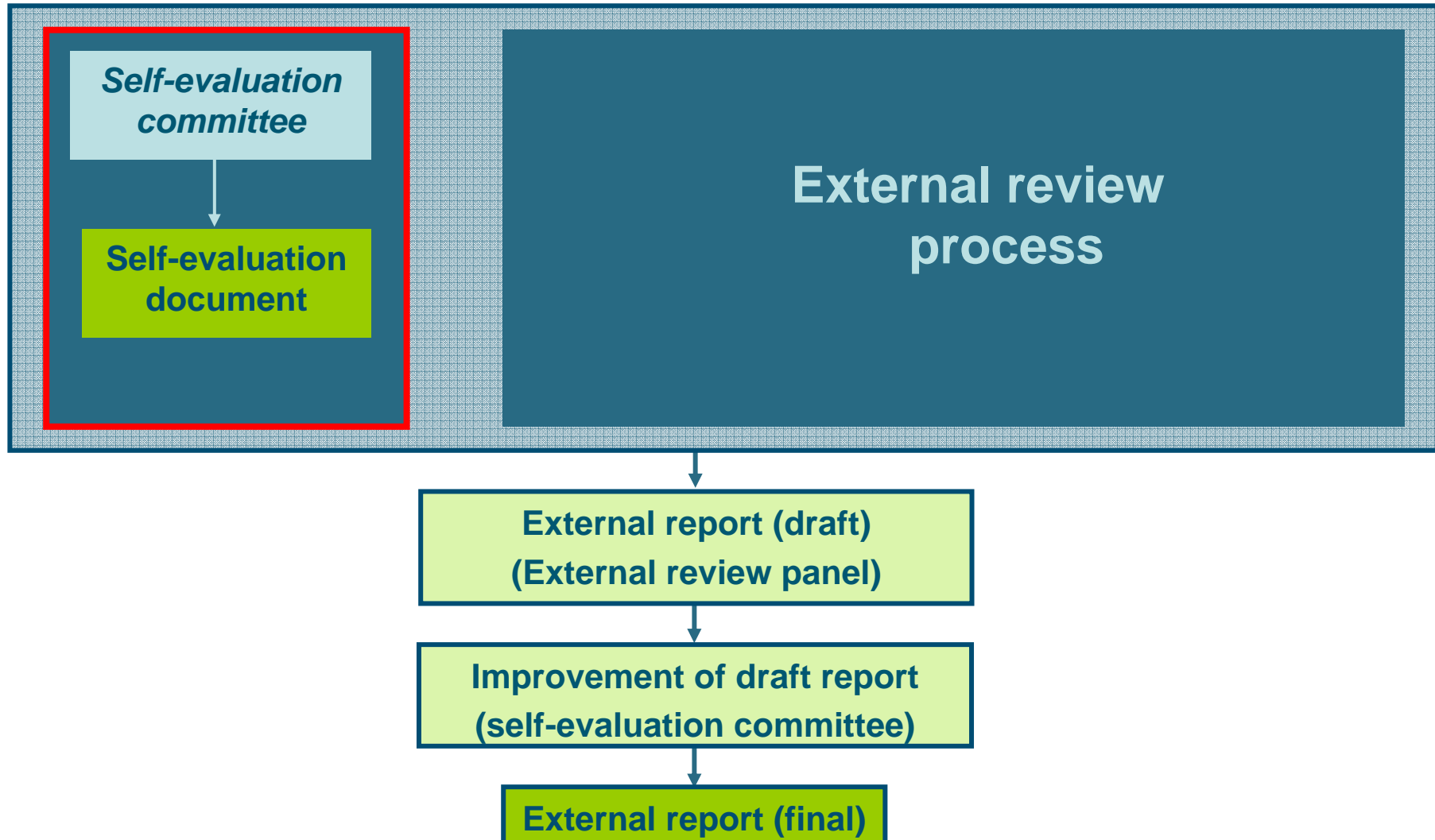
On-line education standards



EHEA standards



Evaluation process



Evaluation process. Self-evaluation committee

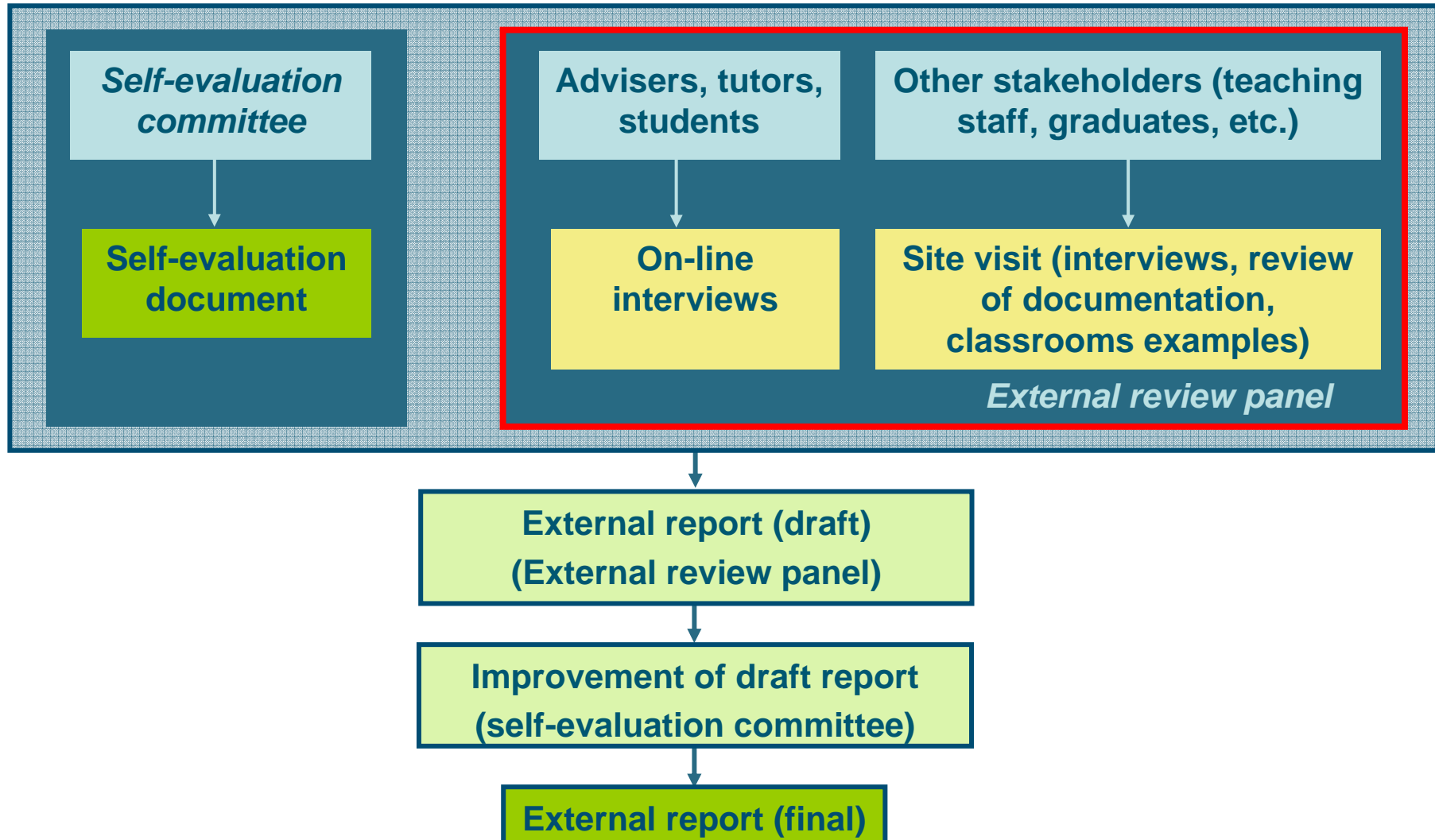
Institutional

- Vice-chancellors (2)
- Assistant managers (2)
- Directors of studies (3)
- Programme directors (2)

Study / Programme

- Director of the study (1)
- Programme directors (2 or 3)
- Study programme administrator (1)
- Teaching staff (2 or 3)
- Student counsellors (2)
- Tutors (2)
- Graduate from each degree programme (2 or 3)

