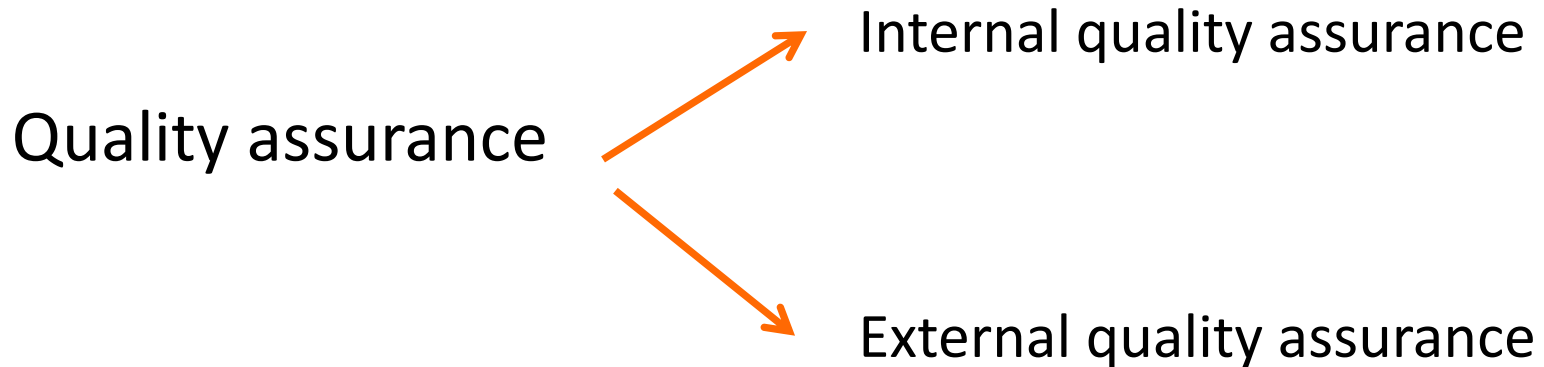


# QUALITY ASSURANCE OF DISTANCE LEARNING STUDY PROGRAM TROUGH SELF-EVALUATION

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# INTRODUCTION



Bologna Declaration

Promotions of European cooperation in quality assurance, with a view to developing comparable criteria and methodologies

ENQA

Standards and Guidelines for Quality Assurance in the European Higher Education Area



# INTRODUCTION


- No unified approach to QA of DL adopted from relevant European institutions.

Initiatives to address quality in ICT-based learning or e-learning.

- The Quality Assurance Agency for Higher Education (QAA) from UK
- Norwegian Association for Distance Education
- SEEQUEL project
- UNIQUe
- Swedish National Agency for Higher Education
- The Distance Education and Training Council



# SELF-EVALUATION AT TECHNICAL FACULTY ČAČAK

- The process of student evaluation is carried out by The Faculty Self-evaluation Commission, through surveys at the end of each academic semester
  - The objective is to determine students' opinions on:
    - the pedagogical work of teachers and associates;
    - the quality of study programs;
    - the quality of teaching and working conditions and quality of non-teaching support;
    - their contribution to the success of the teaching process
  - The Faculty uses discussion results and conclusions for continuous improvement of study programs offer and delivery.
- 

# SELF-EVALUATION OF DL MASTER STUDY PROGRAM IN E-LEARNING

- TFC established a new DL master study program *M.Sc. in e-Learning*
- QA aspects are taken great care of, and the program as a whole is fully compliant to the principles of the Bologna declaration.
- Two separate evaluations were conducted for distance learning study program.



# SELF-EVALUATION OF DL MASTER STUDY PROGRAM IN E-LEARNING

- One developed by faculty staff, deals with evaluation of the effects, process and qualitative dimensions of the master study program in e-learning.
- Eight evaluation domains are merged:
  - content and structure,
  - goals and outcomes,
  - teaching organization,
  - evaluation,
  - monitoring and grading,
  - e-content organization and technology demands,
  - LMS and technical support, evaluation of teachers, composite curriculum grade.



