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ESSENTIAL DIMENSIONS FOR EVALUATING E-LEARNING IN HIGHER EDUCATION

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Presentation Outline

➢ Presentation Objectives

➢ Introduction

➢Dimensions for Evaluating E-Learning

➢Implications for Improving E-Learning Provision

Presentation Objectives

1 To describe the process of constructing surveys for investigating the e-learning experience in Bahrain HEIs
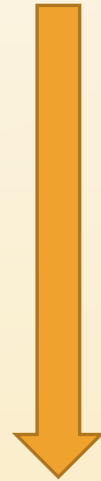
2 To highlight the essential dimensions of e-learning based on research findings in the international scholarly literature
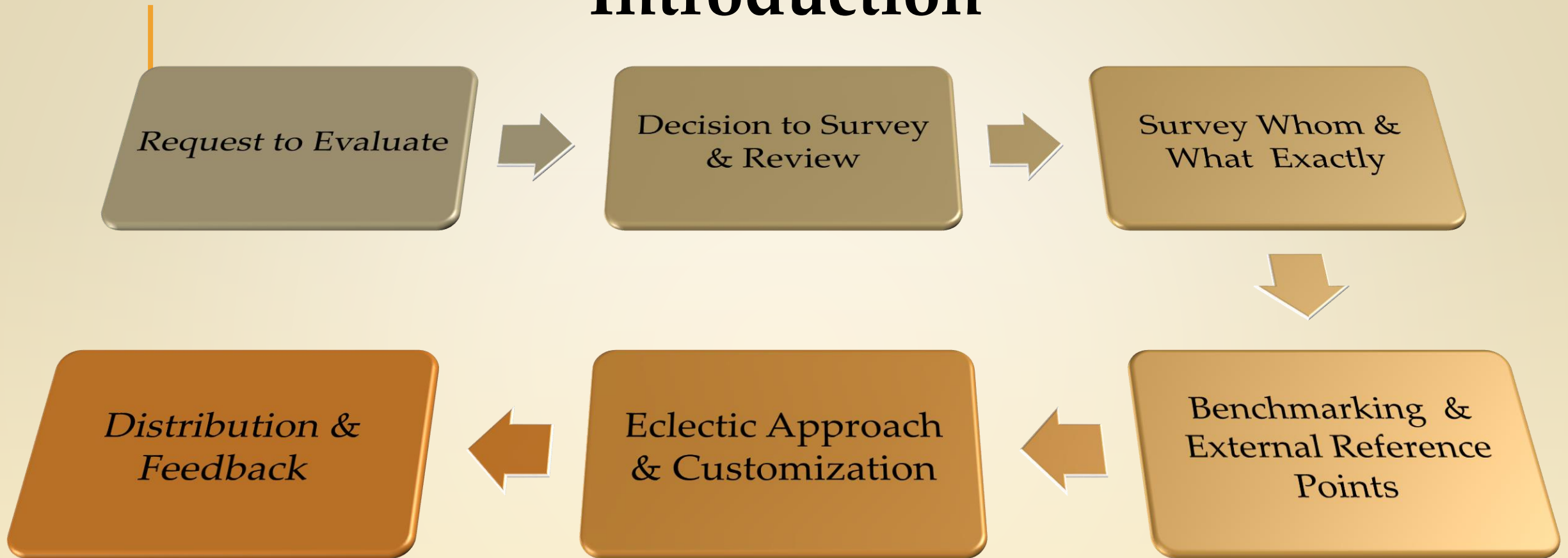
3 To discuss how the dimensions of e-learning can be of value to HEIs in Bahrain and how they can help improve their e-learning provision

OBJECTIVE # 1

Introduction

Objective # 2

Dimensions
for
Evaluating E-Learning

Dimension: Access & Usage

➢ Having access to and/or being able to use on-and-off campus:
   - devices
   - network connections
   - e-learning platforms with several of their features
   - login information
   - courses and course materials
   - library resources and databases
   - assessment/assignments and grades
   - the instructors
   - counseling/academic advising services
   - technical support

