



e-Quality Project

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**HEVs**

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## Training Session Evaluation Methodology and Results

WP6 - D6

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*Version reviewed and validated by all partners*

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## 1 Introduction

The 6<sup>th</sup> WP consists in a validation phase and aims at demonstrating:

- Real situation applicability for the developed methodology and tools
- The impact of training on production of ODL environments and course material, as a contribution to Quality, analysing actual production in real situations (including real students).

This validation required careful methodology and was time-consuming as trainees were observed in their professional context. The result is compiled in this document, using online document sharing and communication tools.



## 2 Methodology

The evaluation procedure is based on a commonly accepted methodology which measures the gap between the initial situation (trainees with or without ODL experience, with no experience in quality issues) and the final situation (trainees with some experience of quality implementation in their professional context). Due to scarce data available and the wish to obtain comments from trainees, the selected approach is **qualitative** rather than **quantitative**.

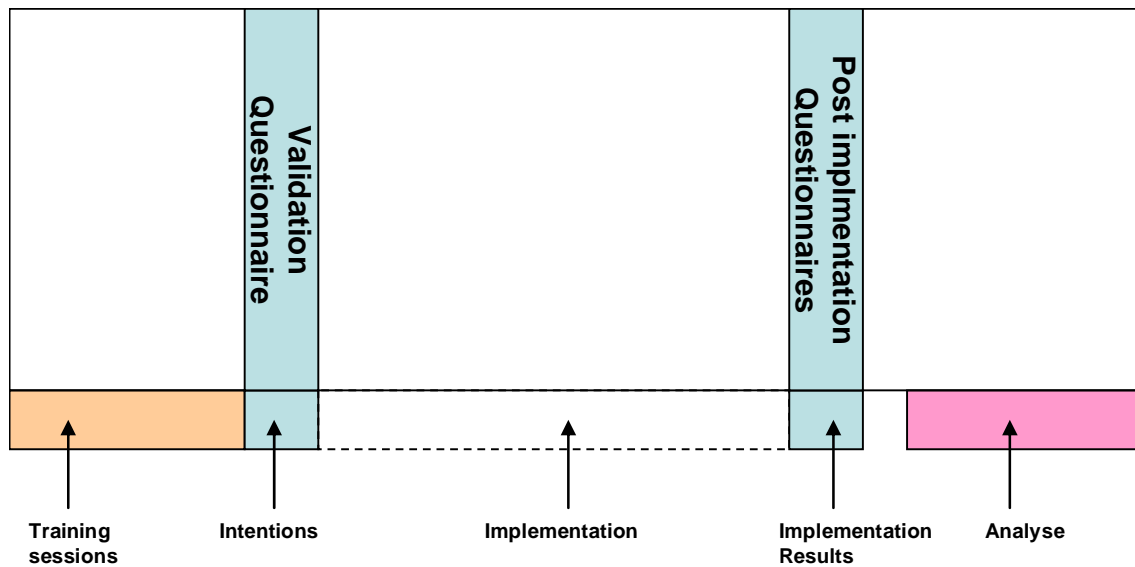
### 2.1 Description

- The **validation questionnaire**<sup>1</sup> measures the trainee's intentions on integrating a quality standpoint in his professional context. This questionnaire handed in to the trainee at the end of a training session is returned to the trainer.
- The **post implementation questionnaires**<sup>2</sup> collect information about the reality of the implementation. It comprises two sections :
  - Post implementation questionnaire **for trainees** : this questionnaire is trainee-centered
  - Post implementation questionnaire **for beneficiaries**: this questionnaire is beneficiary centered (students, colleagues, hierarchy members etc.)These questionnaires were distributed about 6 months after the end of the training sessions to provide trainees with enough time for implementing concrete quality actions.
- The **data collection phase** was devoted to gathering data in order to illustrate trainee and beneficiary opinions and intentions.  
Two means for collecting data were used:
  - Sending the questionnaire
  - Phoning trainees and beneficiaries when assented
- The **interpretation phase** lasted 3 months and yielded this validation report.

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<sup>1</sup> Quoted in this document as V questionnaire

<sup>2</sup> Quoted in this document as PI questionnaires



Graphic 1 : The validation phase

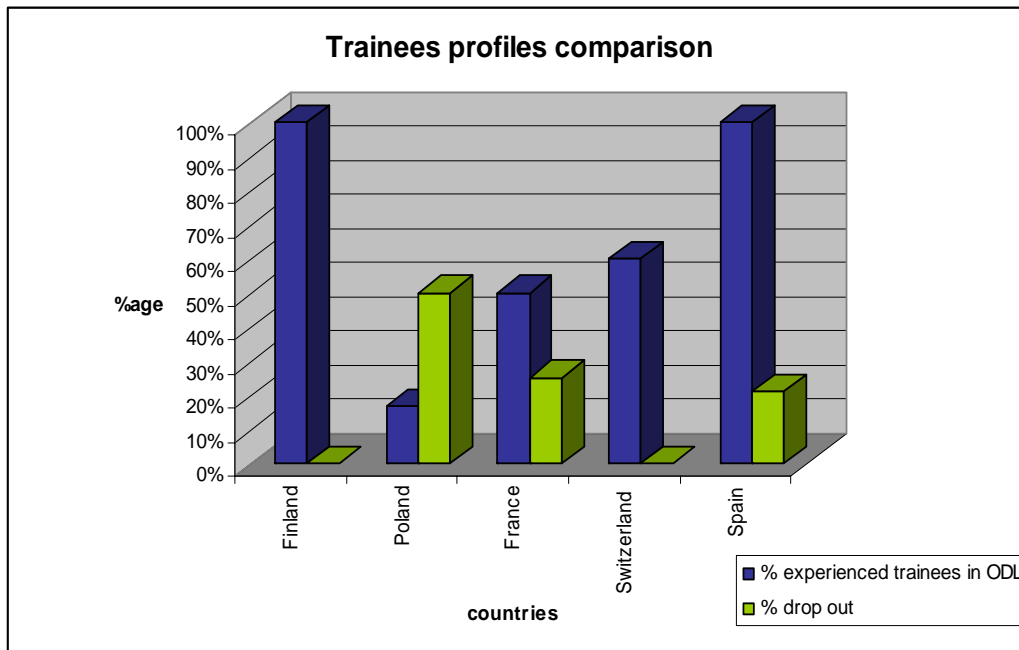
## 2.2 Trainee overview

### 2.2.1 Drop out

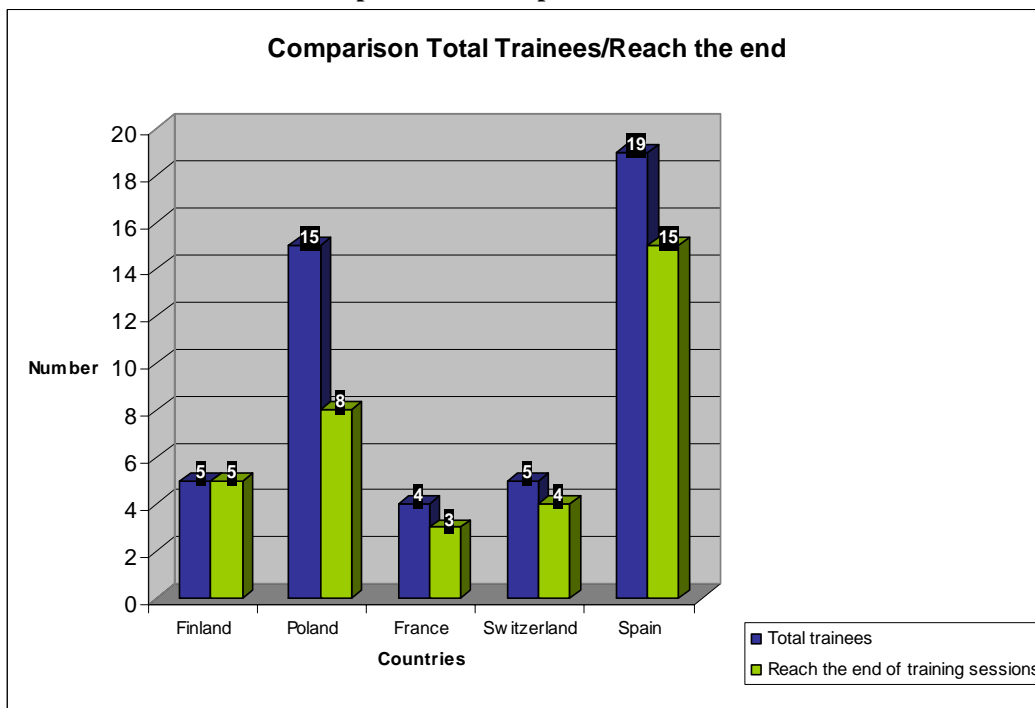
More ODL experience available among the trainees resulted in less drop out of training sessions. Finland and Switzerland enrolled 100% of ODL experienced trainees and observed no drop out. On the opposite, France, Poland and Spain registered more than 15% drop out.

