

Quality Assurance for Distance Learning Materials (e-content)

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History

媿 Started in 2007 by CEMCA (India)

媿 Funded by COL

媿 Involves experts from some Asian countries:

- > India
- > Malaysia
- > Sri Lanka
- > Singapore

History: Some the activities

媿 International Base Camp 1-4 February, 2010

媿 Field Test, 2009

媿 Third Round Table Report: June, 2008.

媿 Second Round Table Report: October, 2007

媿 First Round Table Report: August, 2007

Photo Gallery



Scope of the framework

媿 The type of MLM refers to those materials used for the purpose of teaching and learning

- *Does not include e-content for advertisement-based, entertainment, or websites .*

媿 It can be used for formative or summative evaluation.

Formative vs Summative

	Formative Evaluation	Summative Evaluation
Purpose	To improve product	Decision to adopt the product
Type of data collected	Development process and trails	Based on set of criteria
Status of Product	Initial Stage	Completed
Beneficiaries	Designers, Instructional Designer, Developers, Teachers, or Project Managers.	Users (students and teachers)

Why Guidelines for MLM?

- 媏 Multimedia Learning Materials (MLM) is an important component in e-learning.
- 媏 MLM has a huge impact on the outcome of learning.
- 媏 Many organisations are making large investment on MLM.
- 媏 Many develop e-content without proper guidelines

Who will use this?

媮 Who need the information?

- > Teachers?
- > Students?
- > ID / Multimedia Designer?
- > Management?
- > Project Manager?

媮 For what purpose?

- > Improve product?
- > To evaluate?
- > To adopt it?
- > Reporting purpose?

What is Quality Assurance?

- 媿 Quality assurance is the process of verifying or determining whether products or services meet or exceed customer expectations.
- 媿 Quality assurance is a process-driven approach with specific steps to help define and attain goals.

What is Quality?



What is Quality?

媮 *Quality* has many meanings, ranging from luxury and merit to excellence, good value for money or convenience and even practicality.

媮 Fit for purpose

媮 *quality* can mean different things to different people

媮 Is *quality measurable*?

What is Measurement?

Measurement – the assignment of numbers to indicate different values of a variable

How to measure?

Numbers are used? Subjective?

Objective and quantifiable data

If you cannot measure, can you evaluate?

What is quality measure?

婣 distinction between **quality indicator** and **quality measure**.

婣 A **quality measure** is a rule (or the result of a rule) that assigns numeric values to a specific attribute (criteria)

婣 A **quality indicator** refer only to unquantifiable attributes (criteria).

What is Evaluation?

Evaluation is the process of determining the **worth** or value of something. This involves assigning **values** to the thing or person being evaluated.

How **well** did we do?

How **much** did we do?

Definition of Evaluation

媮 Evaluation is defined as the judgment of the quality of e-content against the specified criteria or guidelines set.

Quality Assurance Scope

Steps	Formative	Summative
Define criteria		
How to measure?		
How to collect data?		
Who will evaluate?		
Who recognises it?		

Guideline

<http://www.cemca.org>



Adobe Acrobat
Document

Assessment Criteria (Summative)

婣 **Desired Learning Outcomes**

The DLO of the MLM must be clearly stated. User must be aware of the purpose of content that they are access. The DLO stated must clearly indicate the target audience, degree and conditions.

婣 **Language**

The language used must be appropriate to the users. If children are the users, the language must be simple and clear. The content must be free from spelling and grammar mistakes.

婣 **Pre-requisite**

Pre-requisite of the content must also be clearly stated so the users know the expectations. In some cases, the pre-requisite may be determined though a pre-test. In this case, the user can be directed to the appropriate content.

婣 **Content: accuracy and factual**

The content must be clearly represented. It should not provide room for misinterpretation. The content must also be accurate and factual.

婣 **Content: meet objectives**

The content must ensure that it covers the objectives stated. It should not deviate from the objectives of lesson.

Assessment Criteria (Summative)

媏 **Content Coverage**

The content must be sufficient to cover all the learning outcomes of the lesson.

媏 **Content must be structure**

The content must be well structured. A specific sequence must be followed when presenting the online materials. For example, the content can be presented from simple to more difficult or from early dates to current date.