Dimension: Readiness

➢ This refers to being prepared to take on/deliver e-learning through for example:
- previous experience with e-learning or
- training from the university or elsewhere

Training of faculty

➢ must involve training on :
- technologies, systems, apps
- conversion of curriculum content and pedagogies into e-content and e-strategies
- online assessments
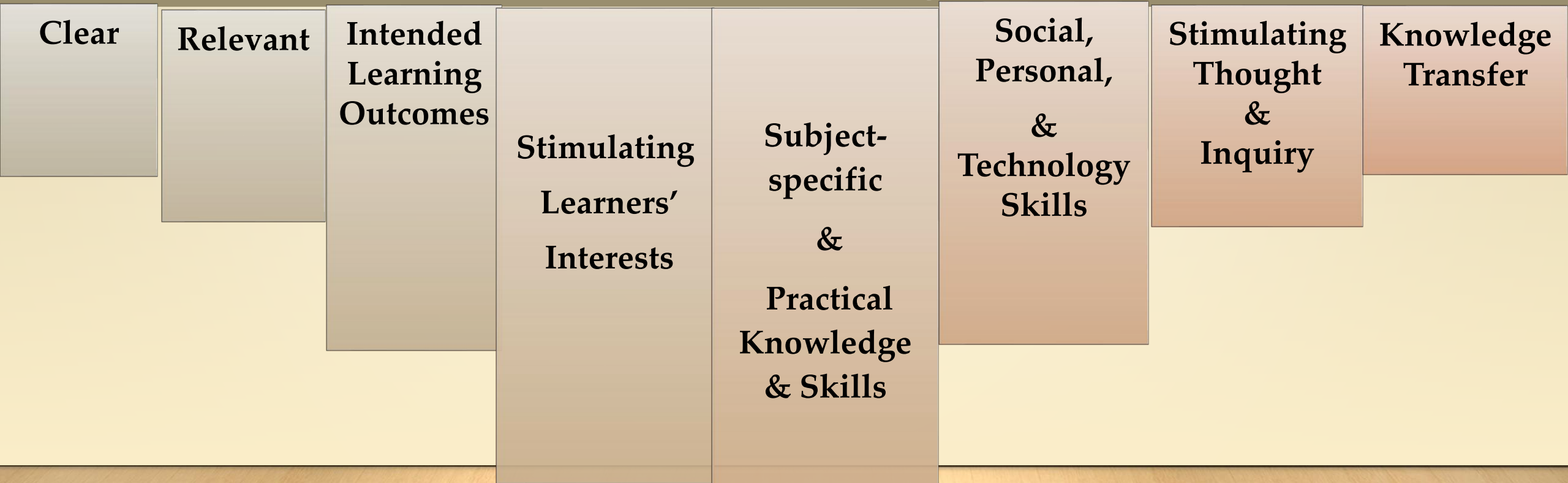
Dimension: Support

➤ This refers to e-learning users knowing whom to contact for each type of problem/issue and how