### 2.2.2 ODL trainee profile

Providing information on the trainee profile proves to be extremely interesting. As shown in graph 2, 3 countries (Spain: 100%, Finland: 100% and Switzerland: 60%) organized training sessions for an ODL experienced public. 2 countries (France: 50% and Poland: 17%) chose novice trainees. This information is relevant to comprehend why some trainees did not intent to implement a quality action in their professional environment from scratch, while others willing to integrate a quality action were unsuccessful at implementing their intentions or merely failed.



Graphic 2 : ODL experienced trainees



Graphic 3 : trainees reach the end

### 2.3 Questionnaire overview

Validation questionnaires collecting trainee intentions for quality implementation, were distributed to the trainees towards the end of their training session and should have been returned to the trainers few weeks later. As shown in graph 5, very few questionnaires were actually returned. Swiss trainees returned none, even after a second phone or live contact. In



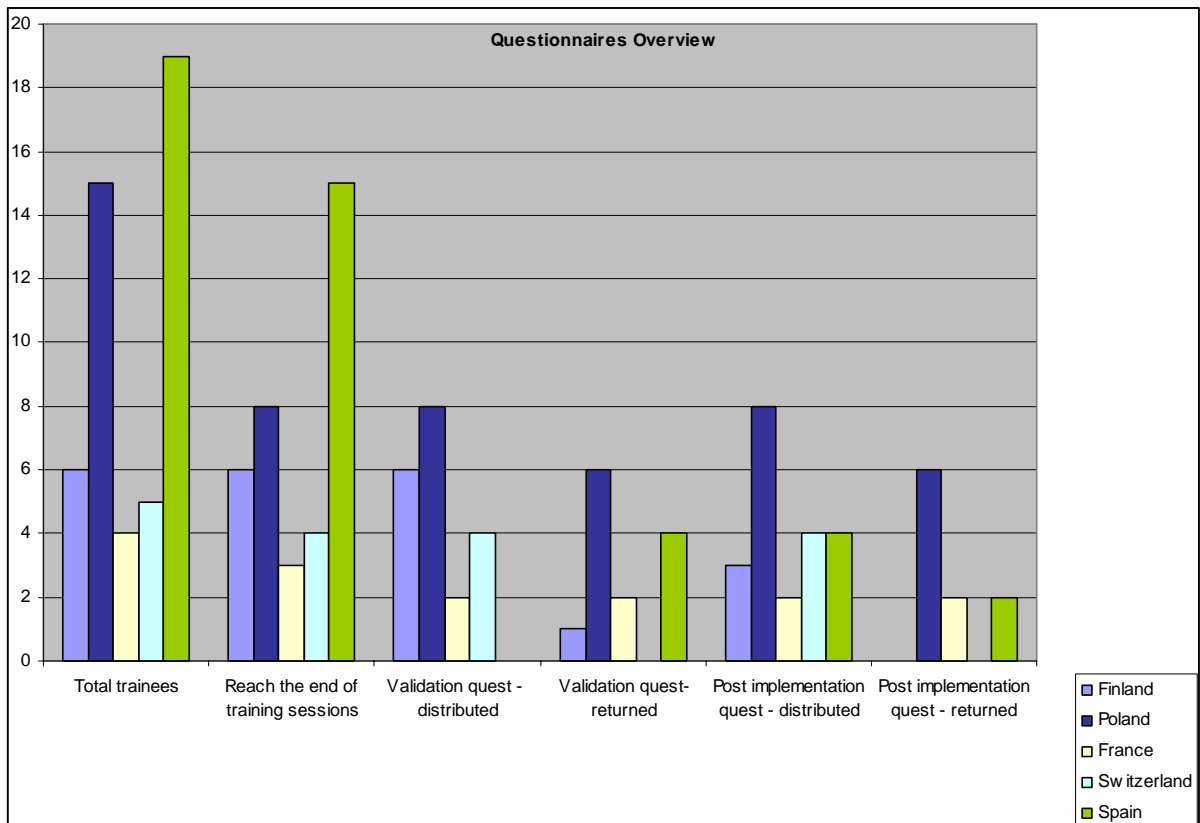
Spain only 20% of the validation questionnaires were returned to trainers, 17% in Finland and 75% in Poland.

The post implementation questionnaires scored even worse (except for Spain and Poland), since very few questionnaires were returned, when none at all (Finland, Switzerland).

**Trainees overview**

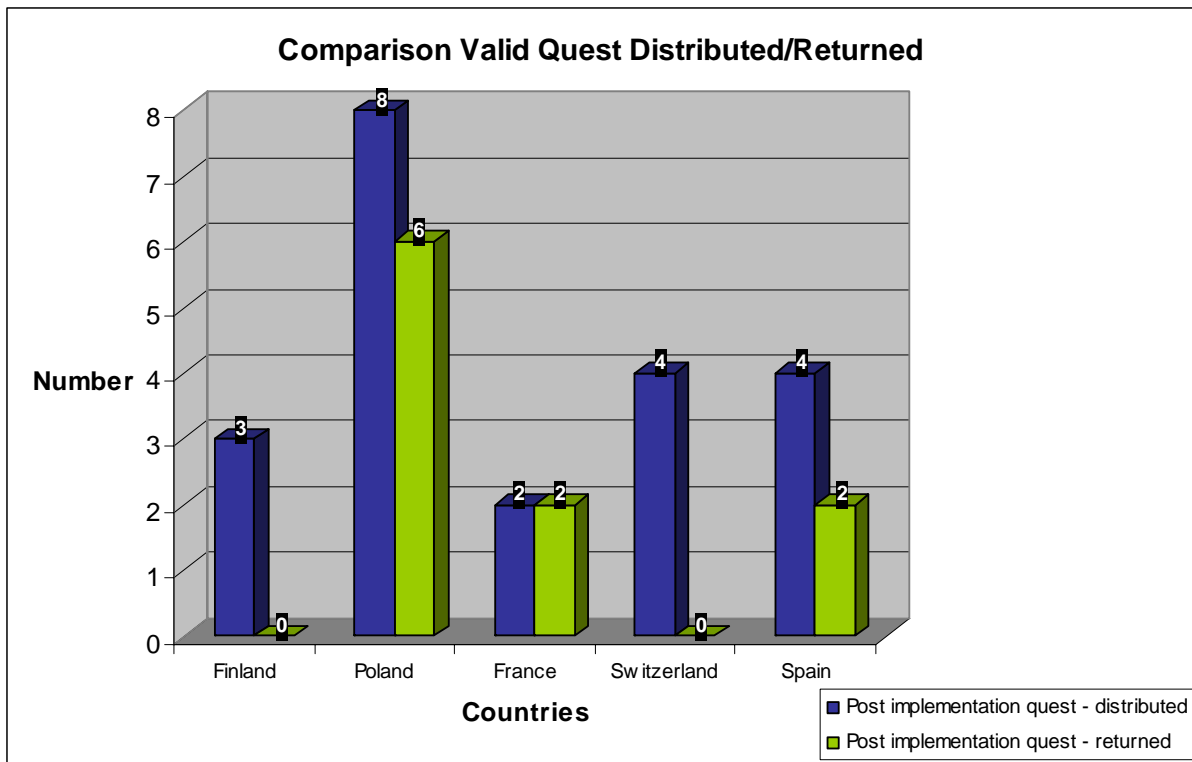
	Finland	Poland	France	Switzerland	Spain
<b>Total trainees</b>	6	15	4	5	19
<b>Reach the end of training sessions</b>	6	8	3	4	15
<b>Validation quest - distributed</b>	6	8	2	4	
<b>Validation quest- returned</b>	1	6	2	0	4
<b>Post implementation quest - distributed</b>	3	8	2	4	4
<b>Post implementation quest - returned</b>	0	6	2	0	2

**Graphic 4 : questionnaires distribution**



**Graphic 5 : difference distributed V questionnaires-returned V questionnaires**

We took into account 10 Post implementation questionnaires handed in to produce this report.



**Graphic 6 : comparison Returned V questionnaires - Returned PI questionnaires**

At the end of the process, we interpret 13 validation questionnaires and 10 Postimplementation questionnaires. Some countries (Finland and Switzerland) are excluded from PI questionnaires interpretation, for lack of information.

