

OnlineHE project

A practical toolkit for integrating eLearning in Higher Education Curricula

Building the capacity of HE teaching staff, academics, and learning designers in integrating eLearning into their educational programmes



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Module Overview

Axis 7: Evaluation and eLearning in Higher Education

Overview of Axis 7

Introduction to key factors in evaluating eLearning in Higher Education

- **Theoretical part:** 3 Topics – about 45'
- **Practical part:** scenario activity in groups – about 45'

Learning Outcomes

Knowledge

- Define evaluation in the HE context
- Identify the most common ways to evaluate eLearning in HE
- Explain the rationale behind choices for eLearning evaluation in HE

Skills

- Identify the aspects of HE evaluation that are most relevant to eLearning
- Select context-appropriate methods for evaluating eLearning
- Recognise the benefits and risks of eLearning evaluation methods

Attitudes

- Articulate how eLearning fits into the larger context of evaluation in HE
- Share experiences of eLearning evaluation from own practice/institution/unit
- Collaboratively develop an eLearning evaluation plan

Overview of Topics



- Topic 1: Evaluation in Higher Education
- Topic 2: Evaluating eLearning
- Topic 3: Designing an eLearning Evaluation Plan

Topic 1: Evaluation in Higher Education

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- **Topic 1: Evaluation in Higher Education**
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Poll: Defining “Evaluation”

Topic 1: Evaluation in Higher Education

Poll:::

What does “evaluation” mean in Higher Education?

Answer with words or phrases that you associate with “evaluation.”



**ADD QR
CODE**

Why Evaluate?

Topic 1: Evaluation in Higher Education

- Improving a module or programme
- Enhancing student learning
- Identifying what does / doesn't work
- Measuring student learning and engagement
- Improving an individual teacher's practice and pedagogy
- Required for accreditation or outside funding

Quick discussion: Why else might we evaluate?



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When to Evaluate?

Topic 1: Evaluation in Higher Education

During the module/programme or
formative evaluation.



At the end of the module/programme or
summative evaluation.



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What to Evaluate?

Topic 1: Evaluation in Higher Education

- Student Learning
- Module Content
- Specific Learning Activities
- Teaching Methods
- Accessibility or Inclusivity

Quick discussion: what else might we evaluate?



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What about eLearning?

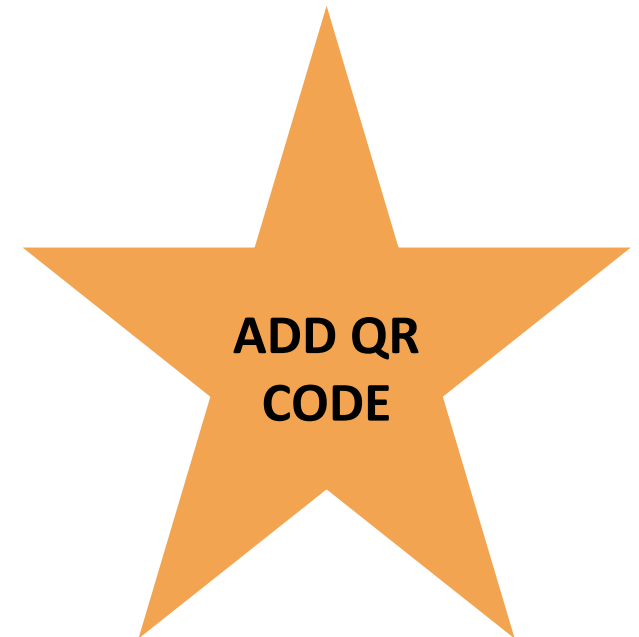
Topic 1: Evaluation in Higher Education

- Even as eLearning becomes more popular, it is still rare for an institution to have a separate evaluation scheme for eLearning, so it is usually evaluated:
 - Exactly the same as everything else
 - By adding a few eLearning questions to the standard survey
 - Independently by teachers or units (self-evaluation)
- The next two topics will explore ways to develop a specialized approach to evaluating eLearning in Higher Education

Group Discussion: eLearning Evaluation Experiences

➤ Break into groups, discuss the following questions and post your answers to the **Padlet**.

1. How does your institution/unit evaluate eLearning now?
2. Do you think this is effective, sufficient?
3. What changes would you like to see?



