Developing eLearning Quality
Workshop on main challenges

SWISS VIRTUAL CAMPUS DAYS, October 17, 2007
Prof. Dr. Sabine Seufert, Christian Hohnbaum
Goals of the Session

- Designing the **Swiss e-Hub**
- **Strategic Aspects:**
  Where does a „national initiative“ make sense regarding eLearning Quality? What is the role of the Swiss e-Hub?
- **Implementation Aspects:**
  What are necessary services the Swiss e-Hub should provide?

5 relevant Questions
Agenda

– Introduction: Key Questions

– Group work on key Questions and short Presentations

– Consolidation: Designing the Swiss e-Hub
  – what is the role of the Swiss e-Hub?
  – what kind of services are necessary?
Example of an existing Quality System

www.das-ranking.de (CHE)

On a scale from 1 (very good) to 6 (very good) evaluate students the following Internet services:
- Literature lists,
- Pamphlets,
- Exercises and exemplary exams

<table>
<thead>
<tr>
<th>Service</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Lehrende</td>
<td>2,3</td>
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<tr>
<td>Studienorganisation</td>
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<tr>
<td>Praxisbezug</td>
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<tr>
<td>Einbeziehung in Lehrevaluation</td>
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<td>E-Learning</td>
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<td>Bibliotheksausstattung</td>
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<td>Räume</td>
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<tr>
<td>Ausstattung der Arbeitsplätze</td>
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<tr>
<td>IT-Infrastruktur</td>
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<td>Ausstattung mit audiovisuellen Medien</td>
<td>1,9</td>
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<tr>
<td>Arbeitsmarktbezug</td>
<td>2,1</td>
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<tr>
<td>Studiensenkal insgesamt</td>
<td>1,6</td>
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</tbody>
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Developing eLearning Quality in Switzerland
- 5 Main Questions

1. Why to evaluate the eLearning Quality?
2. What to evaluate?
3. Who evaluates?
4. What are relevant quality standards?
5. How to evaluate?
Developing eLearning Quality in Switzerland
- 1. Why to evaluate the eLearning Quality?

Quality competitions
Quality awards

(Generic) approaches to plan quality

Act
Plan

Check
Do

Quality certification and accreditation

Best- and good practice examples/guidelines
benchmarking
Different approaches to address the quality challenge in education

- Quality competitions
- Quality awards

(Generic) approaches to plan quality

- Best- and good practise examples/guidelines
- Benchmarking

Quality certification and accreditation

Act
Plan

Check
Do
Developing eLearning Quality in Switzerland
- 2. What to evaluate?

Macros-Level

- Context, Conditions
- University, Competence Centres

Meso-Level

- Programmes, Courses, Certificates

Micro-Level

- Products: 
eMedia, „LearningWare“

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Developing eLearning Quality in Switzerland
- 3. Who evaluates?

- Oneself
- Internal, external peers
- Auditors: trained according to the Quality system
- One person or a group with complementary expertise?
- Coordination with responsible Units for (general) Quality Management/ Evaluation?
- The role of Swiss e-Hub?
Developing eLearning Quality in Switzerland

- 4. What are relevant quality criteria?

**Input**
- Qualification of tutors, teachers

**Process**
- Feedback to students

**Output (Outcome)**
- Evaluation of the tutor support
e.g.

**Developing eLearning Quality in Switzerland**

- 4. What are relevant quality criteria?

**Input**
- Qualification of tutors, teachers

**Process**
- Feedback to students

**Output (Outcome)**
- Evaluation of the tutor support
e.g.
4. What are relevant quality criteria?

**Example: CEL – www.emfd.org**

<table>
<thead>
<tr>
<th>Programme Profile</th>
<th>Perspectives</th>
<th>Quality Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR1, PR2, PR3, PR4</td>
<td>- Management - Learners</td>
<td>Quality as fitness for purpose in respect to institutional settings and strategic goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogic Dimension</th>
<th>Perspectives</th>
<th>Quality Perceptions</th>
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</thead>
<tbody>
<tr>
<td>PE1, PE6, PE7</td>
<td>- Learners - Lecturers/Teachers</td>
<td>Learning and transfer success, strengthening of the self study competence, pedagogical added value</td>
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<tr>
<td>PE2, PE3, PE4, PE5, PE8</td>
<td>- Learners - Lecturers/Teachers</td>
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<tr>
<td>PE9, PE10</td>
<td>- Learners - Management</td>
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<table>
<thead>
<tr>
<th>Economic Dimension</th>
<th>Perspectives</th>
<th>Quality Perceptions</th>
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<tbody>
<tr>
<td>E1, E2</td>
<td>- Management</td>
<td>Sustainable funding and sustainable added value</td>
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<table>
<thead>
<tr>
<th>Technological Dimension</th>
<th>Perspectives</th>
<th>Quality Perceptions</th>
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</thead>
<tbody>
<tr>
<td>T1, T2</td>
<td>- Management - Lecturers/Teachers - Learners</td>
<td>Fitness for purpose in respect to the set programme and learning goals and programme stakeholder</td>
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<tr>
<td>T3, T4</td>
<td>- Management - Lecturers/Teachers - Learners</td>
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<tr>
<td>T3, T5</td>
<td>- Management - Lecturers/Teachers - Learners</td>
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<table>
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<tr>
<th>Organisational Dimension</th>
<th>Perspectives</th>
<th>Quality Perceptions</th>
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<tbody>
<tr>
<td>O1, O3</td>
<td>- Management - Lecturers/Teachers - Learners</td>
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<tr>
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<thead>
<tr>
<th>Cultural Dimension</th>
<th>Perspectives</th>
<th>Quality Perceptions</th>
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</thead>
<tbody>
<tr>
<td>C1, C2, C3, C4</td>
<td>- Lecturers/Teachers - Management/Staff</td>
<td>Quality as transformation: Empowerment for innovations</td>
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</table>

A total of 30 quality criteria
Implementation: Dimensions, Criteria, Indicators, Standards

Putting quality criteria in operational terms is regarded to be a crucial element

- theoretical foundation, empirical proof etc.
- reasoning
- implementation
- CEL Quality Criteria
- indicators
- standards
- Assessment methods and instruments

Decision-making guidelines for auditors and advisory board
Developing eLearning Quality in Switzerland
- 5. How to evaluate?

- Self-Evaluation and/or Third Party evaluation
- Formative vs. Summative Evaluation
- Methods: Review of Documents and Logfiles, student evaluations, usability checks, audit team visits,..
- Instruments: Student Questionnaires, interview guidelines, usability checklists,....
Any Questions left?

Ihre Durchfallquote ist besorgnis-erregend!

Die Qualität der Mensa sollte überprüft werden!