## 2.4 Blocking factors

It would have been more convenient to distribute the questionnaires at the end of training sessions and ask trainees to fill them in on the spot. Back to their professional activities, the questionnaires were either simply forgotten or put aside as the implementation intentions became gradually more difficult to apply.

Provided trainees had previously agreed on it, another method would have been to set up personal contacts with the trainees before, during and after implementation. However, as trainees spread over 5 countries, this solution was discarded because of the geographic as well as time consumption impediments. Moreover, help from the training team would have been necessary for interviewing the trainees who cannot speak English.



## **3 Grid 1: validation questionnaire**

### **3.1 Description**

This questionnaire is divided into 3 sections:

1. implementation intentions for future quality aspects
2. personal data for contacting trainee
3. description of 1 to 3 implementations

### **3.2 Objectives**

The main objective of the Validation questionnaire is to collect trainee intentions and help them start and organize their possible future actions. It will provide the e-quality team with a starting point to analyse trainee awareness of project feasibility and also to make sure that knowledge on quality, taught during the training session, is integrated enough for achieving concrete actions.

### **3.3 Results**

#### **3.3.1 Global evaluation**

The table on the next page summarizes the intentions for realizing concrete actions.

	1st action	2nd action	3rd action	4th action	5th	6th action	7th action
<b>Finland</b>	The documentation of processes.	The construction of support system.	The development of account administration				
<b>Poland</b>	ODL platform creation (organisational processes)	Organise trainings					
<b>France</b>	Prepare a course on office software products	Coaching of workshops to train and improve trainees using multimedia tools	Implementation of multimedia resources for face-to-face training context	Implementation of indicators to measure the impact of the use of multimedia tools to train trainees			
<b>Switzerland</b>	0	0	0	0			
<b>Spain</b>	I intend implement feedback with the students	I will make a poll with my students.	E-learning class with my students, i have exercise and debate	Quality models	Heteroavaluation	Feedback	Assessments

**Graphic 7 : globally: considered actions**

	number
Students support	7
Technical resources	2
Quality issues	3
Training ressources	4



## Graph 7 Interpretations

As shown in the above graph, several actions are planned, roughly ranked into four categories:

**a) student support**

These actions represent **43%** of the intended actions. As people involved in the training sessions generally focus more on their training activity and less on administrative tasks or responsibilities, this percentage is understandable. Besides the training session topics were related to two subprocesses: Student Support and Learning Material Design and Production, explaining the participants' concern about student support.

Several actions focus on assessments, increasing interactivity in the learning process, and on evaluation methodology, which is a major point in ODL sessions.

Support, coaching, collecting student requirements and opinions on training are the remaining intended actions.

**b) technical resources**

It represents **14%** of the intended actions: as explained in point a) few people work on administrative topics.

It is interesting to point out that one person intended to implement an ODL platform: people inexperienced in ODL often estimate the ODL platform development to be the main subject initiated.

**c) quality issues**

Quality only represents **21%** of the intended actions. This could be explained by the fact that some trainees lack experience in e-learning: beginners wrongly tend to consider that quality issues are taken into account when ODL issues are stable and steady.

Process descriptions, indicator implementation or quality model development are all intended actions specifically related to quality. Indicator development related to the use of multimedia tools proves interesting and relatively innovative.

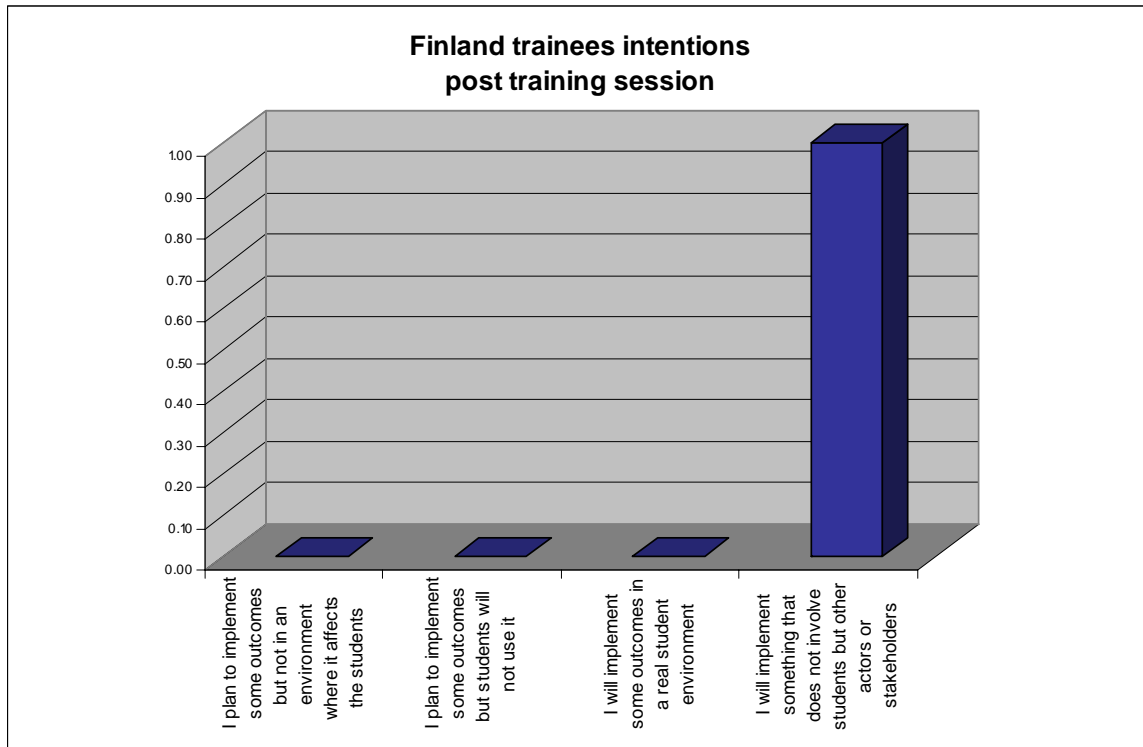
**d) training resources**

Concern on resources represents **28%** of the intended actions which corresponds to the second subprocess Material design and Production.

One intended action seems disconnected from the subject as it concerns the development of a multimedia tool to be used in a face to face context.