Overview of Topics

Topic 2: Evaluating eLearning

- Topic 1: Evaluation in Higher Education
- **Topic 2: Evaluating eLearning**
- Topic 3: Designing an eLearning Evaluation Plan

1. Reviewing Student Learning

Topic 2: Evaluating eLearning

Ways to evaluate student learning:

- Review student marks
- Classroom Assessment Techniques (CATs)
 - One-minute papers, muddiest point, etc
- Polling
- Discussions



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2. Student Feedback

Topic 2: Evaluating eLearning

- End-of-module surveys
- End-of-programme surveys
- Polling
- Student surveys during the module/programme



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3. eLearning Rubrics

Topic 2: Evaluating eLearning

Often very detailed, these rubrics include most aspects of eLearning such as course design, organization, platform, tools, etc. Many are developed by teaching and learning units or independent contractors and are available online (see notes for links).

WARNING: Can be very complicated and time-intensive to administer and analyse!

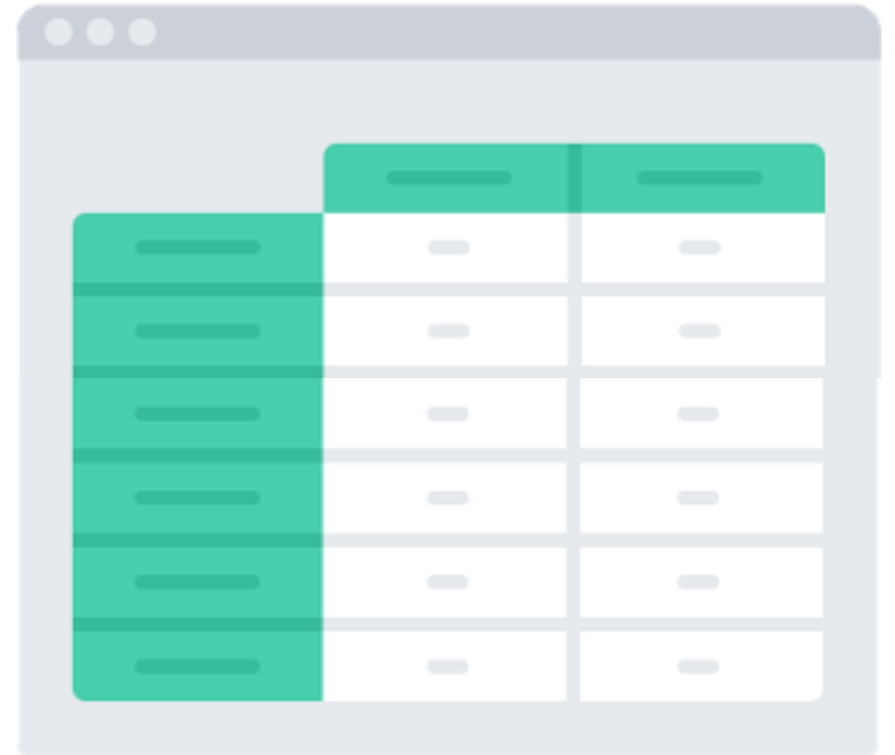


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4. Analytics

Topic 2: Evaluating eLearning

- Traffic and usage data
- Viewing times for instructional videos
- Usage statistics for new materials
- Comparing course engagement with student marks



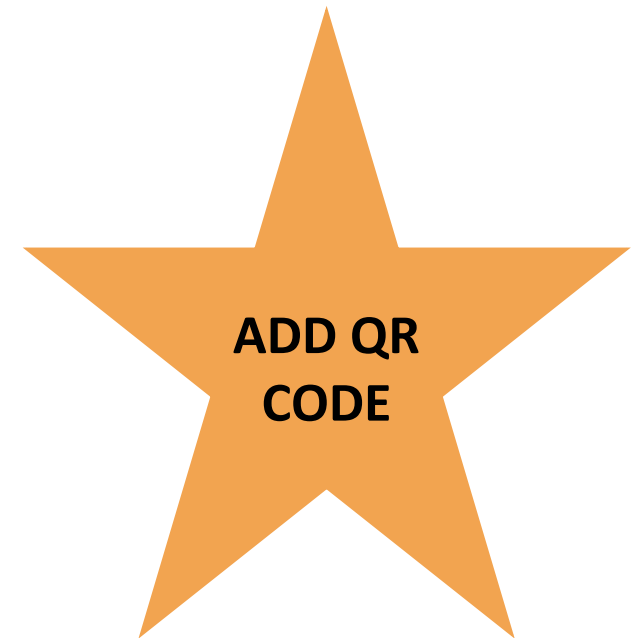
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Poll: Experience with Data Analytics

Poll::

**Have you used analytics (from a VLE
or elsewhere) to evaluate eLearning?**

Any warnings or advice for the rest of us?