媏 **Clear Instructions**

The content must provide clear instruction to the users. Very often, many of the instructions in e-content are assumed and they are not clearly stated. Efforts must be taken to ensure all instructions are clearly and accurately indicated.

媏 **Understandability**

The content must be easy to follow and understand. The target audience must be clearly defined so that the content can matched. For example, the content for children should be different from adults. Content designed for one culture may not be suitable to another culture. Evaluation must be done for a specific target audience.

媏 **Different learning styles (Diversity)**

The content must have diversity. Different type of activities must be promoted and the delivery of content must have different styles. It should not be monotonous and boring.

Assessment Criteria (Summative)

媏 **Interactivity**

The content should be interactivity. Users should play and active role in the learning process rather than being passive. The content must be learner-centred.

媏 **Technology**

The technology adopted must be appropriate to the learning objectives. Internet provides a wide range of technologies for learning. Designers must try to incorporate the technology with purpose.

媏 **Interface must be user-friendly**

The interface must be user-friendly, that is, it must follow the designs used in some common applications such as MS Office. Standard icons and menu structure must be followed. User should be able to use the content with minimal training.

媏 **Aesthetics**

The aesthetics and layout of the content must be pleasing. Although, this criteria can be subjective, features such consistency, standard symbols or icons, and standard template should be promoted and can be used as the key features for Aesthetics

媏 **Biasness**

The content must be free from biasness such as gender, race, religion or culture. Efforts must also be made to localize the content.

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Assessment Criteria (Summative)

媏 Use of fonts/colour

The font size and colour must be appropriate to facilitate learning (reading from the screen). Small fonts and bright colours can create eye-stress and may result in shorter engagement of learners with the lesson.

媏 Assessment

The content must provide at least an assessment to engage the students' performance. Feedback must be provided for the assessment.

媏 Collaborative Learning

With greater emphasis on collaborative learning or e-learning 2.0, content should promote collaborative learning activities.

媏 Support

The content should provide sufficient support to the users. Learners who have difficulty may drop the course if sufficient support is not provided. The response time for the support must also be good.

媏 Degree of conformance to SCORM Standards

The content must conform to SCORM 2004. SCORM will ensure reliability, re-usability, accessibility and future prove.

Assessment Criteria (Summative)

媏 Degree of conformance to Web Standards

If the content is to be deployed over the web, it must be ensure that web standards are followed. The current web standard is Web 2.0.

媏 Degree of adoption to Open Standards

Open standards are becoming a trend. Open standards will ensure integration of the content with other system. Open standards may also reduce cost of implementation.

媏 Accessibility of content

Accessibility of content is vital. If learners are unable to access the content or have difficulty to access the content, there is a great potential that learners will drop-out from the course. System with response time of more than 5 min are considered to inaccessible while a response time of less than 10s is considered very good.

媏 Instructional Design Strategy

The content must reflect the ID strategy or plan so that the learning experience can be promoted. The content must adopt one of the many ID strategy.

媏 Handicap

Does the content provide support for different handicap people?

Assessment Criteria (Summative)

媏 **Content has been endorsed or verified by SME**

All content should be endorsed or verified by a SME. In some cases, we can have more than one SME to verify the content. The SME must be qualified person.

媏 **Reliability of content**

A proven content would acceptable to many users. Proven content can be measured by the number of organisations that have installed it. The greater the number of users, the more reliable the content is.

媏 **Upgradable**

Content cannot be perfect when it is first developed. Few iteration are needed before the content can be perfected. Thus, continuous upgrade is needed to improve the product. In some case, content can be automatically look for upgrades and install them over the web.

媏 **Originality**

The content must not infringe any of the copyright law.

