



Ensuring Quality and Measuring Effectiveness, Impact and Capability of e-Learning in the Workplace

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Background

- 2008 - New Zealand Ministry of Education funded a project investigating the current use of e-learning in building workforce capability.
- Employers and the employees needed to be assured the e-activities deployed were effective (do what they say they will do) and were efficient and cost-effective.



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Capability

- **Effective:** impact on student learning in the manner they were designed to do
- **Efficient:** are cost effective in terms of “return of investment” on the resources consumed (i.e. time spent by learners engaging with the activity and time spent by teachers developing the activity)
- **Replicable:** other teachers and learners can duplicate the event and obtain the same or similar results.





Two concepts organisations need

- Return on Investment (measured in a number of ways)
- Quality:
quality of all of the processes used in the creation of the training event → quality of the experience of all participants in an e-learning environment





Return on Investment

***RETURN ON INVESTMENT**

Building a stronger community through education, research and career development

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Quality





The R.A.M. Model

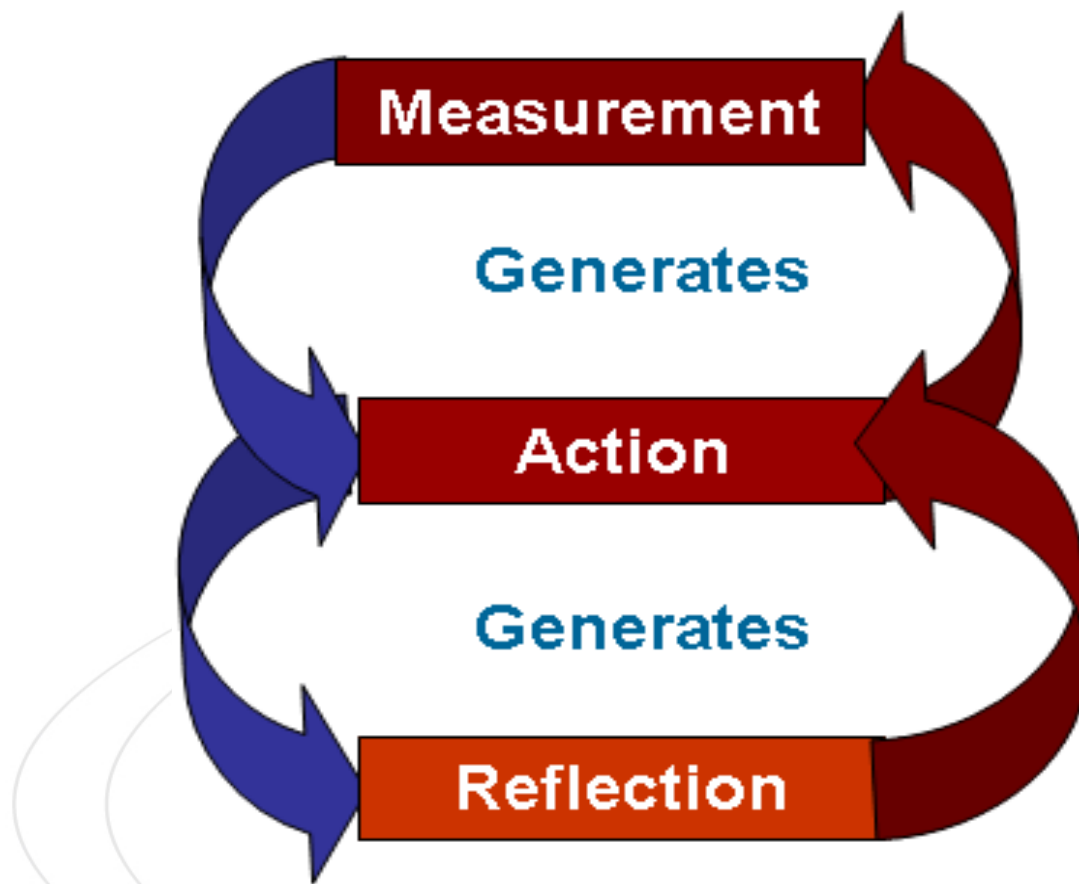
- **Reflect** on their strengths and weaknesses in relation to the integration of ICT within their schools
- Identify **action(s)** that will facilitate increased teacher competence, confidence and capability of ICT
- **Measure** and report on the impact ICT has had on teaching and learning activities and administrative practices.