A Warning about Using Analytics

Topic 2: Evaluating eLearning

Be careful when reviewing data and remember:

- Students do not always engage with eLearning in ways the VLE can track:
 - Downloading all readings at the start of a module
 - Leaving the VLE open in a tab for days without looking at it
- High engagement can indicate diligence OR confusion
- Review ethical and privacy (GDPR) considerations with appropriate experts.

Overview of Topics

Topic 3: Designing an eLearning Evaluation Plan

- Topic 1: Evaluation in Higher Education
- Topic 2: Evaluating eLearning
- **Topic 3: Designing an eLearning Evaluation Plan**

Factors to Consider

Topic 3: Designing an eLearning Evaluation Plan

What and Why:

- Focus
- Goals
- Audience

Practical constraints:

- Time
- Expertise
- Resources

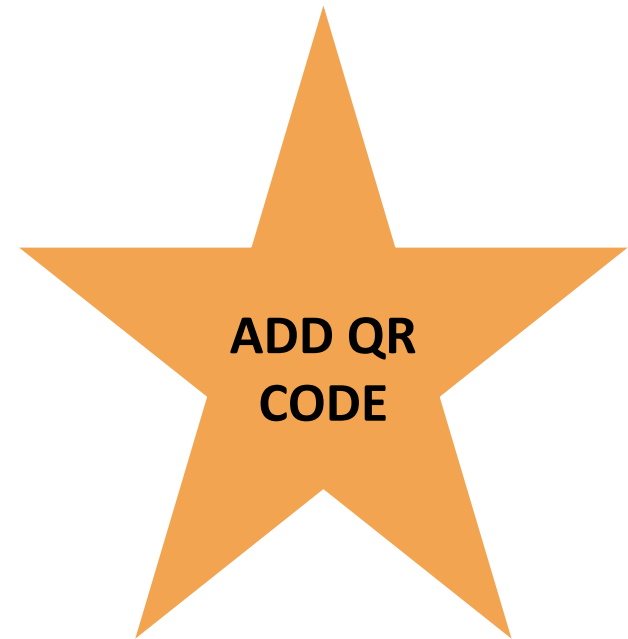
Poll: Ranking the Factors

Topic 3: Designing an eLearning Evaluation Plan

Poll::

Rank the listed factors in order from most to least important.

Do you want to add anything?



Audience

Topic 3: Designing an eLearning Evaluation Plan

- Teachers?
- Programme coordinators?
- Unit Heads?
- Learning and Teaching centres?
- Institutional leadership?



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Expertise

Topic 3: Designing an eLearning Evaluation Plan

- Do you (or your colleagues) have the expertise needed to create, run, and analyse the chosen evaluation?
- Do you have budget to hire outside expertise?
- Do you know how to use the tools and methods chosen?
 - If no, how long will it take to learn them?
- Will this work be someone's primary job or in addition to existing workloads?



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Focus

Topic 3: Designing an eLearning Evaluation Plan

Will you be evaluating:

- Individual modules?
- Full programmes?
- Offerings from across a specific unit?
- Specific approaches or tools?
- Institutional offerings?