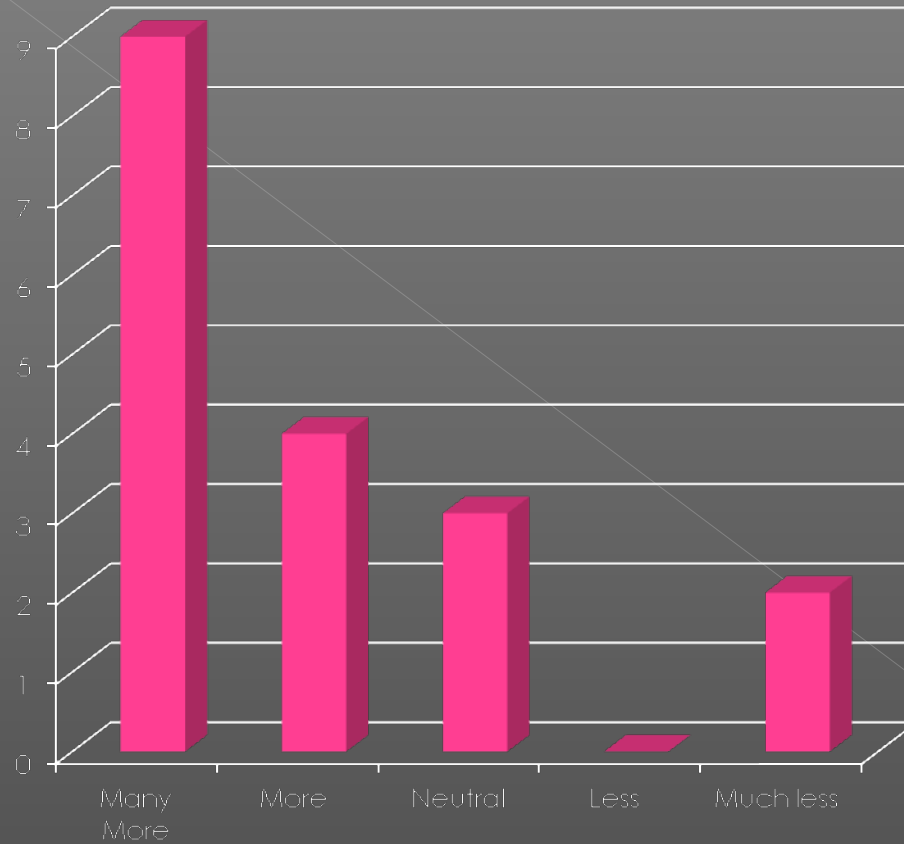
媏 **Overall Design**

The overall design for content must be good, i.e. good colour for text, and box

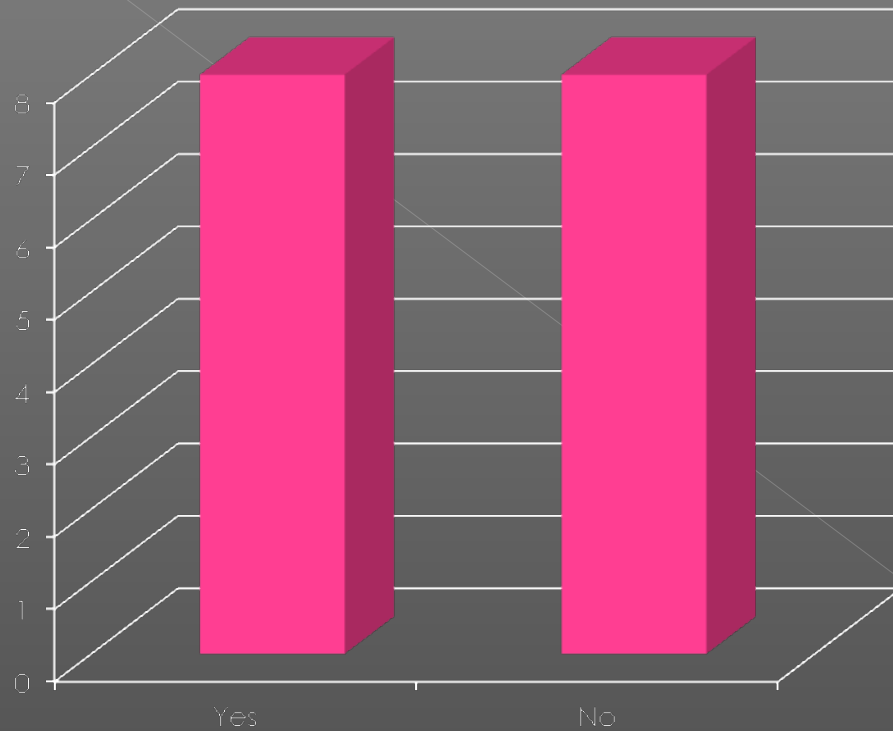
Experts: 18

	RESPONDENTS
1	Sampoerna School of Education
2	University of Allahabad
3	SIM University, Singapore
4	Sri Lanka
5	Beijing Open University