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The 3 As

- **Awareness:** Leaders reflect upon existing educational capacity, capability and use of ICT
- **Action:** Policies and plans are generated to increase access, capacity and capability at a systemic level
- **Accomplishment:** The impact of ICT implementations are evaluated for effectiveness





The 3 Cs

- **Context:** Infrastructural/technical factors shape and influence participant perceptions of ICT-enabled environments
- **Content:** National factors emphasise the 'uniqueness' of individual organisations and shape the direction and focus of ICT-based implementations
- **Capability:** Individual factors building the competence, confidence and understanding of individuals and determine the successful integration of ICT in organisations



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The 3 Es

- **Enabled:** Initiatives can be measured on how they have enabled users to participate in ICT-enhanced environments
- **Engaged:** Initiatives can be measured on how they have initiated and maintained engagement in the ICT communities established
- **Empowered:** Initiatives can be measured on how they have ensured all participants are capable of participation



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ICT Accomplishment (Measure)



Assess

Enabled

Connections are reliable and robust.

Access policies are designed to facilitate delivery of ICT facilitated teaching and learning events.

Purchase of peripheral devices and software are aligned with school policies and procedures

Context

Action

Assess

Engaged

Learners are actively engaged with course resources deployed.

Digital learning objects are indexed, stored, retrieved and presented

Participants have access to course materials they need, when they need them

Content

Action

Assess

Empowered

Teachers are provided with professional development in ICT enabling them to participate fully in ICT environments.

Learners provided with ongoing support enabling them to participate fully in ICT environments

Capability

Action

ICT Awareness (Plan)



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Benchmarking

- In evaluating an individual institution's ICT capability a clear set of measurable indicators (teachers' satisfaction with software technologies used, students' competencies in ICT, and teacher and student satisfaction with the technical support provided), can be identified to measure:
 - (a) an institution's performance against others in the same sector, or
 - (b) the institution's performance in achieving their identified objectives for ICT implementation.