Evaluation process



Evaluation process. External review panel

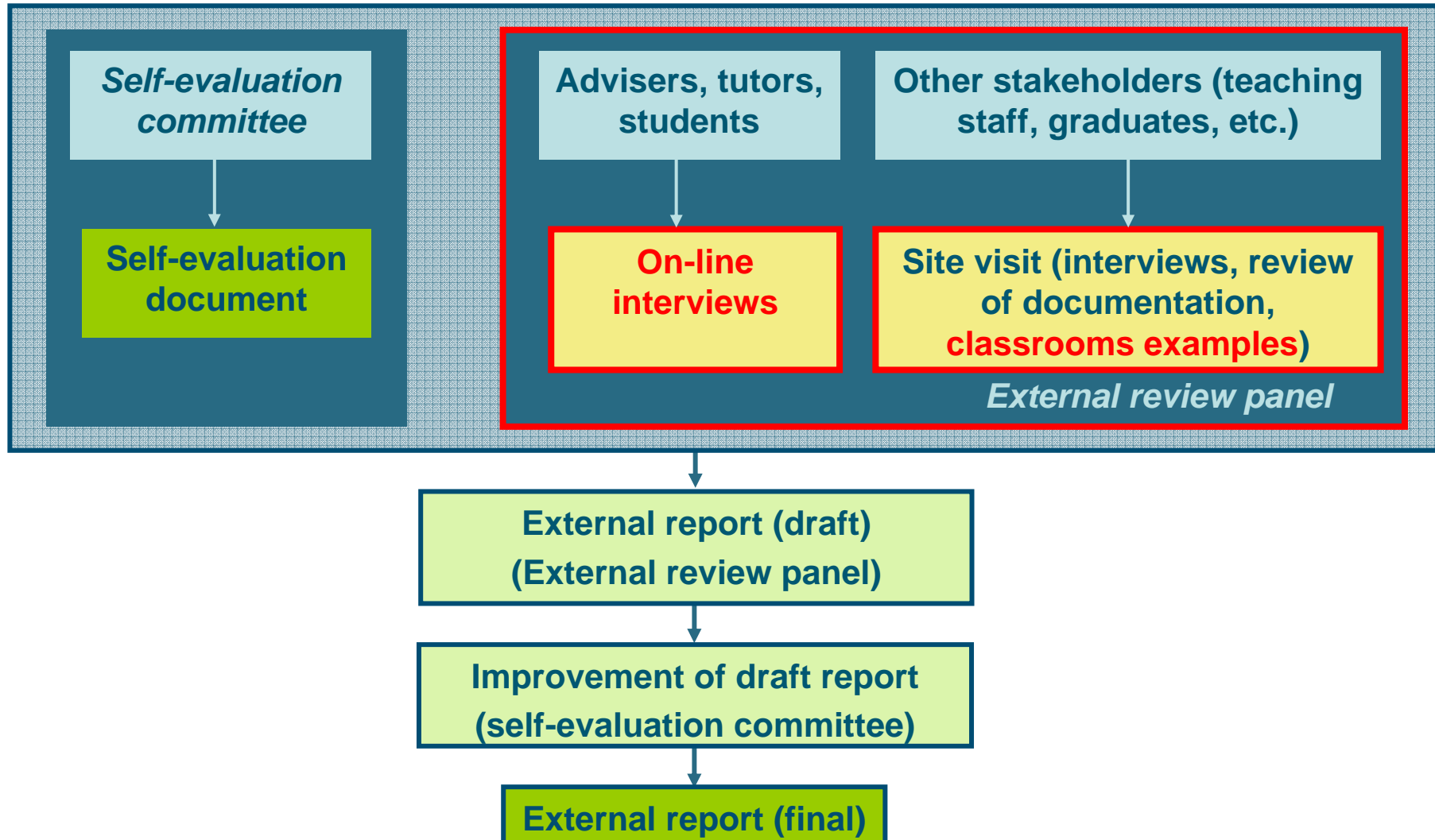
Institutional

- Academic
- Academic in e-education
- Professional expert in e-education
- Methodologist

Degree programme

- Academic
- Graduate-professional
- Methodologist

Evaluation process



Evaluation process. Audiences

On-line

- Students
- Student counsellors
- Tutors

Site visit

Institutional level

- Self-assessment committee
- Board of Governors
- Teaching staff
- Technical staff
- Studies communication & admi. staff
- Director of studies