Clear & Comprehensive	**Readily Available**
Relevant	**Varied**

Support Should Be
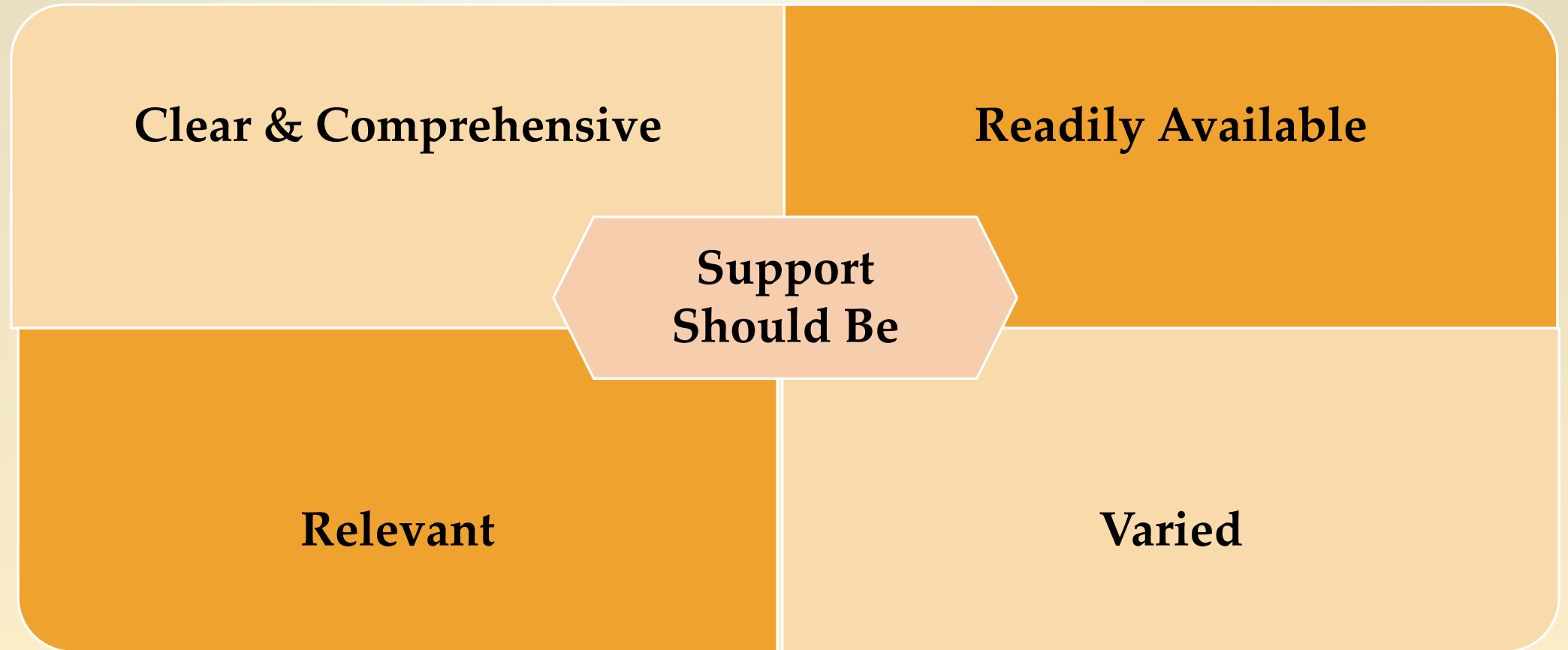
Dimension: Course Design

➢ This refers to the development of course content, materials, and related teaching, learning, and assessment.

Course Design

| Clear | Relevant | Intended Learning Outcomes | Stimulating Learners' Interests | Subject-specific & Practical Knowledge & Skills | Social, Personal, & Technology Skills | Stimulating Thought & Inquiry | Knowledge Transfer |

Dimension: Online Assessment

➢ This refers to any initiative/tool intended to measure the achievement of learning in general and the course intended learning outcomes (CILOs) in particular.