6	India
7	CEMCA
8	OUM, Malaysia
9	India
10	UTM, Malaysia
11	India
12	AIOU, Pakistan
13	Open University, Japan
14	Name not stated
15	Name not stated
16	Name not stated
17	Name not stated
18	Beijing Open University

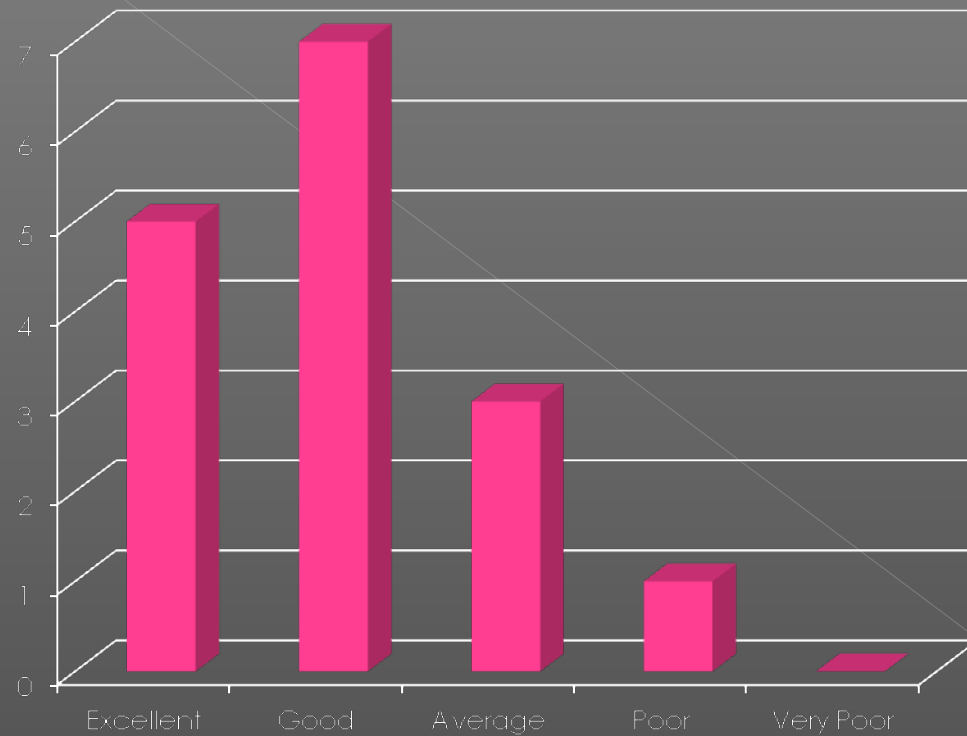
Compared to 5 years ago, what is the status of e-learning in your institution ?