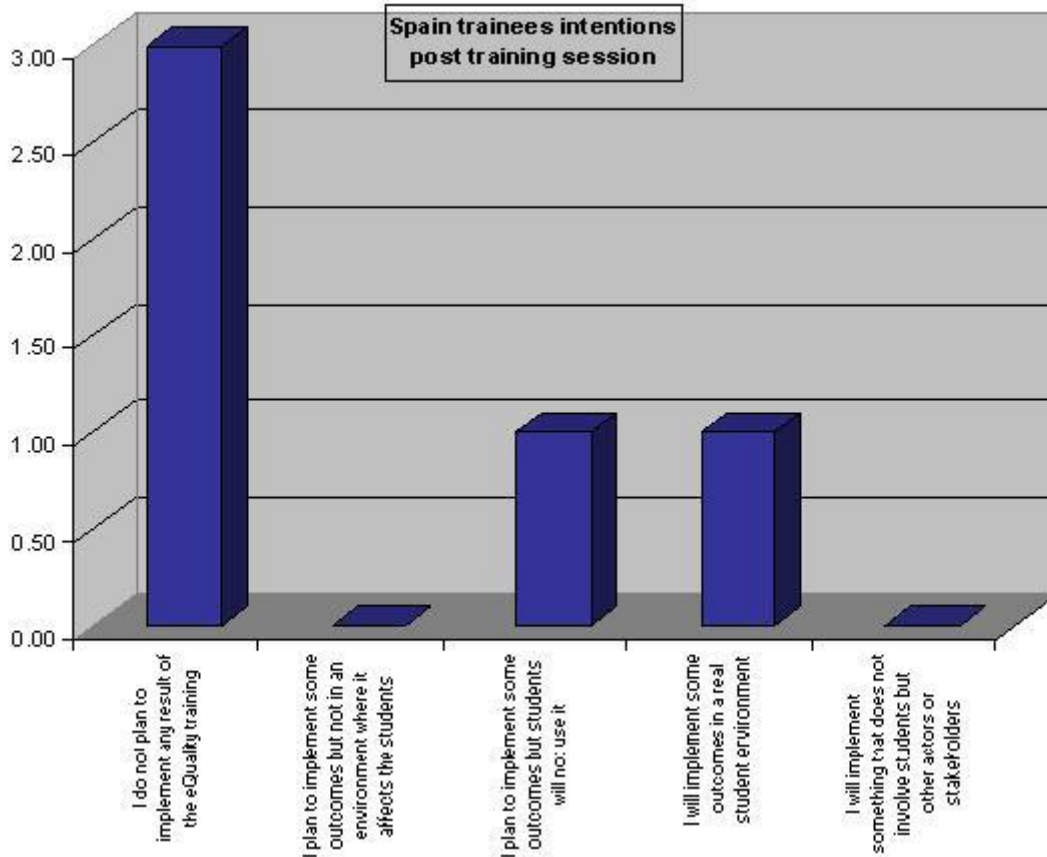
### 3.3.2 Evaluation country by country

#### 3.3.2.1 Finland



**Graphic 8 : Finnish trainees intentions**

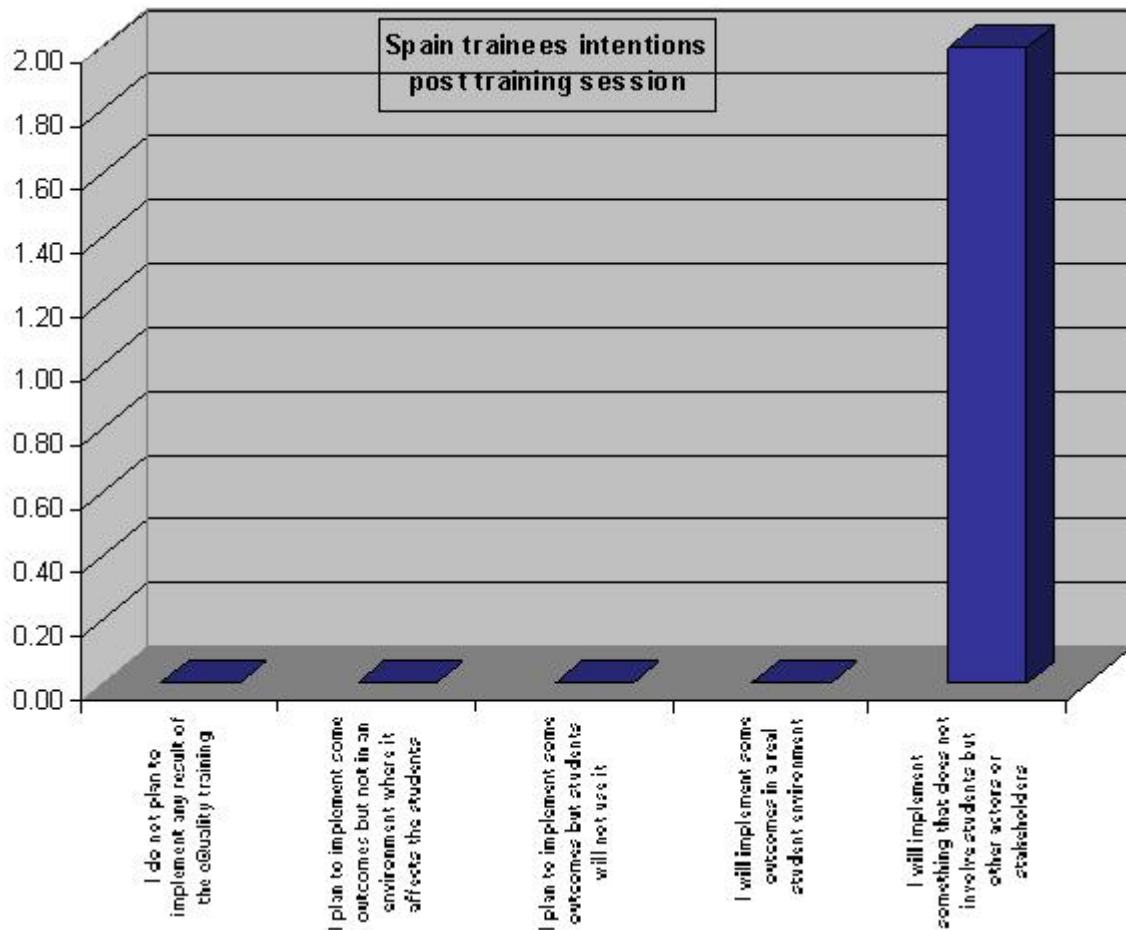
Finnish trainees intend to implement an action not related to students but aiming at other ODL actors. Since they are not ODL novices, their professional context being highly devoted to ODL, this could explain their choice.

**3.3.2.2 Poland****Graphic 9 : Polish trainees intentions**

Polish trainees allocate their strength to three kinds of beneficiaries: student, student environment and non-defined beneficiaries.

Only 17% of the trainees, experienced in ODL, focuss their efforts on only one beneficiary, the others presumably underestimating the task.

3.3.2.3 France



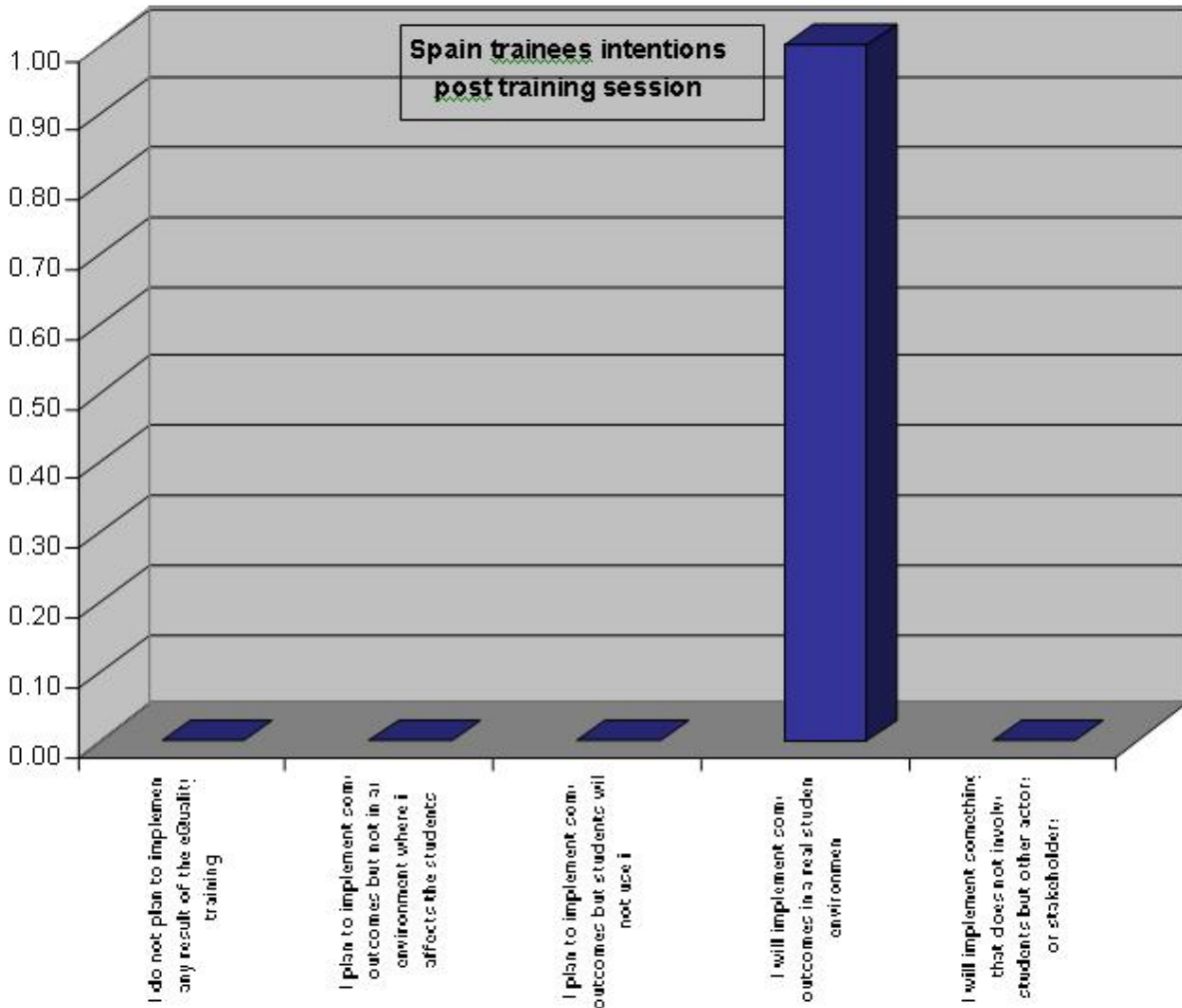
Graphic 10 : French trainees intentions

French trainees intend to develop actions for different ODL actors, except for students. 50% of the trainees were experienced in ODL.

3.3.2.4 Switzerland

No data

### 3.3.2.5 Spain



**Graphic 11 : Spanish trainees' intentions**

Spanish trainees intend to implement outcomes in a real student environment. All trainees had previous experience in ODL, which explains the setting up of concrete projects in a concrete environment.