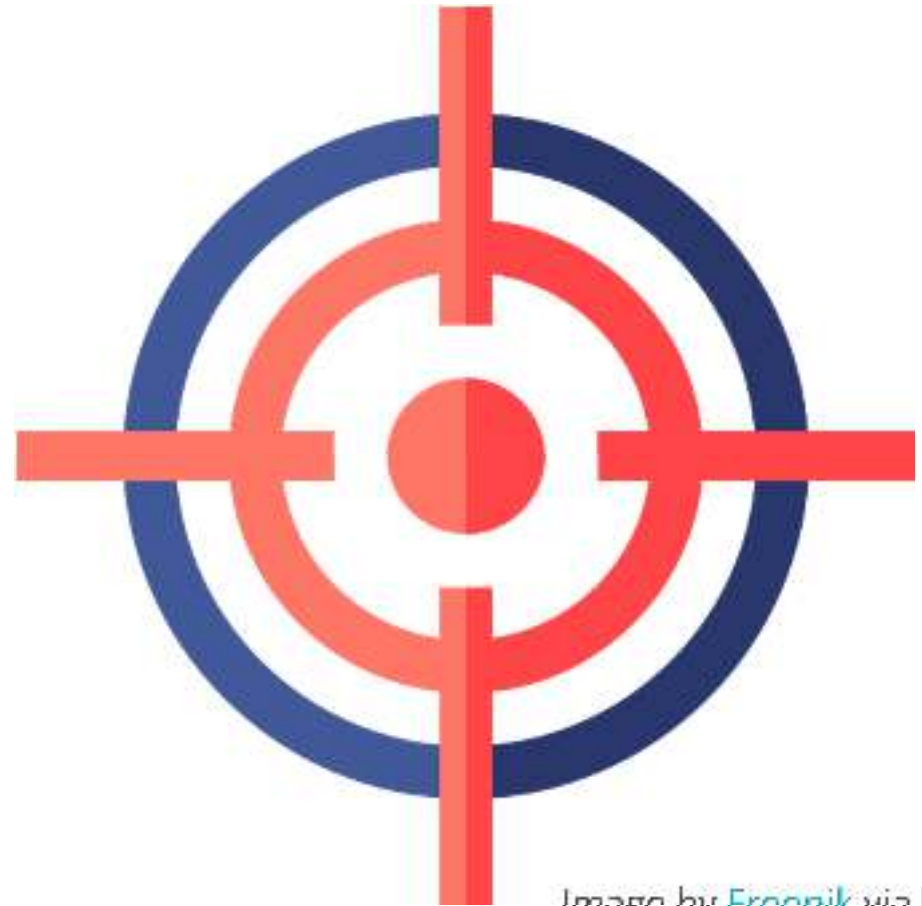
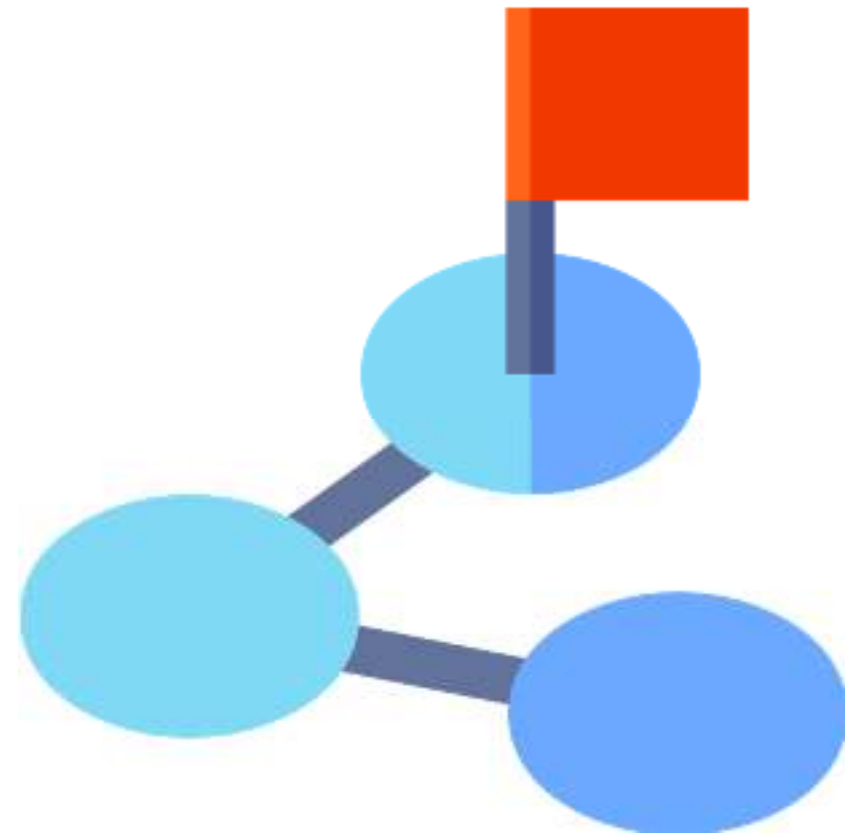


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Goals

Topic 3: Designing an eLearning Evaluation Plan

- Improve individual teaching practice?
- Improve specific modules or programmes?
- Improve offerings across a unit or institution?
- Revise or update modules?
- Secure external accreditation or funding?



Resources

Topic 3: Designing an eLearning Evaluation Plan

- How much budget do you have available for this evaluation?
- Will you be able to buy licenses for specialized software?
- Will you be able to hire experts?
- Do you have to do everything in-house?



Time

Topic 3: Designing an eLearning Evaluation Plan

- How much time do you have to run the evaluation?
- How much time will you have to analyse the results?
- How much time do you have to create the evaluation? (e.g. draft survey questions)
- Does the chosen approach require significant time spend training or upskilling?



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End of Module 7

Any questions?