Announced well in advance

Fair & transparent
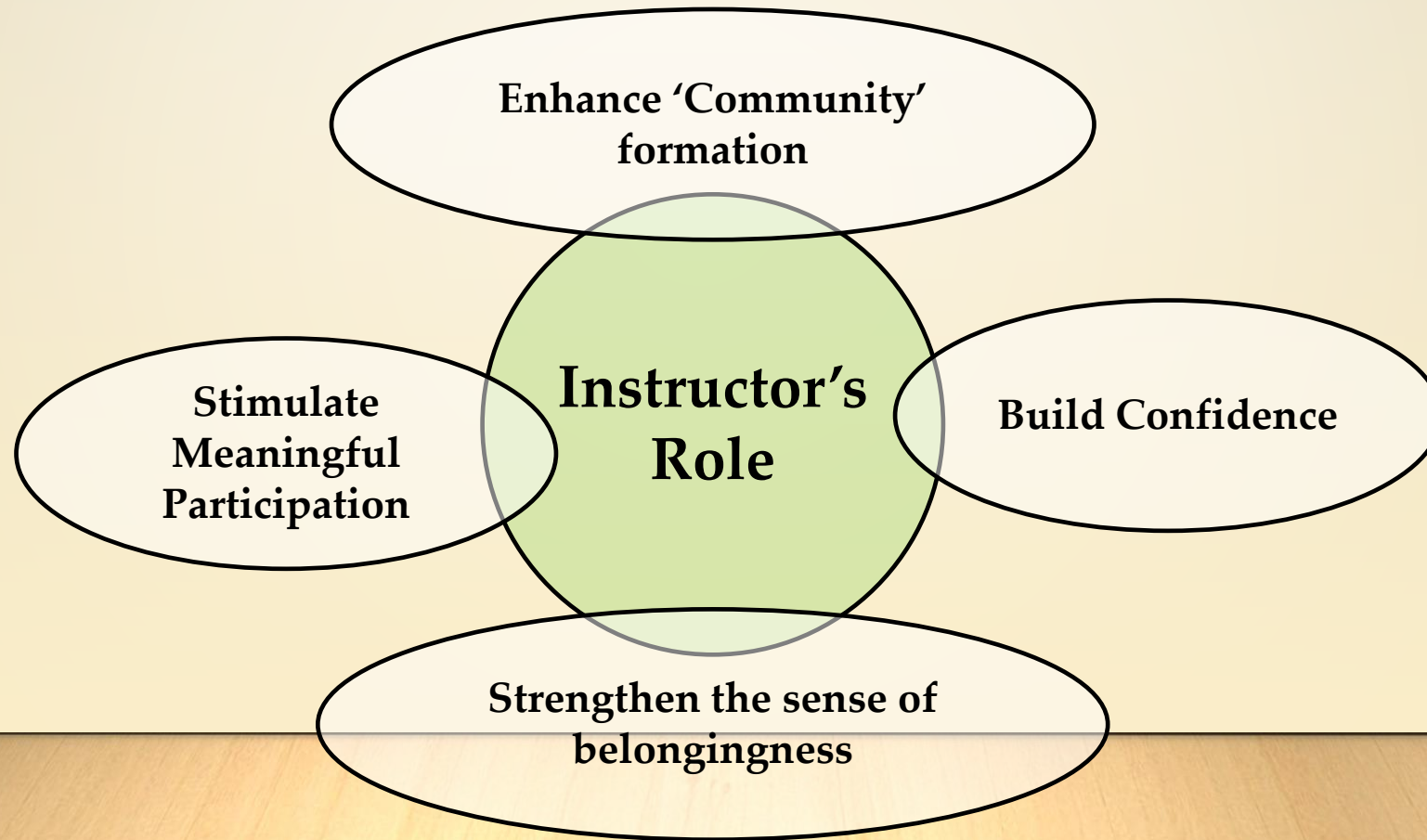
Diverse, formative & Summative

Timely constructive online feedback

Mapped to ILOs

Online marking & grading

Dimension: Social Presence

➤ This refers to both the students' participation (student-to- instructor and student-to-student interaction) in the online environment as well as to the instructor's engagement

Enhance 'Community' formation

Instructor's Role

Build Confidence

Stimulate Meaningful Participation

Strengthen the sense of belongingness

Dimension: Satisfaction & Preferences

➤ This dimension has to do with the end users' voice; meaning, when evaluating e-learning, it is important to consider how satisfied students and faculty members are with the experience and should hear their suggestions and preferences.