## **4 Grid 2: Post implementation questionnaire - trainees**

### **4.1 Description**

The "post implementation questionnaire - trainees" asks 14 questions to trainees about 3 topics :

- a) action description
- b) action implementation level and impact
- c) e-quality training session impact on action implementation

### **4.2 Objectives**

The PIQ aims at collecting information about the three concrete actions described by the trainees in the validation questionnaire. The PIQ was distributed about 6 months after training sessions completion.

While completing the PIQ, trainees informed us about implementation of one of the three concrete actions which should improve quality of ODL actions undertaken in their professional context.

The PIQ questionnaire informs about implementation results and helps measure the effects yielded by the eQuality training programme.

Few questionnaires were filled in and returned to the e-quality team. Nevertheless we present global results and comparisons between France, Spain and Poland. In the final analysis we focus on the French trainee team composition and on French trainee comments, as they provided us with numerous remarks and annotations.

### **4.3 Results**

#### **4.3.1 Global evaluation**

The table on the next page summarises implementation state.

	1st action	2nd action	3rd action	4th action	5th	6th action	7th action
<b>Finland</b>	The documentation of processes.	The construction of support system.	The development of account administration				
<b>Implementation state</b>	no data	no data	no data				
<b>Poland</b>	ODL platform creation (organisational processes)	Organise trainings					
<b>Implementation state</b>	>50%	no data	no data	no data	no data	no data	no data
<b>France</b>	Prepare a course on office software products	Coaching of workshops to train and improve trainees using multimedia tools	Implementation of multimedia resources for face-to-face training context	Implementation of indicators to measure the impact of the use of multimedia tools to train trainees			
<b>Implementation state</b>	50%	50%	no data	20%			
<b>Switzerland</b>	no data	no data	no data	no data			
<b>Implementation state</b>	no data	no data	no data	no data			
<b>Spain</b>	I intend implement feedback with the students	I will make a poll with my students.	E-learning class with my students, i have exercise and debate	Quality models	Heteroavaluation	Feedback	Assessments
<b>Implementation state</b>	>50%	>50%	no data	no data	no data	no data	no data

Graphic 12 : State of the realizations



## Graphic 12 Interpretations

After several months trainees were asked to inform us on the state of their intended action implementation.

As few trainees returned the Post Implementation Questionnaire, we could not obtain complete information.

Nevertheless some intended actions were rated.

= 50%: 2

>50%: 3

<50%: 1

Several reasons accounting for incomplete implementation of intended actions were pointed out in the questionnaires which were returned (several answers possible)

- **Lack of time :** **4/10**  
Time is a common reason for not realizing the planned actions. However, when an action is compulsory or very useful, time is always found.  
  
"It concerns the eternal problem: time"  
"In a short vision we are losing time now, it's the biggest problem but I hope to gain time little ty little"
- **Lack of means (money, support, tools) :** **4/10**  
To implement actions money often lacks. In ODL contexts, and above all in ODL quality field contexts, raising funds often becomes difficult. Lack of support constitutes a plausible explanation: when the "influence" of the trainers is strong and close, trainees show great motivation for project realization; gradually, facing a new task alone (often underestimated) in a context lacking incentives, motivation drops. Furthermore, when hierarchy doesn't support the project, motivation also decreases.  
  
"Lack of ODL understanding, difficulties in adaptating to remote work"  
"Lack of money and resources other than people"  
"Little knowledge, lack of experience"  
"Lack of IT support"
- **Organizational impediments :** **2/10**  
Often a project is well designed in its theoretical phase. During its realization, various organizational impediments arise: unexpected tasks to be fulfilled; workload; new assignments etc.  
  
"Low priority"  
"Still under construction"

All the above reasons account for the relative low percentage of project achievements. Additionnally we may also lack information about possibly achieved projects when questionnaires were not returned.

**WP6 : methodology validation**
**Post Implementation questionnaire**
**Methodology used to implement actions**

Components	Poland		Spain					France		Finland	Switzerland
	1st action	2nd action	1st action	2nd action	3rd action	4th action	5th action	1st action	2nd action		
<b>Action</b>	ODL platform creation (organisational processes)	Organise trainings	Quality models	Assessments	no data	no data	no data	no data	no data		
Describe pedagogical objectives		X	X	X	no data	no data	no data	no data	no data	no data	no data
Write a user's manual			X	X	no data	no data	no data	no data	no data	no data	no data
Build a concept to coach, accompany students	X		X	X	no data	no data	no data	no data	no data	no data	no data
Build an assessment instrument to let the selected topics been evaluated by the targeted group	X		X	X	no data	no data	no data	no data	no data	no data	no data
Other			X	X	no data	no data	no data	no data	no data	no data	no data

**Graphic 13 : State of the realizations**



### Graph 13 Interpretations

Whether the trainees applied a quality standpoint, implemented a quality methodology to their actions and realizations is shown under this point.

The graph shows that Spanish trainees applied all criteria, and even more (without describing other elements).

Polish trainees didn't apply all the criteria, and more surprisingly didn't "build a concept to coach or accompany students" even though their action concerned training organization. Only 17% of the trainees were experienced in e-learning, whereas the Polish group was composed of 100% ODL experienced trainees.

	Poland	France	Spain
13. The techniques/ approaches/ procedures taught during the training session fitted well to my work context	3.2	1	3.5

**Graphic 14 : extract from WP5 global results - Post-session questionnaire average results**

Graph 14 shows that Polish trainees and Spanish trainees evaluated the techniques/approaches/procedures as being well adapted to their work context, even though Polish trainees failed to actually apply these when implementing quality actions.

**WP6 : methodology validation**
**Post Implementation questionnaire  
Impact on global ODL system**

		France		Poland		Spain		Finland	Switzerland
		1st action	2nd action	1st action	2nd action	1st action	2nd action	0	0
		Prepare a course on office software products	Implementation of indicators to measure the impact of the use of multimedia tools to train	ODL platform creation (organisational processes)	Organise trainings	Quality models	Assessments		
Which main impacts have had the implementation on the actors in the global ODL system?	Students	At the moment I cannot see any impact	No, at the moment I must admit it has no impact. I just want to make it more interesting for the students, but up to there I don't	X	nd	Students feel that they get answers to their worries very early in the training process	X	nd	nd
	Hierarchy	is not concerned			nd	They see a direct link to manage the		nd	nd
	Your own practice	logistical impact			nd	New propositions appear		nd	nd
	Colleagues practice	Trainee works alone; the other actors are only observers			nd	experiences increase		nd	nd
	Administration staff	is not concerned			nd			nd	nd

**Graph 15 : Impact on ODL system**



## Graph 15 Interpretations

All trainees intended to assess the impact on the whole system. French trainees differentiated between the immediate impact (example: "no at the moment I must admit it has no impact") and the expected impact (which is a quality issue). This novice approach can be related to the group composition of the trainees: only 50% experienced ODL trainees.

One Polish trainee answered the question with an approach similar to those of the French trainees, probably due to inexperience.

The answers of the first Spanish trainee show his/her experience in analyzing the impact of the action on the global ODL system; while the second trainee merely ticked the box for impact on students. However, this should not be related to the trainee group composition, as 100% of the trainees were experienced in ODL.

**Post Implementation questionnaire**  
**Work reusability**

Will your work be reusable?	Spain					
	1st action			2nd action		
	Yes	No	Don't know	Yes	No	Don't know
Same ODL context, <u>another</u> academic year	nd	nd	nd	X		
Same ODL context, <u>same</u> academic year	nd	nd	nd			
Other ODL context	nd	nd	nd	X		

Will your work be reusable?	Poland																		France	Finland	Switzerland
	1st action			2nd action			3rd action			4th action			5th action			6th action					
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know			
Same ODL context, <u>another</u> academic year	X					X			X		X				X	nd	nd	nd	nd	nd	nd
Same ODL context, <u>same</u> academic year						X			X		X				X	nd	nd	nd	nd	nd	nd
Other ODL context						X			X		X				X	nd	nd	nd	nd	nd	nd

**Graphic 16 : Work reusability**



## **Graph 16 Interpretations**

Only two trainees (one Spanish and one Polish) estimate that their actions can be reused for another academic year. Most of the trainees who answered the questions admit that their action will not be reused or are sceptic about reusability.



### 4.3.2 Evaluation country by country

#### 4.3.2.1 Poland

##### 1. METHODOLOGY APPLIED TO IMPLEMENT ACTIONS

No data

##### 2. ENHANCING ACTION IMPLEMENTATION

Poland		
Components	1st action	2nd action
Action	ODL platform creation (organisational processes)	Organise trainings
What kind of actions could be undertaken in the future to enhance the implementation of the selected topics?	ODL platform is being created at the moment	nd

As more than 400 ODL platforms are implemented throughout the world, the development of a new platform cannot be considered as a quality action. The trainee used the term "created" to mean "implantation".

