Evaluation in Distance Education

▶

Assistant Prof. Adrijana Hadji-Nikolova, PhD

Prof. Nina Daskalovska, PhD

Introduction

- Technological era of changes;
- Educators in constant search of what works and what doesn't;
- Why certain technologies are used, are they employed effectively?
- Which variable to use in evaluating DE?
- Three evaluation questionnaires will be considered.

Tanja Joosten's Inventory

- Investigates how technology can be integrated in education;

- First challenge-lack of extensive research on this topic, inability to draw conclusions;

- First step is to isolate the variables that will be tested;

- Next step is defining methodology for data collection: Likert-scale, narratives & focus groups;

- Emphasis on Likert-scale- ability to capture students' perception in a quantifiable ways.

- Joosten uses 5-point Likert scale, ranging from "strongly agree" to "strongly disagree", to evaluate 7 categories.

Tanja Joosten's Inventory

- First category - <u>Social Presence</u>, immediacy and intimacy in online environment, interaction with peers in virtual environment etc.;

- Second category – <u>Student Engagement in Distance Education</u>, are activities academically challenging, did they encourage critical thinking, are activities stimulating or boring etc.;

- Third category – <u>Online Learning Community</u>, relationship between students and instructor, ability to create communities, collaboration among peers etc.;

- Fourth category – <u>Students' Satisfaction with the Course</u>, how much was enjoyed, how challenging it was, recommendations etc.;

Tanja Joosten's Inventory

- Fifth category – <u>Learning Outcomes of the Course</u>, the ability to understand the course material, it course encouraged critical thinking, how useful was material for academic development etc.;

- Sixth category – <u>Student's Performance</u>, if the course contributed to better grades, improved performance on exams, whether DE course has positive effect on academic achievement etc.;

- Seventh category – <u>Design of Online Learning Environment</u>, support provided, clarity of introductory material, if course goals were clearly defined etc.

Motivated strategies for learning questionnaire (MSLQ)

- Designed by Pintrich and de Groot;

- Examines how motivated are students for learning;

- Examines their self-regulation;

- These are important issues in Distance education.

Motivated strategies for learning questionnaire (MSLQ)

- Consists of 44 statements evaluated on 7-point Likert scale, ranging from 1 being "not at all true of me" and 7 being "very true of me." ;

- It enables to find our typical behaviors as well as their intensity;

- It covers wide range of topics:

  - students' feelings;

  - students' thoughts;

  - students' behaviours;

Motivated strategies for learning questionnaire (MSLQ)

- First dimension – <u>Self-Efficacy</u>, how confident students feel, psychological processes, how students think about and approach learning etc.;

- Second dimension – <u>Intrinsic Value</u>, if students enjoyed learning process, if they consider it meaningful etc.;

- Third dimension – <u>Test Anxiety</u>, how students feel in test situations, including online assessment etc.;

- Fourth dimension – <u>Self-Regulation</u>, how students approach the learning task, how they manage their time on task etc.;

- Fifth dimension – <u>Use of Learning Strategies</u>; how students organize, memorize and process information, how they connect ideas, highlight important information etc.

ONLINE SELF-REGULATED LEARNING QUESTIONNAIRE (OSLQ)

- Designed by Barnard and other scholars;

- Distance Education puts emphasis on students' autonomy, as they decide what, when and how they study;

- Strong self-regulation skills-crucial for success;

- Metacognition – vital role, students should monitor, evaluate and assess their own progress;

- Specially tailored for online and distance education;

- 25 items, on 5-point Likert scale, ranging from 1 (never) to 5 (always);

- 6 subfields included.

ONLINE SELF-REGULATED LEARNING QUESTIONNAIRE (OSLQ)

- First subfield – Goal Setting, students set clear goals, achievable objectives, plan how to allocate time for each assignment etc.;

- Second subfield – Environment Structuring, choosing optimal environment to study online, to avoid distraction, quiet place where students feel comfortable to retain as much information they can etc.;

- Third subfield – Task Strategies, specific techniques and methods that students use, such as highlighting key concepts, reading material aloud, questions for discussion forums etc.;

ONLINE SELF-REGULATED LEARNING QUESTIONNAIRE (OSLQ)

- Fourth subfield – <u>Time Management</u>, how students manage studying time, how well they stick to schedule, if the plan extra hours for studying etc.;

- Fifth subfield – <u>Help-Seeking</u>, if students reach out for assistance when facing difficulties, including peers, instructors, other knowledgeable individuals etc.;

- Sixth subfield – <u>Self-Evaluation</u>, how students reflect on their own understanding of the material, if they compare their knowledge with other peers i.e. they reflect on their metacognitive practices, their strengths and weaknesses etc.

Conclusion

- Evaluation of DE essential for assuring effectiveness and addressing current challenges;

- Distance education is in expansions, hence different measurement methods are needed both qualitative and quantitative;

- Continuous evaluation not only answers to what works or not, but stimulates improvement and innovation in DE;

- Rigorous and thoughtful evaluation is the key for the quality of DE in an increasingly digital world.

THANK YOU FOR YOUR ATTETNION

DO YOU HAVE QUESTIONS?