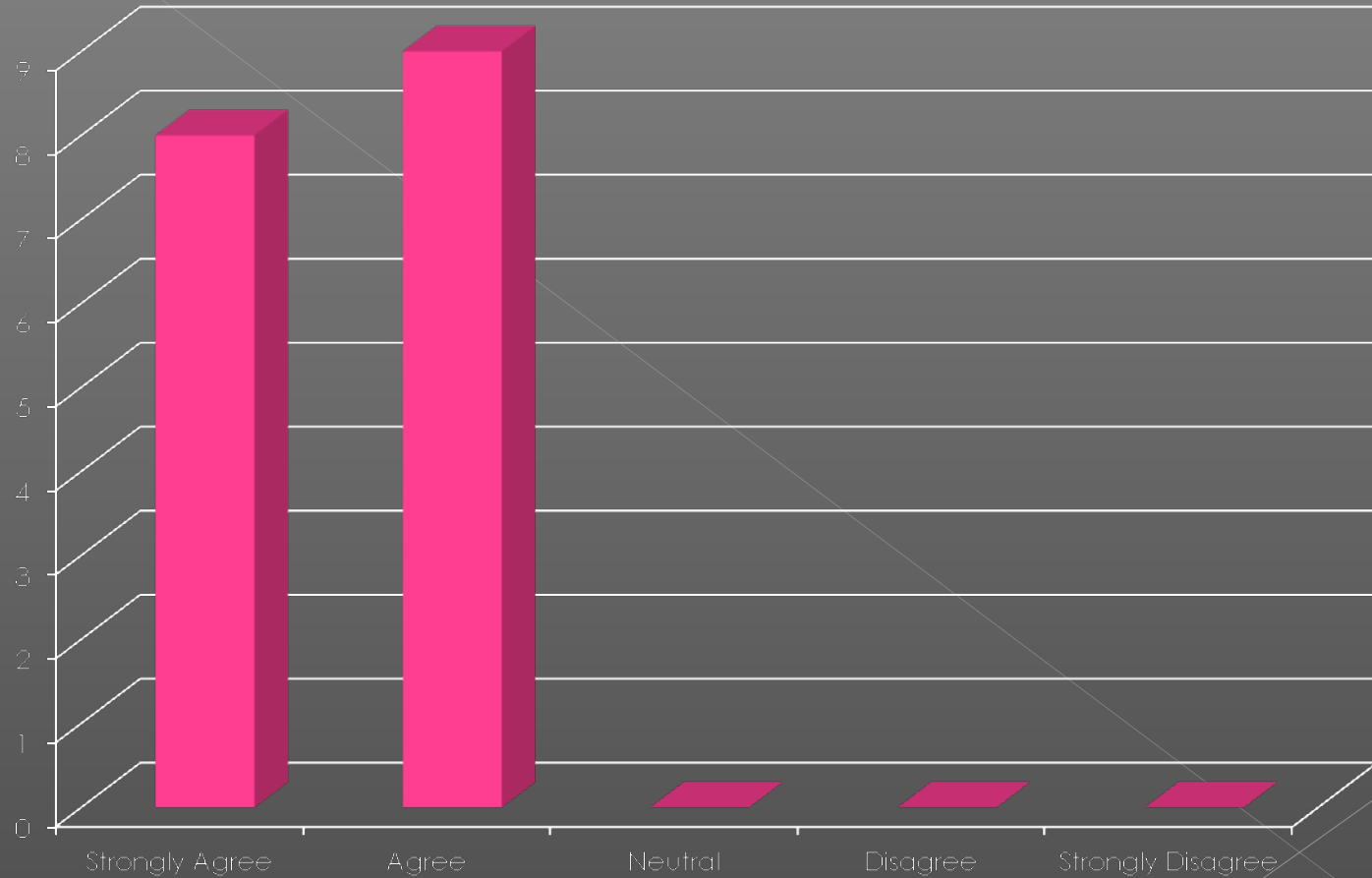
Do you follow specific e-learning guidelines when developing e-learning content ?