##### 3. IMPLEMENTED ACTION FEATURES

No data

#### 4.3.2.2 Spain

##### 1. METHODOLOGY APPLIED TO IMPLEMENT ACTIONS

Spain			
Components		Action 1	Action 2
Action		Quality models	Assessments
Describe how you did proceed to implement (even partly) the selected topics	Step 1	Informing students	Competencies reviewing
	Step 2	Generating activities	Evaluation rules reviewing
	Step 3	Implementing activities	Autoevaluation rules reviewing
	Step 4	Following activities	
	Step 5	Feedback from students	

The Spanish trainees applied a project management approach : they organized their work step by step, which is a good way to reach concrete implementation.



2. ENHANCING THE ACTION IMPLEMENTATION

Spain		
Components	Action 1	Action 2
Action	Quality models	Assessments
<b>What kind of actions could be undertaken in the future to enhance the implementation of the selected topics?</b>	A debate on the importance of analyzing quantitative and qualitative elements	Going on with the training sessions; Re-designing the course of studies and deepen quality and evaluation topics

The importance of the quality standpoint is clearly shown when enhancing the implementation level of the selected topics.

## 3. IMPLEMENTED ACTION FEATURES

<b>Spain</b>			
<b>Can you roughly estimate the costs of the implementation topic by topic?</b>	Time dedicated to design the implementation	30%	50h
	Time dedicated to realize the implementation	20%	10h
	Human resources involved	30%	
	Material	20%	
<b>Compared to the impact of the implementation, do you think that these global costs are justified?</b>		Yes, they are necessary to generate quality activities. These costs include quality insurance mechanisms that guarantee the right implementation of all future projects	Yes, as processes and results will be reusable in a constant improvement dynamic cycle

Here again quality aspects are taken into account. Time (expressed in percentage or hours) is mentioned, quality ensured and dynamic cycle improvement enunciated.

## 4.3.2.3 Finland

No data

**4.3.2.4 France**

## 1. METHODOLOGY APPLIED TO IMPLEMENT ACTIONS

France			
Components		Action 1	Action 2
<b>Action</b>		Prepare a course on office software products	Implementation of indicators to measure the impact of the use of multimedia tools to train trainees
<b>Describe how you did proceed to implement (even partly) the selected topics</b>	Step 1	nd	Well, quality outlines... I asked for financing last year when I was building my project... Project is written, conceptualised, now I have to collect, to implement... I designed the project before training sessions... and training session on quality helped me to think over what effectively is a quality process, ODL quality norms and standards, but more globally about other contexts : global university educational field, I mean it is really important to standardize in an ODL context, but I think that this approach should be applied to any kind of educational field, even if teaching methods are different, some quality components could be applied... From the starting point, talking about my project, this quality approach has been intuitively applied; this is interesting since it is clear that some elements can be integrated to a quality referential. Anyhow when you build a teaching session you do it even if you're not used to quality approach..."
	Step 2	nd	
	Step 3	nd	
	Step 4	nd	
	Step 5	nd	

The focus on quality is considered foremost as a preoccupation, rather than a help or aid for action implementation which could contribute to guaranteeing the effects and impacts on the global ODL system, and never as a means for the actions to solve concrete problems.

## 2. ENHANCING THE ACTION IMPLEMENTATION

France		
Components	1st action	2nd action
<b>Action</b>	Prepare a course on office software products	Implementation of indicators to measure the impact of the use of multimedia tools to train trainees
<b>What kind of actions could be undertaken in the future to enhance the implementation of the selected topics?</b>	The eternal problem .. time... There are some things you must create and when you create this its time consuming; no alternative : if you want it to be done you get along or you don't do anything: it's a matter of motivation	I cannot answer without taking time to think over it... You should have time to implement these actions...For the moment we don't have information about quality, no norms and standards to be applied to our educational context; we should implement more norms that could be applied to global educational context and more specific ones to be applied to specific teaching topics. For the moment no ODL courses are available but within 6 months we plan to train professors, then we will design illustrations

Actions and solutions are not clearly proposed, except for the 2nd action : training professors and designing illustrations. Here again the relative little ODL experience of these trainees could account for the vague replies and the lack of awareness during the design phase of the intended actions.

## 3. IMPLEMENTED ACTIONS FEATURES

France			
		1st action	2nd action
<b>Can you roughly estimate the costs of the implementation topic by topic?</b>	Time dedicated to design the implementation	Impossible to estimate	It is difficult to say.. I think I should wait a bit longer to measure this... As I will be more into the project I will organize better to gain time but if I have to face difficulties it will take more time... Talking about Human Ressources, I will get some help soon... Problem is that I have to train on softwares and this again takes time, training on softwares...
	Time dedicated to realize the implementation	Impossible to estimate	
	Human resources involved	Trainee works alone	
	Material	-	
<b>Compared to the impact of the implementation, do you think that these global costs are justified?</b>		Yes... I think that anything that can improve... that can bring students some confort, its worth doing it!	As it is a first experiment on quality, well, I think that costs is justified as I involve myself in this action implementation to improve the course... If really at the end of the process I do not measure any improvement, anyhow it will have allowed me to invest quality structures and processes : the concept itself is important but the way of doing it is more important to me...

Here the answer about costs (2nd action) focusses more on the future of the realization and is more considered as an expectancy rather than a factor taken into account in the first designing phase. It is interesting to point out that French trainees gave a 1.5 average grade on trainee satisfaction (see graph 18) and a 2.75 on trainee personal benefit, which could explain the impression of relative mastering of the subject.

## 4.3.2.5 Switzerland

No data



## **5 Grid 2: Post implementation questionnaire - beneficiaries**

### **5.1 Description**

### **5.2 Objectives**

### **5.3 Results**

Only Spain answered the questionnaire, but unfortunately trainees misunderstood the word "beneficiaries" mixing "beneficiaries of the implemented quality action" (students or else) with "beneficiaries of the training sessions" (themselves). Thus results cannot be used.

#### **5.3.1 Global evaluation**

No data

#### **5.3.2 Evaluation country by country**

##### **5.3.2.1 Finland**

No data

##### **5.3.2.2 Poland**

No data

##### **5.3.2.3 France**

No data

##### **5.3.2.4 Switzerland**

No data

##### **5.3.2.5 Spain**

No data



## 6 Methodology evaluation

### 6.1 About training sessions

Post Implementation questionnaire  
Opinion on efficiency of the training sessions

Trainee	Poland						Spain		France		Finland	Switzerland
	1	2	3	4	5	6	1	2	1	2	0	0
Do you think that you have been sufficiently prepared during the training session to implement the selected topics with a quality point of view?												
Yes	X	X	X	X	X	nd	X	X	X	X	nd	nd
No											nd	nd
Could be better prepared											nd	nd
Don't know											nd	nd

Graphic 17 : Opinion on efficiency of Trainin sessions

#### Remarks

##### Poland

- 1 The training was very helpful and gave a global understanding of ODL
- 2 Yes, but the training was too focused on quality issues and too little on ODL

##### France

- 1 The practical vision is vital for me. All the rest, AFNOR norms and other things, trainees should have overcome obstacles to be interested and understand the importance of these topics. The practical vision because we always are running after time... We should try to understand quality on little projects, trying to apply quality notions on it and then projects will grow up. This is my message... From this point of view the training session was perfect
- 2 Well, I think that it only was a first approach and I think that if a new training session will be organized, I will participate again because if was a first approach and I have to appropriate more completely these methods because if was just the beginning for me... Well, I feel it this way...

To the question : “Do you think that you have been sufficiently prepared during the training session to implement the selected topics with a quality standpoint?” all trainees participating in the methodology validation poll answered YES.

#### Some comments :

“I learned what quality process effectively is, what quality standards in ODL are, but actually I think about it for a larger use : higher education in its globality.”

“The training was very helpful and gave a global understanding of ODL”

“The training was too focused on quality issues and too little on ODL”

The question about the training session efficiency was answered positively by all trainees as they claimed satisfaction and estimated preparation during the course as satisfactory, which is an optimistic result. However, this positive conclusion must also be measured up with the degree of completion of the intended action implementation, which was a great success.

It is unsure whether the impact of the training sessions can be correlated with the concrete results of action implementation. For some trainees, the training sessions opened up the possibilities for action implementation and offered a frame for thinking over realizations. However, few action implementations were designed from a quality standpoint, but were based rather on a need, a desire, an intuition, while the design, objectives, success factors, organization etc. were often not taken into account before the concrete implementation.