Study / Programme level

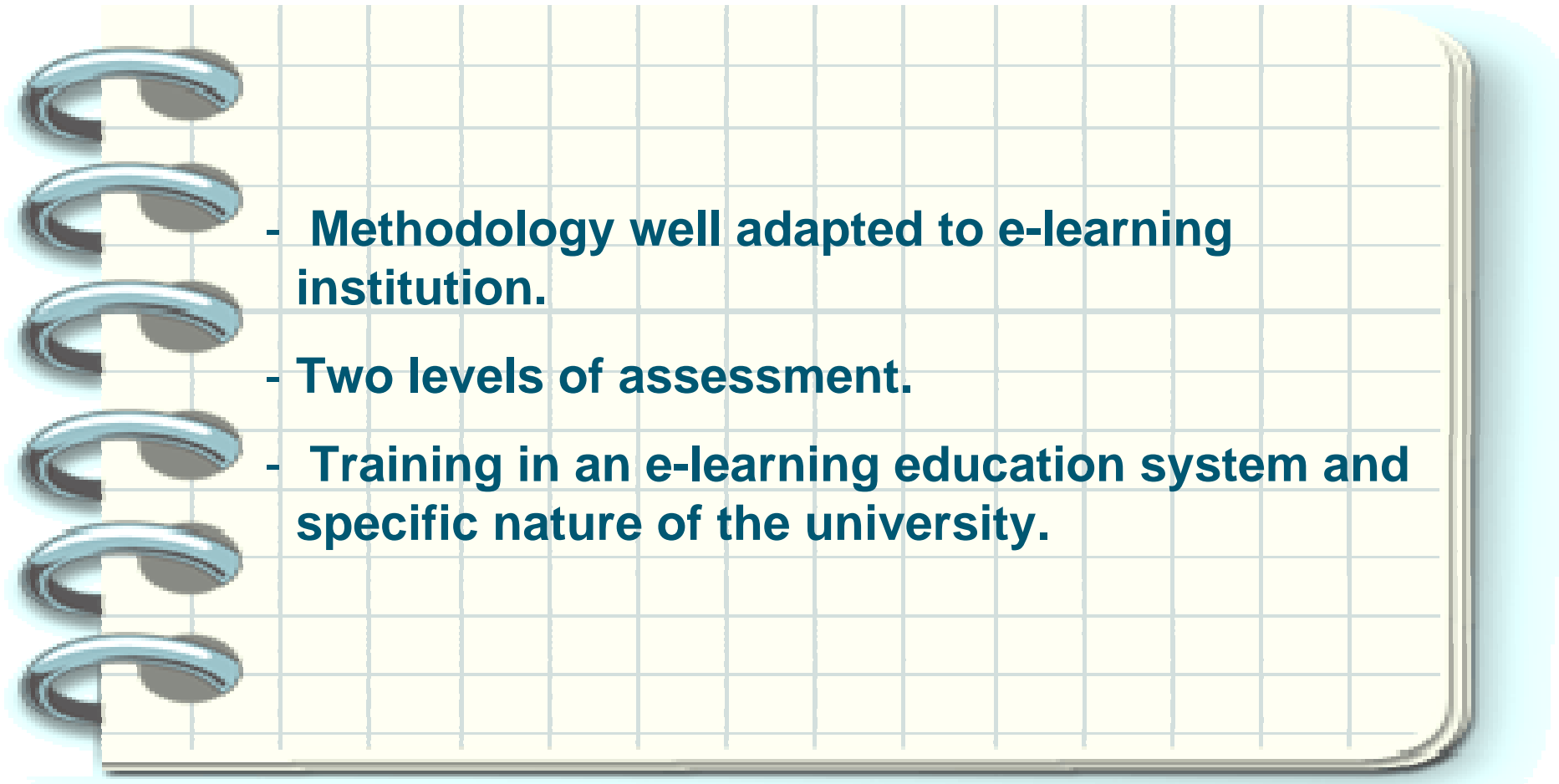
- Self-assessment committee
- Teaching staff
- Academic managers / coordinators
- Graduates
- Review of materials



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Conclusions

- 
- **Methodology well adapted to e-learning institution.**
 - **Two levels of assessment.**
 - **Training in an e-learning education system and specific nature of the university.**

Conclusions

- **On-line interviews.**
- **Access to all resources available to students and some classroom examples.**
- **Graduate-professional role in the external review panel.**
- **Lack of benchmarks within the context of evaluation.**



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Quality, the assurance of improvement.

Thank you for your attention



Agència
per a la Qualitat
del Sistema Universitari
de Catalunya

ehuertashidalgo@aqucatalunya.org

aprades@aqucatalunya.org

srodriguez@aqucatalunya.org