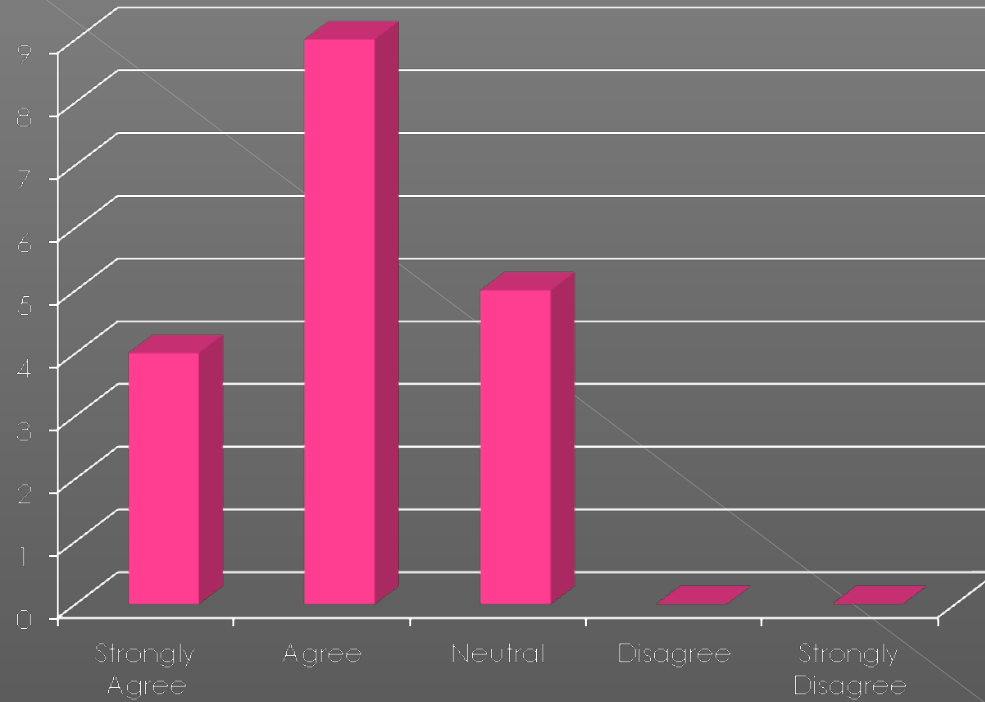
How do you rate the quality of e-learning content at your institution ?



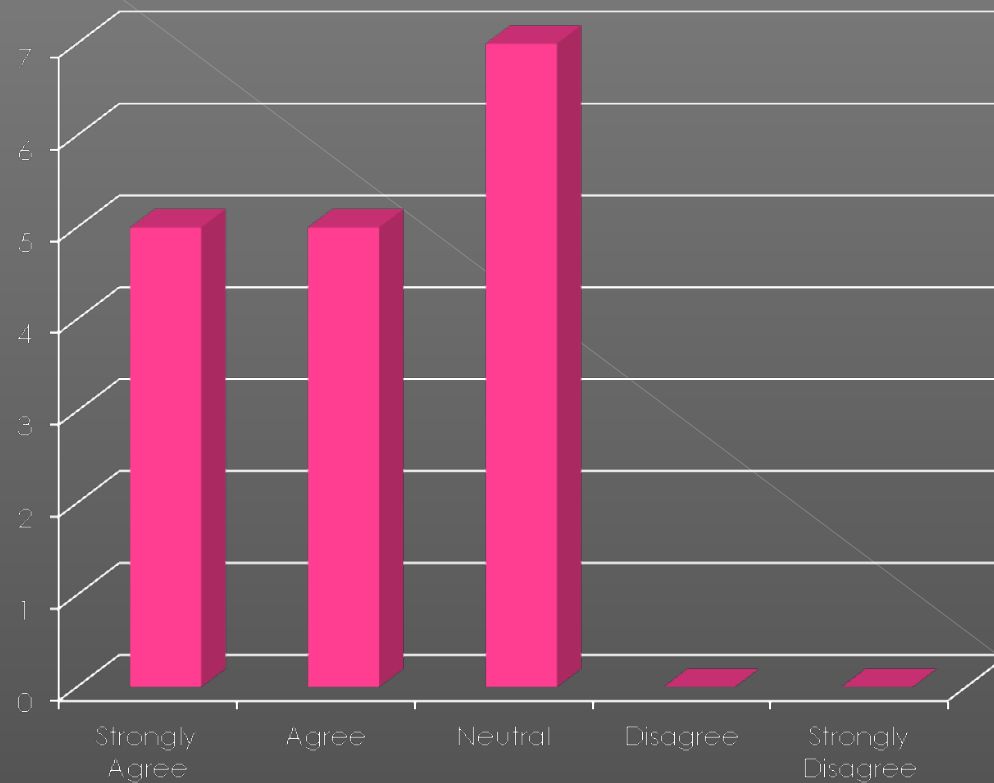
The use of E-learning/ICT has substantially improved the way of teaching and learning?



E-learning improve the quality of learning provisions.



E-learning has produced significant change to your institution.



What next?

Next challenge:
Promote the use of these guidelines