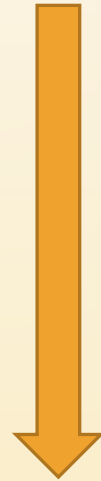**Measuring Satisfaction**

Fun | **Ease** | **Convenience** | **Time** | **Flexibility** | **Achievement** | **Independence**

OBJECTIVE # 3

Challenging Issues Linked to E-Learning Dimensions

Dimension	Challenging Issues
Access & Usage	Equity & Diversity; lack of availability of sufficient technologies for low-income communities/individuals and/or of adequacy for diverse learners
Readiness	Lack of proper/sufficient professional development in the conversion of course content, pedagogies, and assessments to e-materials & e-lessons
Support	Insufficient leadership/management support/involvement
Course Design	Not capitalizing on learners' HOTS and not encouraging innovation nor knowledge & skills transfer
Online Assessment	Security & Trustworthiness
Social Presence	Most studies indicate a need for greater and deeper instructor involvement and effort
End Users' Satisfaction & Preferences	Not focusing on users' attitudes/beliefs in relation to their buy-in/commitment

Implications for Improving HEIs E-Learning Provision

Dimension	Challenging Issues	Implication/Recommendation
Access & Usage	Equity & Diversity: lack of availability of sufficient technologies for low-income communities/ individuals and/or of adequacy for diverse learners	• Eradicate inequities • Ensure there is something for everyone in terms of technology, considering all forms of diversity
Readiness	Lack of proper/sufficient professional development in the conversion of course content, pedagogies, and assessments to e-materials and e-lessons	• Faculty Professional Learning Communities (PLCs) • Action Research
Support	Insufficient leadership/management support/involvement	• Need to be excited and passionate about ICT in education • Be knowledgeable and stay up-to-date about the latest technologies • Be role models of successful ICT integration • Motivate staff through incentives

Implications for Improving HEIs E-Learning Provision

Dimension	Challenging Issues	Implication/Recommendation
Course Design	Not capitalizing on learners' HOTS and not encouraging innovation nor knowledge & skills transfer	• Identify targeted HOTS & habits of mind from the beginning during course design • Foster a climate conducive to critical thinking, creativity and innovation in the online environment
Online Assessment	Security & Trustworthiness	• Authentic performance-based assessment • Programmatic assessment
Social Presence	Most studies indicate a need for greater and deeper instructor involvement and effort	• Emphasize 'social presence' in its extended form • Raise awareness about the different (DTE) roles of the instructor in an online environment (DTE=Design, Teach, Engage)
End Users' Satisfaction & Preferences	Not focusing on users' attitudes/beliefs in relation to their buy-in/commitment	• Weekly feedback & suggestions from beginning of the course

Concluding Remarks

➢ Implications and recommendations mainly based on a review of the literature

➢ Comparing against DHR questionnaires and interview results when analyzed

➢ For further reading, see slide 19.

Presenter's Related Publications

○ Abdul Razzak N. (2019) Leadership on information technology in education. In: Tatnall A. (eds) *Encyclopedia of Education and Information Technologies*. Springer: Cham, Switzerland. Available at https://doi.org/10.1007/978-3-319-60013-0

○ Abdul Razzak, N. (2018). Bahrain. In: Weber A. & Hamlaoui, S. (eds.) *E-Learning in the Middle East and North Africa,* pp. 27-53. Springer International Publishing AG: Cham, Switzerland. Available at https://www.springer.com/gp/book/9783319689982

○ Abdul Razzak, N. (2016). Strategies for effective faculty involvement in online activities aimed at promoting critical thinking and deep learning. *Education and Information Technologies, 2*(1), 881-896. Available at https://link.springer.com/article/10.1007/s10639-014-9359-z

○ Abdul Razzak, N. (2014). In-service teachers' attitudes towards technology integration in the Bahraini classroom. *World Journal of Educational Technology, 16*(1), pp. 60-74. Available at https://www.semanticscholar.org/paper/In-service-Teachers'-Attitudes-Towards-Technology-Razzak/2a63069dc4dc2d52baa5a6ff85d268999cdcdd08

○ Abdul Razzak, N. (2013). Challenges facing school leadership in promoting ICT integration in instruction in the public schools of Bahrain. *Education and Information Technologies, 20,* pp. 303-318. Available at https://doi.org/10.1007/s10639-013-9283-7

Thank You

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THE END

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