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WELCOME

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Topic

Quality Assurance of E-Learning in
Distance Education:

PLADEPPRO-An Evaluation Model
and its Application in India

Introduction

E-learning has been used in regular education programmes, continuing education, higher education, research, and corporate in world as it has flexibility, richness, resource-sharing, and cost-effectiveness. Millions of people around the world are pursuing their education and training through online or Internet. Over 70% of universities in the USA and 60% in India are providing e-learning courses.

The financial crisis in 2009 led to a significant increase in student enrollment in e-learning colleges in India, some of which even had increases of 20%. The continuing education departments in Indian universities are gradually merging with e-learning colleges and providing continuing education programmes to their adult students through e-learning.

Introduction

Contd . . .

Millions of students enrolled across the country every year, it generates huge revenue for the e-learning institutions.

There is also an increasing interest in e-learning research. Among all the research topics, quality assurance of e-learning has attracted the greatest concern.

Various national, regional, and international initiatives have been undertaken with regard to quality assurance in e-learning.

Introduction

Contd . . .

It has been found that most institutions apply the same quality criteria for e-learning courses.

CIPP: Context, Input, Process and Product is a frequently used evaluation model in the field of social sciences.

Referring to the CIPP evaluation model and characteristics of e-learning courses, it has been proposed a new system of evaluation for e-learning courses i.e. **PLADEPPRO model**

It consists of four evaluation activities:

- Planning Evaluation,
- Development Evaluation,
- Process Evaluation,
- Product Evaluation

PLADEPPRO- Evaluation model of E-Learning

Planning Evaluation	Development Evaluation	Process Evaluation	Product Evaluation
Market demand	Blueprint	Overall evaluation	Satisfaction degree
Feasibility	E-learning platform	Technical support	Teaching Effectiveness
Target student group	Course website	Website Utilization	Learning effectiveness
Course objectives	Instructional design	Learning interaction	Other outcomes
Finance	Learning resources	Resources utilization	Sustainability
Quality assurance	Assignment and Examination	Learning evaluation	
	Tutors	Learning Support	
		Flexibility	

PLADEPPRO-Model

Planning Evaluation: It begins with

- Market demand analysis
- Feasibility analysis.

Market demand refers to needs of target student groups or knowledge and skills in their careers. If courses are job-related, employer perspectives on the essential needs of their employees also need to be considered.

If a course is to be exported to other countries, it is necessary to analyze their local educational import policies, regulations, and levels of technical support.

(Feasibility analysis)

PLADEPPRO-Model

One needs to analyze:

- Target student group,
- Course objectives,
- Financial issues,
- Quality Assurance Mechanism.

Analysis of target student groups includes age group, educational background, work experiences, working hours, study time availability, learning motivations, and job requirements. If the exported course is to be jointly launched with local educational institutions, the quality assurance system of the partner institution needs to be analyzed as well.

PLADEPPRO-Model

Development Evaluation involves:

- Analyzing every component of course development, including the course blueprint,
- e-learning platform,
- Course Web site,
- Instructional design,
- Learning resources,
- Assignments and Examinations
- Teachers.

PLADEPPRO-Model

Process Evaluation includes 8 dimensions:

- Overall evaluation,
- Technical support,
- Web site utilization,
- Student-student interaction,
- Resources utilization,
- Learning evaluation,
- Learning support,
- Flexibility.

PLADEPPRO-Model

Product evaluation measures:

- Learners' degree of satisfaction,
- Teaching effectiveness,
- Learning effectiveness,
- Additional outcomes.
- Sustainability of courses

Application of PLADEPPRO-Model

E-Learning Course on Research Methodology in Distance Education in India:

The e-learning course on Research Methodology in Distance Education was developed faculty of Hasanath College, Bangalore, India for providing:

- learning materials (textbooks),
- e-learning study guide,
- study units,
- e-learning courseware,
- study timeline,
- selection and training of Counselors,
- quality assurance and copyright protection,

- award of attendance certificate,
- e-learning platform design,
- student recruitment and management,
- tutor management,
- technical support,
- learner support services.

Application of PLADEPPRO-Model contd.....

**The Research Methodology consists of five units with ten chapters:
Course Matrix**

Unit	Chapter
Unit 1: Introduction to research methods in distance education	Chapter 1: Distance education research methodology
	Chapter 2: Rationale of the distance education research
Unit 2: Literature review and research design	Chapter 3: Literature collection and analysis
	Chapter 4: Research design in distance education
Unit 3: Research methods in distance education (1)	Chapter 5: Questionnaire and interview
	Chapter 6: Delphi and cost analysis
Unit 4: Research methods in distance education (2)	Chapter 7: Ethnography and policy analysis
	Chapter 8: Action research, design research, comparative research, evaluation research
Unit 5: Writing a research proposal and research paper	Chapter 9: Writing a distance education research proposal
	Chapter 10: Writing a distance education research paper

Application of PLADEPPRO-Model contd.....