Polish trainee remarks concern ODL; quality issues were not really appreciated, and more ODL issues were claimed for, which is understandable as only 17% of the group was ODL experienced.

French trainee remarks point out the need for support, a frame to think over the ODL actions to be implemented rather than information about quality norms and standards.

## 6.2 Comparison with WP5 global results

### *WP5 : training sessions global report*

Question	Post Questionnaire Average Results		
	Poland	France	Spain
Social climate	3.64	3.50	3.60
Content issue	3.43	2.80	3.25
Organization issue	3.22	2.50	3.33
Training session material	3.23	2.88	3.13
Technical support	3.33	2.75	3.88
Trainee's personal benefit	3.27	2.75	2.81
Trainee's satisfaction	3.24	1.50	2.83
Trainee's self confidence	3.23	2.00	3.00
Global Average (on 4)	<b>3.32</b>	<b>2.59</b>	<b>3.23</b>

Graphic 18 : WP5 - post questionnaire average results

As this table indicates, the average of the training session global report is good and trainees are globally satisfied. However, the majority did not integrate all data taught during the training sessions and were unable to make it operational. The trainees can probably talk about quality, present a brief norms and standards description, but cannot implement data (except for the Spanish trainees who all have experience in ODL).

Knowledge, comprehension and mastering in ODL quality issues remain insufficient. Although satisfied, they are unable to implement an ODL quality project by themselves.



## 7 Conclusion

### 7.1 Methodology: blocking factors

Questionnaire 1 should have been answered during the training sessions

Questionnaire 2 should have been completed by the same persons by phone or live

Problems: language

Ex. only one Finnish speaking trainee answered the validation questionnaire → WP6 team cannot speak Finnish

Only one country submitted the PI questionnaire to trainees who misunderstood the document objective: trainees answered the document concentrating on their own training sessions instead of basing their replies on the beneficiaries of the trainee's quality action.

### 7.2 About quality

Even if it is difficult to make a scientific evaluation based on very few entries (10 on 48, namely 21% of the targeted group), some elements can nevertheless be analyzed and some interesting information deducted.

- Trainees are more interested in ODL issues than in quality. First and foremost, quality is perceived as something to be achieved **IF** some conditions are available: enough time, money, hierarchy support etc. Hence quality seems to be more of a personal choice, the icing on the cake, rather than a compulsory element to be integrated in a successful ODL system, project or course.

Since many trainees are inexperienced in ODL (excepting Spanish trainees) their preoccupations are more oriented on ODL issues rather than quality, and these perceived as separate topics.

- Because of the sophisticated ODL approach of the educational field, an ODL novice is challenged by different problems often without training and sometimes without support from more experienced persons. In such a context, quality becomes an additional constraint for the ODL action rather than an ODL definition modality.
- ODL trainees (Spain) understood that quality approach is **NOT** dissociable from an ODL project implementation (cf 4.3.2.2. - Methodology applied to implement actions): they have fully integrated this in their project action implementation.
- Many ODL projects are implemented through a bottom-up approach (except when an institution totally devotes its activities to ODL training, like in Spain). This kind of project uprises from personal effort and impulse, and after realization, testing etc. is presented to the board of directors. Hierarchy often validates the initiative and sometimes grants financial funds (hours, real money etc.) to enlarge the project. The quality vision of an ODL project being different, is, thus, often implemented as a top-



down approach. The more quality (norms to be applied, ISO certification, quality convention, etc) is integrated to the global vision, project management and courses, the more micro ODL actions need to be quality-oriented, and quality issues are closely mixed with ODL action implementation.

### Remarks:

Ex 1: "My hierarchy? No worry. As they always tell me, it is my time, implementing a quality action is losing time in any case" (France)

Ex 2: "The fact of foreseeing gives us more flexibility and quickness to modify training, that's it!"

Ex 3: "It is easier to have a real perception that it exists a real tracking for students learning activities"

Ex 4: "You can be more conscious in realizing your professional activities"

## 7.3 Suggestions for future training sessions organization

Though training sessions on ODL quality remain very interesting and useful in an institutional context where quality is NOT a strong preoccupation, the training structure should be modified or extended to integrate a module about general ODL issues, in order to give more self confidence, certainty to inexperienced people, as they will later identify ODL quality issues as an integrated process.

Some trainees pointed out the need for **practical solutions** rather than theoretical notions and information about norms and standards.

Training sessions should therefore integrate presentation and analysis with concrete quality ODL actions to reassure novice trainees, share good practice and provide them with a tangible vision on quality as an instrument intimately linked to ODL actions, thus guaranteeing the success of the future implementation.



## 8 Appendix 1: Validation questionnaire

Dear participant to the eQuality training programme,

In order to make a long term evaluation of the eQuality training effect, we need your participation. This part cannot be anonymous, as we need to collect additional data while you integrate the material taught during training sessions on a daily basis. We promise the required effort on your part to be kept to a minimum, and hope you understand how much your collaboration is needed in order to improve our project.

Please note that this validation is by no means intended to assess your teaching/working practice, but aims at measuring the effect of training outcomes of the eQuality training programme. Please also note that the validation results will remain anonymous. Your identity will be revealed only to the persons in charge of the validation, since they need to get in touch with you for the follow-up.

Please provide us with an answer for the following questions:

Your Name:	
First Name:	
Which of the following statement is applicable to the eQuality training results within the next 6 months (but before July 2006) as far as you are concerned:	<input type="checkbox"/> I do not plan to implement any result of the eQuality training <input type="checkbox"/> I plan to implement some outcomes but not in an environment where it affects the students <input type="checkbox"/> I plan to implement some outcomes but students will not use it <input type="checkbox"/> I will implement some outcomes in a real student environment <input type="checkbox"/> I will implement something that does not involve students but other actors or stakeholders <input type="checkbox"/> Other, please specify:
Are you prepared to co-operate with us in this eQuality validation?	Yes
If you answered No to the previous question, you don't need to answer the following questions.	
Which role best fits your job in the institution?	Select from this list
Telephone number where you can be reached:	
Indicate time of day when you prefer to be reached:	
E-mail address:	
Could you provide name and contact details of your students and/or others within your institution that we may contact in order to get feedback?	Yes



Describe at least three topics or transferable skills which can lead to concrete and specific actions, picked up during the eQuality training and planned to be implemented at short notice (1 to 3 months). These actions need to be as precise and concrete as possible. Their description is taken into account for assessment of the quality implementation at the end of the validation period (July 2006). Here follow two examples of a concrete action:

<i>Example Topic 1:</i>	
<i>Example: What action do you intend to undertake in order to implement that topic? Be as practical and concrete as you can.</i>	
<i>When will you start implementing this action?</i>	
<i>Who will be the end users affected by this implementation? (Tick all that apply)</i>	<input type="checkbox"/> Students <input type="checkbox"/> Colleague teachers, tutors <input type="checkbox"/> Support staff <input type="checkbox"/> Content developers <input type="checkbox"/> Administration <input type="checkbox"/> Others, please specify:

<i>Example Topic 2:</i>	
<i>Example: What action do you intend to undertake in order to implement that topic? Be as practical and concrete as you can.</i>	
<i>When will you start implementing this action?</i>	
<i>Who will be the end users affected by this implementation? (Tick all that apply)</i>	<input type="checkbox"/> Students <input type="checkbox"/> Colleague teachers, tutors <input type="checkbox"/> Support staff <input type="checkbox"/> Content developers <input type="checkbox"/> Administration <input type="checkbox"/> Others, please specify:

Please complete the following part of the questionnaire:

<b>Topic 1:</b>	
What action do you intend to undertake in order to implement that topic? Be as practical and concrete as you can.	
When will you start implementing this action?	
Who will be the end users affected by this implementation? (Tick all that apply)	<input type="checkbox"/> Students <input type="checkbox"/> Colleague teachers, tutors <input type="checkbox"/> Support staff <input type="checkbox"/> Content developers <input type="checkbox"/> Administration <input type="checkbox"/> Others, please specify:

<b>Topic 2:</b>	
What action do you intend to undertake in	



order to implement that topic? Be as practical and concrete as you can.	
When will you start implementing this action?	
Who will be the end users affected by this implementation? (Tick all that apply)	<input type="checkbox"/> Students <input type="checkbox"/> Colleague teachers, tutors <input type="checkbox"/> Support staff <input type="checkbox"/> Content developers <input type="checkbox"/> Administration <input type="checkbox"/> Others, please specify:

Topic 3:	
What action do you intend to undertake in order to implement that topic? Be as practical and concrete as you can.	
Comments?	
What action do you intend to undertake in order to implement that topic? Be as practical and concrete as you can.	
When will you start implementing this action?	
Who will be the end users affected by this implementation? (Tick all that apply)	<input type="checkbox"/> Students <input type="checkbox"/> Colleague teachers, tutors <input type="checkbox"/> Support staff <input type="checkbox"/> Content developers <input type="checkbox"/> Administration <input type="checkbox"/> Others, please specify:

Many thanks for your cooperation!  
The eQuality Validation Team



## 9 Appendix 2: Post implementation questionnaire – Trainees

### Post implementation questionnaire: trainees

By filling in the "post training validation questionnaire", you inform us about your intention in implementing one to three concrete actions which should improve quality of ODL actions undertaken in your professional context.