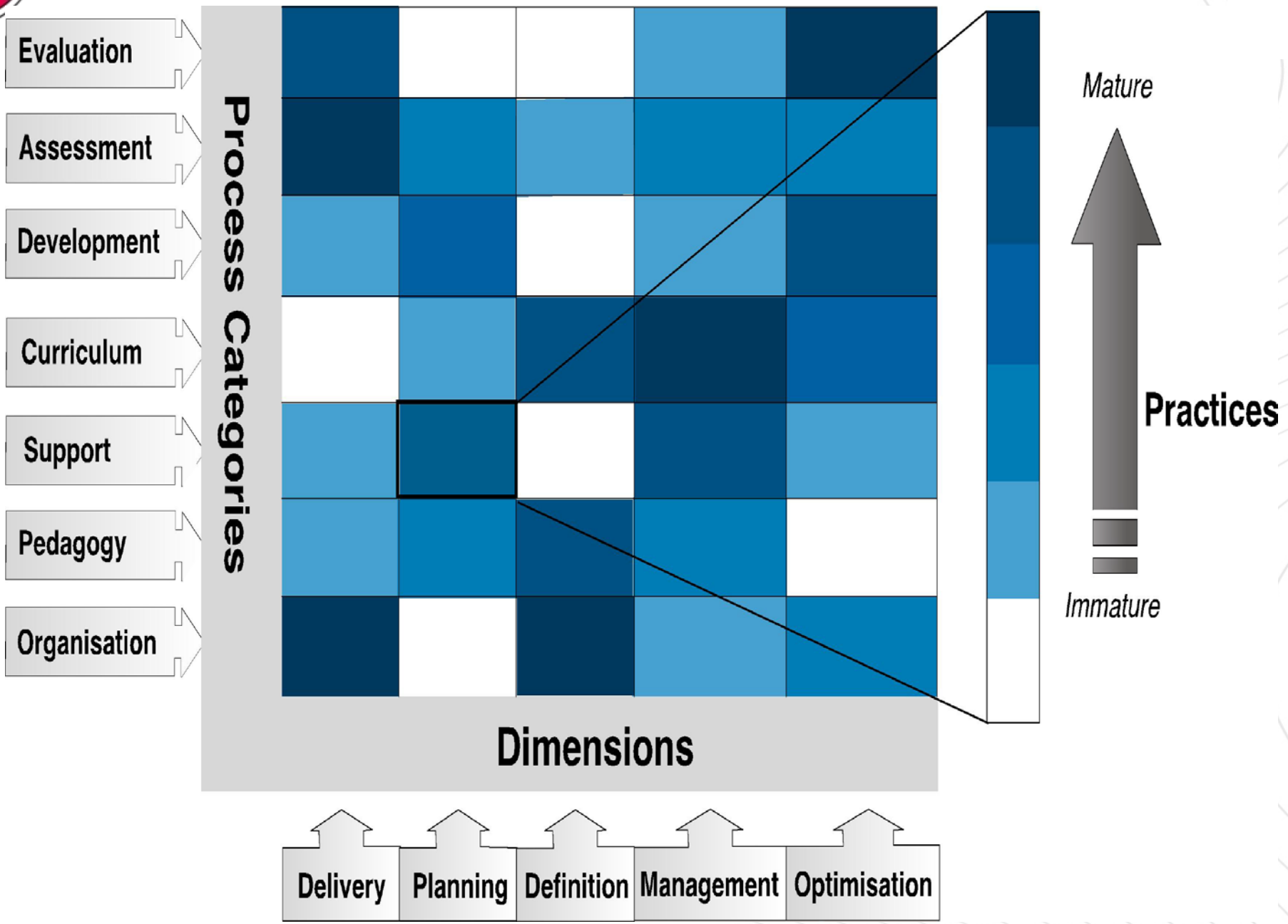
Self-Review Framework

eLearning Maturity Model (eMM)

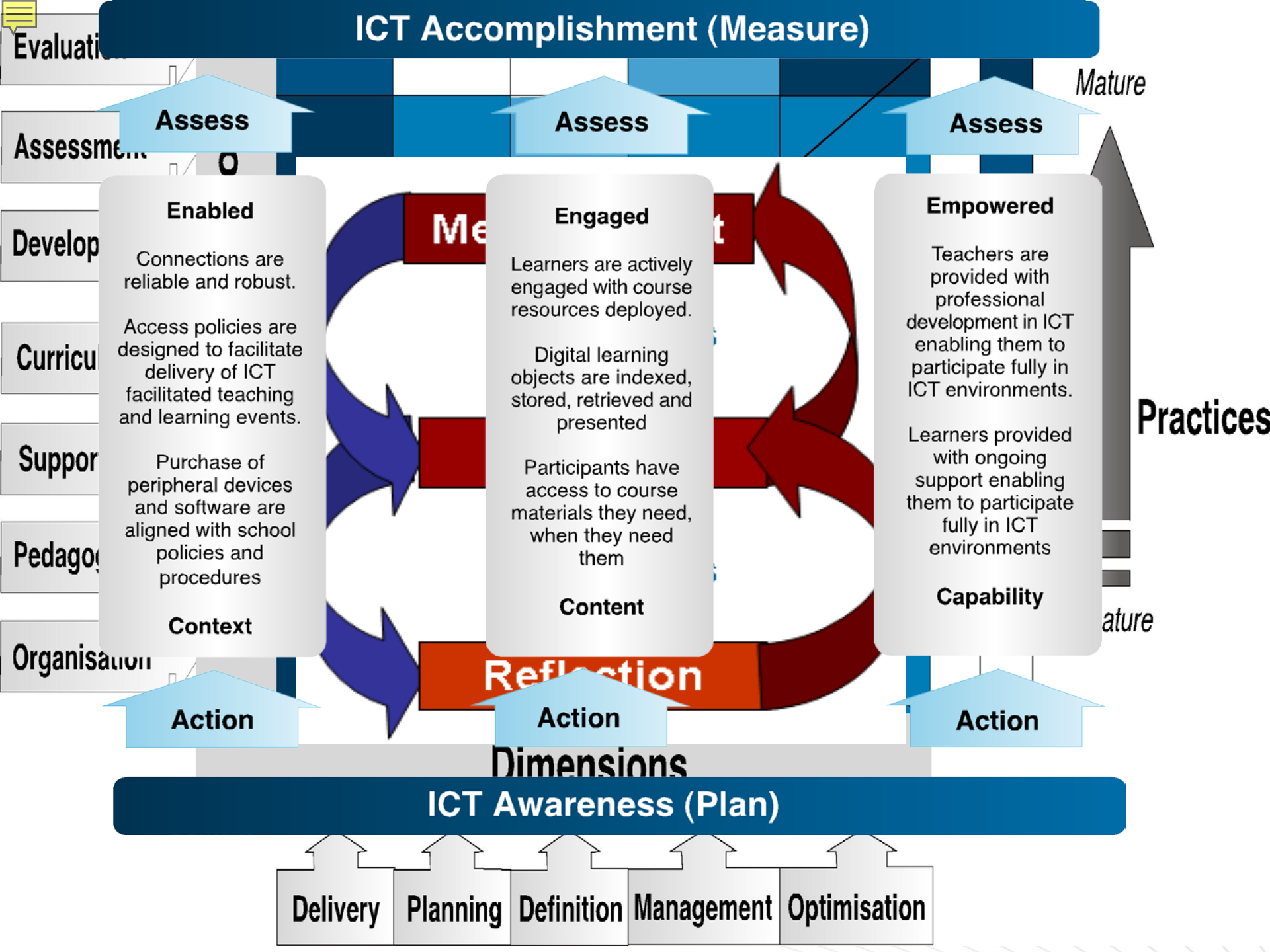
The framework is based on categories, dimensions and practices