Course Structure

- The course lasts 10 weeks
- The average study hours are about eight per week,(80 hours total)
- All the teaching-learning activities, quizzes, assignment, and discussion sessions take place in e-learning mode.
- One Counselor is allocated to every 20 students.

The students' learning procedure is as follows:

read the study guide;

understand the learning objectives;

watch the video lectures (streaming media courseware);

read the study unit;

read related chapters in the textbook;

participate in the e-learning discussion;

read the summary of discussion prepared by the tutor,

write assignments.

Application of PLADEPPRO-Model contd....

- **Planning Evaluation**

It is necessary to analyze the market demand, feasibility, course objectives, target student groups, finance, and quality assurance when preparing an e-learning course plan.

This is a standardized process which involves writing a course development proposal and filling in various forms that will be discussed and decided upon by different Academic Boards, the Registrar's Office, and the Finance Department.

Application of PLADEPPRO-Model

contd....

Planning Evaluation:

- **Market demand analysis**
- **Feasibility analysis (IGNOU)**
- **Course objectives**
- **Financial analysis**
- **Internal quality assurance analysis (NAAC)**

Application of PLADEPPRO-Model contd....

Development Evaluation:

The first step in e-learning Development Evaluation is:
Analyze the course Blueprint, which is compiled and prepared by the Programme Director.

Application of PLADEPPRO-Model

contd..

The blueprint deals with:

Formation of the course team and its members' roles	learning facilities and skills
course background	course modules, learning materials, assessment and examination
course introduction	communication and collaboration learner support services
course objectives	teaching models, course materials writing schedule
learner analysis	quality assurance copyright issues

Application of PLADEPPRO-Model

contd..

Table indicates the e-learning course development and evaluation steps

Course content	Responsible organization	Evaluation	
Course blueprint	Indira Gandhi National Open University, (IGNOU) New Delhi	Evaluation process:	
Instructional design		Course development team – Education-subject unit- Academic Board of the College of Humanities and Law -Quality Assurance team - Registrar’s office - External assessors.	
Learning re sources		Programme director; Instructional designer; Multimedia designer; Multimedia producer; tutors; course external assessor	
Assignment and examination			
E-learning platform		Registrar’s office; Financial Unit	
Course Web site			
Financial analysis		Programme director; external assessors	
Tutors			

Application of PLADEPPRO-Model

contd....

Process Evaluation:

Process evaluation refers to evaluating the process of course delivery, including the overall evaluation, technical support, Web site utilization, learning interaction, resource utilization, learner support, assessment, and flexibility.

Three approaches of Process Evaluation:

- Survey of students' learning experience and feedback;
- Survey of tutors' opinions;
- Programme Director's monitoring of the e-learning tutorials.

Application of PLADEPPRO-Model

contd....

Process evaluation is a meticulous process which involves continuous evaluation throughout the course. The programme director and counselors need to plan carefully to maintain students' learning enthusiasm and help them achieve the final learning objectives.

Product Evaluation

Product evaluation of an e-learning course is mainly conducted through quantitative research, supplemented with students' feedback and suggestions.

For this purpose, the online questionnaire method to be used and surveyed to collect data on the students' evaluation of:

- course effectiveness,
- teaching effectiveness,
- learning effectiveness,
- feedback on course effectiveness

Sustainability of e-learning course

The success of this e-learning course has built up a good reputation. Many institutions have reserved places for their staff, and the long waiting list of potential students shows the course's success, which ensures its sustainability.

Conclusion

The PLADEPPRO model for evaluating e-learning courses has been designed and proposed based upon the CIPP evaluation model. In line with the characteristics and process of e-learning teaching and learning, 26 evaluation items are identified within the PLADEPPRO model. Using the PLADEPPRO model, the e-learning course on Research Methods in Distance Education to describe and analyze the series of evaluation activities.

Conclusion

contd....

The PLADEPPRO evaluation model could effectively ensure the quality of the e-learning course in terms of both teaching and learning effectiveness. However, the use of the PLADEPPRO model measures only one purely e-learning course and further studies are needed. This model could contribute to the e-learning quality assurance literature in the Indian context and could be one reference in establishing e-learning quality assurance models for other educational institutions.

THANK YOU