In the current questionnaire, we would like to know the result of this implementation to help measure the effect yielded by the eQuality training programme.

We thank you for answering the following questions.

\*\*\*\*

- In the eQuality training programme, you've been trained to improve two sub processes of the global ODL process, students support and material design and production.**

**To which sub processes are your topics related?**

Sub process	Topic 1	Topic 2	Topic 3
Students support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Production material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Have all the topics planned for implementation actually been implemented?**

Implementation	Topic 1	Topic 2	Topic 3
100%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
>50%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<50%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- If one or more topics were incompletely implemented, give possible reasons for their non-realization?**

Reasons	Yes	No	Don't know
Lack of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational impediments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient hierarchy support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Lack of means (money, support, tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of interest from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blocking factor :	<hr/> <hr/>		

4. What kind of actions could be undertaken in the future to enhance the implementation of the selected topics?

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5. Describe how you proceeded with implementation (even partly) of the selected topics

Organization	Topic 1	Topic 2	Topic 3
Step 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Which main impacts did the implementation have on the actors of the global ODL system?

Actors	Topic 1	Topic 2	Topic 3
Students			
Hierarchy			
Your own practice			
Colleagues practice			



Administration staff			
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**7. If In your opinion what are the pedagogical advantages of your implementation?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**8. How did you assess this impact?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**9. When preparing the implementation of the selected topics, did you :**

Components	Yes	No	Don't know
Describe pedagogical objectives			
Write a user's manual			
Build a concept to coach, accompany students			
Build an assessment instrument to have the selected topic evaluated by the targeted group			
Other	<p>_____</p> <p>_____</p> <p>_____</p>		



**10. Can you approximately estimate the implementation costs for each topic?**

	<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>
<b>Time dedicated to design the implementation</b>			
<b>Time dedicated to realize the implementation</b>			
<b>Human resources involved</b>			
<b>Material</b>			

**11. Compared to the impact of the implementation, do you think that these global costs are justified?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**12. Do you think that you have been sufficiently prepared during the training session to implement the selected topics with a quality standpoint?**

Yes |  No |  Could be better prepared |  Don't know

**13. If you answered No or Could be better prepared to the previous question, could you specify your needs?**

**Comments :**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**14. Is your work be reusable?**

	Yes	No	Don't know
Same ODL context, <u>another</u> academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Same ODL context, <u>same</u> academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other ODL context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which one?	<hr/> <hr/> <hr/>		

**Comments:**

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Thank you for your contribution



## 10 Appendix 3: Post implementation questionnaire – beneficiaries

### Post implementation questionnaire: beneficiaries

By filling in the "post training validation questionnaire", you will explain how the implementation of three concrete quality actions improved your ODL context.

As the author of the implementation has been trained to integrate a quality standpoint in his-her professional context thanks to the eQuality training programme, we would like to collect your impressions about the level of improvement of your ODL context.

We thank you for answering the following questions.

\*\*\*\*

**In the ODL context, your role is:**

<i>Student</i>	<input type="checkbox"/>
<i>Colleague teacher, tutor</i>	<input type="checkbox"/>
<i>Support staff</i>	<input type="checkbox"/>
<i>Content developer</i>	<input type="checkbox"/>
<i>Administration</i>	<input type="checkbox"/>
<i>Other, please specify</i>	<hr/> <hr/>

**15. In your opinion, what exactly is a quality standpoint? By which means would you recognize that this has been implemented in the ODL context?**

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**16. Some components of your ODL context (course, administration, tutoring, learning material) were implemented with strong attention paid to quality approach. Did you notice this?**

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
In which way?	In which way?

**17. Globally, what were the best elements you experienced in this ODL context?**

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**18. Globally, what were the worst elements you experienced in this ODL context?**

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## 11 Appendix 4 : Information on French trainers

### Trainee 1

Topics	Answers
Years in professional field related to learning	10 years
Years in professional field related to e-learning/ ICT in learning	2-5 years
Have you participated in training related to e-learning before?	Yes
Have you participated in training related to quality issues before?	Yes
Have you been working with ICT in learning and have you been involved in e-learning courses - as a trainee?	Yes
Have you been working with ICT in learning and have you been involved in e-learning courses - as a trainer?	Yes
Have you prior experiences on quality or quality assurance in learning?	No
Main tasks related to e-learning/ ICT in learning	Administration; Planning; Learning material production; Student support/teaching
Digital tools you have used in your work	E-mail ;mailing lists ; internet search engines; website used for e-learning ;website design for e-learning ;e-learning platform, virtual learning environment, LMS; digital audiovisual materials
Have you formally maintained any form of two-way communication with your students in order to acquire any feedback from your work?	Yes (Anonymous questionnaire)
Has this feedback an impact on your job?	I utterly reshaped the module to respond to students' expectations.
Do you think that interest and experiences from e-learning are valued in your work community?	It is slowly beginning
Do you think that quality issues are valued in your work community?	I think that it is a cultural problem

**Trainee 2**

Topics	Answers
Years in professional field related to learning	10 years
Years in professional field related to e-learning/ ICT in learning	under 2 years
Have you participated in training related to e-learning before?	No
Have you participated in training related to quality issues before?	No
Have you been working with ICT in learning and have you been involved in e-learning courses - as a trainee?	No
Have you been working with ICT in learning and have you been involved in e-learning courses - as a trainer?	No
Have you prior experiences on quality or quality assurance in learning?	No
Main tasks related to e-learning/ ICT in learning	Student support/teaching
Digital tools you have used in your work	E-mail ;mailing lists ; internet search engines; databases, e-books, electronic articles
Have you formally maintained any form of two-way communication with your students in order to acquire any feedback from your work?	Yes (questionnaire)
Has this feedback an impact on your job?	Yes, the feedback has got impact on my job
Do you think that interest and experiences from e-learning are valued in your work community?	Very few
Do you think that quality issues are valued in your work community?	Yes but still not much recognized
Special interest in the content of the training session	Quality concepts ; Open and distance learning ;Quality of e-learning; Students' Lifecycle and Learning Event; Processes of student support Processes of material design and production

**Trainee 3**

Topics	Answers
Years in professional field related to learning	10 years
Years in professional field related to e-learning/ ICT in learning	2-5 years
Have you participated in training related to e-learning before?	Yes
Have you participated in training related to quality issues before?	Yes
Have you been working with ICT in learning and have you been involved in e-learning courses - as a trainee?	Yes
Have you been working with ICT in learning and have you been involved in e-learning courses - as a trainer?	No
Have you prior experiences on quality or quality assurance in learning?	Yes
Main tasks related to e-learning/ ICT in learning	Learning material production; Student support/teaching
Digital tools you have used in your work	E-mail ;mailing lists ; website used for e-learning; e-learning platform, virtual learning environment, LMS ;databases; e-books, electronic articles;videoconferencing ;digital audiovisual materials ;
Have you formally maintained any form of two-way communication with your students in order to acquire any feedback from your work?	Yes (Questionnaires and informal verbal questions)
Has this feedback an impact on your job?	To look for the kind of production that has the strongest impact on the motivation, the interest for the topic, the improvement of the understanding
Do you think that interest and experiences from e-learning are valued in your work community?	No
Do you think that quality issues are valued in your work community?	No, reluctance for investment in supplementary working time
Special interest in the context of the training session	Quality concepts ; Open and distance learning; Quality of e-learning; Students' Lifecycle and Learning Event; Processes of student support Processes of material design and production



### **Information about trainees (data:” PostImplementation questionnaire”)**

Three different “profiles” can be identified (heterogeneous group):

- Trainee motivated by personal interest, but is "alone" in his approach (the hierarchy is not implied in this approach), with no experience in ODL;
  
- Trainee with distance education experience having already produced teaching resources adapted to ODL – thus, some knowledge and experience in this field; the establishment is not implied, but the trainee has the required experience and practice to produce resources by his Own means;
  
- Trainee with no ODL experience where institution is urging on a project to be set up, therefore the need to create teaching resources specific to ODL.