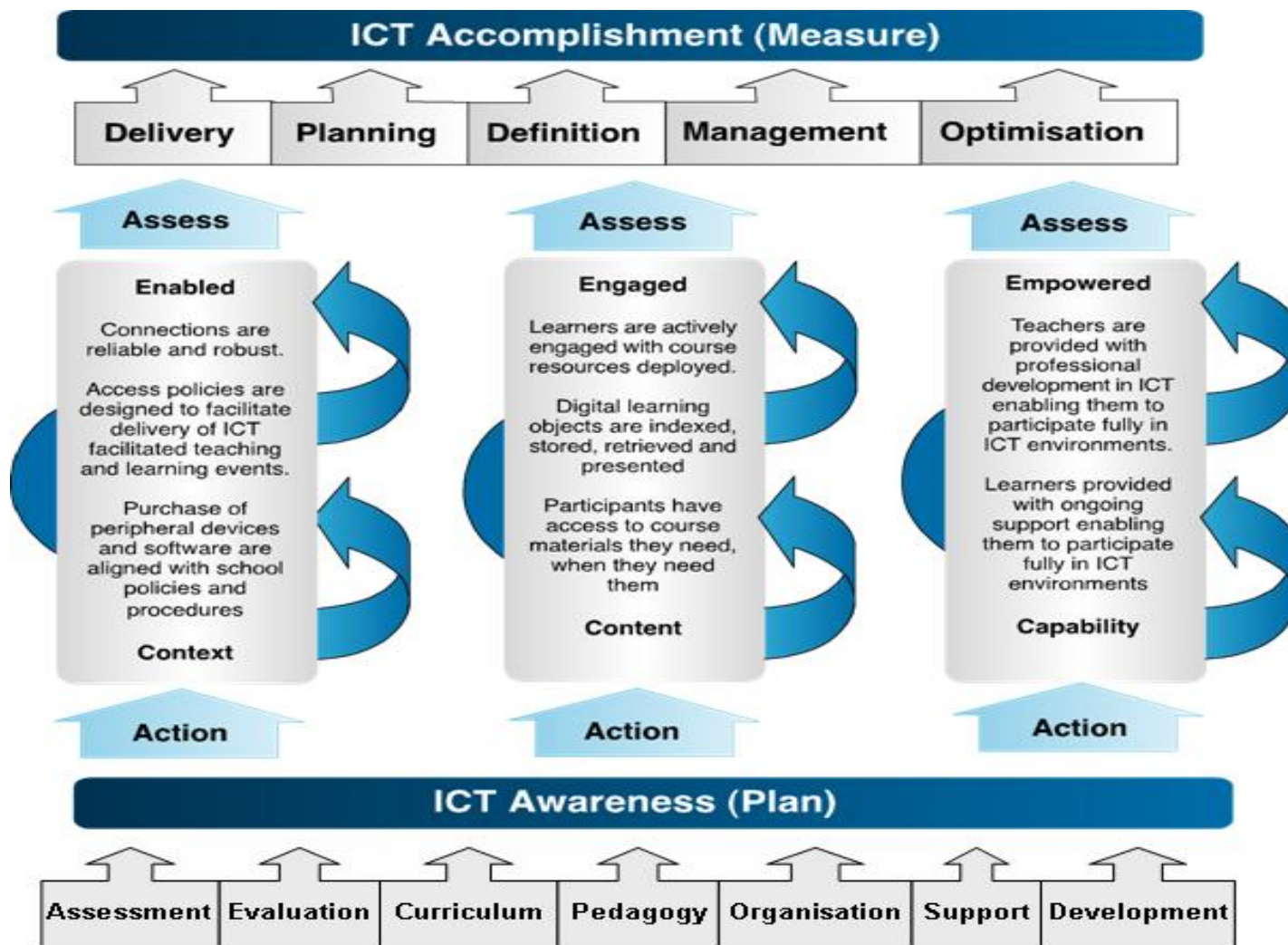
- **Categories:** identify the “processes” that support ICT development
- **Dimensions:** serve to break down the processes into examinable aspects
- **Practices:** serve to measure the organisation’s actual practices





ICT Accomplishment (Measure)







Conclusion

For organisations iteratively to improve their e-learning capability they need **systematically** to plan for improvement.

They need to obtain:

from the **Right** people

at the **Right** time

the **Right** information





Questions

- Where does your institution fit within this scenario?
- What is your institution doing to prepare for supporting or enhancing e-learning capability amongst learners and employees?
- Are there opportunities for collaboration that could increase your institution's organisational capability/impact in e-learning?