# SELF-EVALUATION OF DL MASTER STUDY PROGRAM IN E-LEARNING

- The second evaluation of DL master study program in e-learning conducted in 2010/2011 by applying SEVAQ+ v2.0.
- It is combined tool and methodology for the self-evaluation of quality in Technology-Enhanced Learning, merging – the Kirkpatrick and EFQM models.
- SEVAQ+ enables three domains of the evaluation from the EFQM model:
  - The resources
  - The processes (activities)
  - The results



# DL STUDY PROGRAM IN E- LEARNING - DISCUSSION OF SELF-EVALUATION RESULTS

- The questionnaire included 40 questions referring all three domains
- Based on the survey results, many conclusions can be derived,

Question	The student had the possibility to complete practice exercises and self-assessments, as required.	Assessment processes were relevant to the objectives and content of the course.
Tools and technologies for e-learning	<p>(c) SEVAQ+ 2010</p>	<p>(c) SEVAQ+ 2010</p>
Infrastructure for e-learning	<p>(c) SEVAQ+ 2010</p>	<p>(c) SEVAQ+ 2010</p>
Teaching and Learning in e-Education	<p>(c) SEVAQ+ 2010</p>	<p>(c) SEVAQ+ 2010</p>



# DL STUDY PROGRAM IN E- LEARNING - DISCUSSION OF SELF-EVALUATION RESULTS

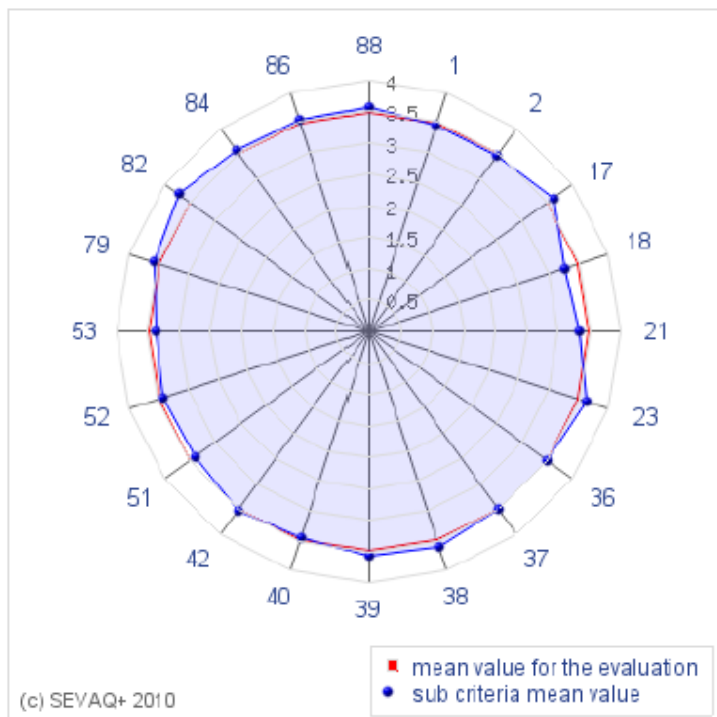
Radar diagram which one can identify which sub-criteria are the weakest and the strongest for the evaluation.

## > RESULTS OF THE QUESTIONNAIRE

"ALATI I TEHNOLOGIJE ZA ELEKTRONSKO UČENJE"



### ★ Radar diagram



#### Improvement needed

Subcriteria with results under the mean

- 53 : Assessment process management [ 3.36 ]
- 52 : Assessment process design [ 3.43 ]
- 51 : Group learning support [ 3.38 ]
- 40 : Personalisation [ 3.45 ]
- 21 : Coherence with promises [ 3.34 ]
- 18 : Pedagogical aspects of learning content [ 3.28 ]
- 2 : Course prospectus (off the shelf opportunities) [ 3.45 ]
- 1 : Availability of learning opportunities (off the shelf opportunities) [ 3.45 ]

#### Improvement less or not needed

Subcriteria with results above the mean

- 88 : Self-motivation [ 3.58 ]
- 86 : Learning management [ 3.55 ]
- 84 : Awareness of learning preferences [ 3.56 ]
- 82 : Learner's perspective [ 3.72 ]
- 79 : Levels of overall knowledge outcomes [ 3.57 ]
- 42 : Collaboration and self-study [ 3.52 ]
- 39 : Training approach [ 3.56 ]
- 38 : Navigation and resource options [ 3.61 ]
- 37 : Time management [ 3.51 ]
- 36 : Organisation services and administration [ 3.51 ]
- 23 : Advanced concerns about the quality of resources for the learner [ 3.63 ]
- 17 : Availability [ 3.62 ]

Mean value for the evaluation = **3.49**

# CONCLUSION

## Cross-matching of evaluation criteria and QA self-evaluation tools

Evaluation criteria / Tool for self-eval.	1. Goals and outcomes	2. Course content	3. Organization of teaching materials	4. Evaluation of teachers	5. Services offered to the learner	6. Assessment and grading	7. eLearning activities (Collab., Person....)	8. LMS & technical support	9. Student's expectations fulfilment	10. Motivation to learn effectively
Own DL QA self-eval.	x	x	x	x	none	partly	partly	x	none	x
SEVAQ QA self-eval.	x	x	x (inc. navigation)	partly	x	x	x	x	x	x
TFC official QA self-eval	x	x	x	x	none	partly	none	none	x	partly