

www.e-quality-eu.org

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The e-Quality
Project

UOC, Universitat
Oberta de
Catalunya



Experience-based Quality in European ODL
E-QUALITY



**FINAL SEMINAR 21.-22.9.2006
SZCZECIN, POLAND**



Experience-based Quality in European ODL

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Workshop 5; The quality to support students



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Estructure of the Workshop

- Introduction
 - *A. Montalvo (UOC)*
- Quality and accessibility for students: register, study and succeed. comparative analysis on quality implementation in ODL in 5 European countries
 - *C. Gheresi (UO-MLR)*
- Elaboration of a quality plan to support students
 - *Everybody in the room!!*



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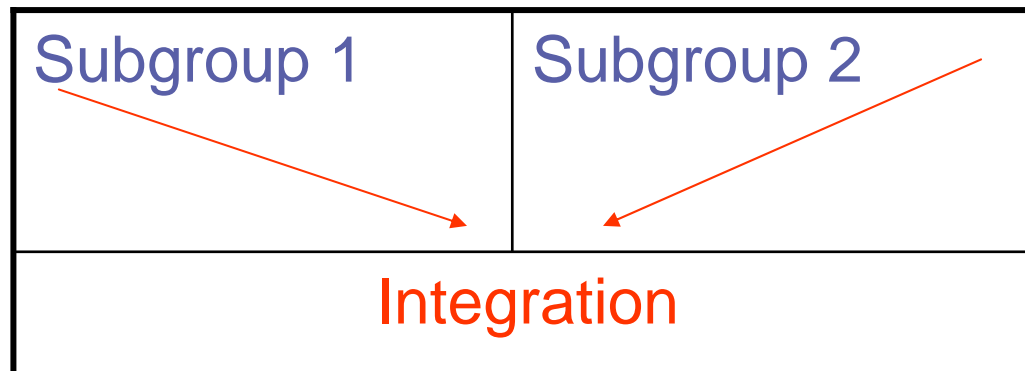


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Estructure of the Workshop

- Theory + questions
- Collaborative work among us



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Workshop 5; The quality to support students

- **Target and approach;** this workshop is devoted to the quality implications for the end-users; teachers, tutors, administration services and technological staff.



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- **Aim;** to provide a concrete instrument for further developments in terms of quality in each represented institution!!



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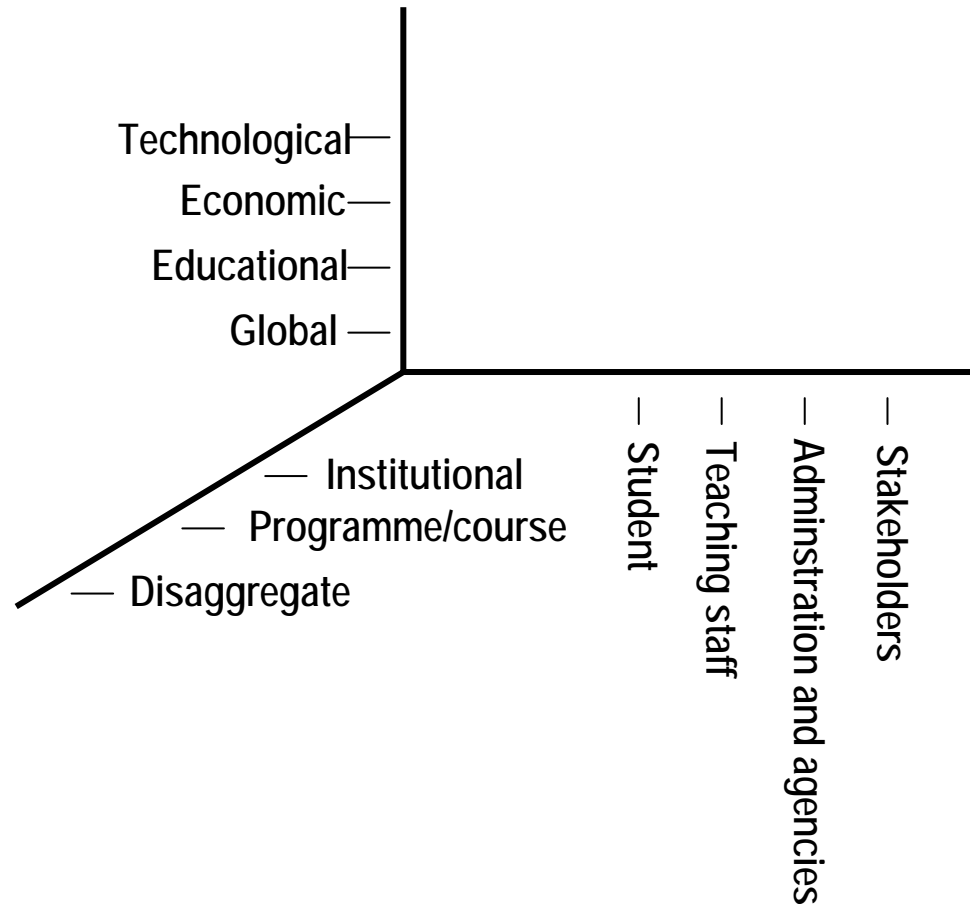


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...Just some THEORY...

Multi 3...; Approach, level, perspectives...



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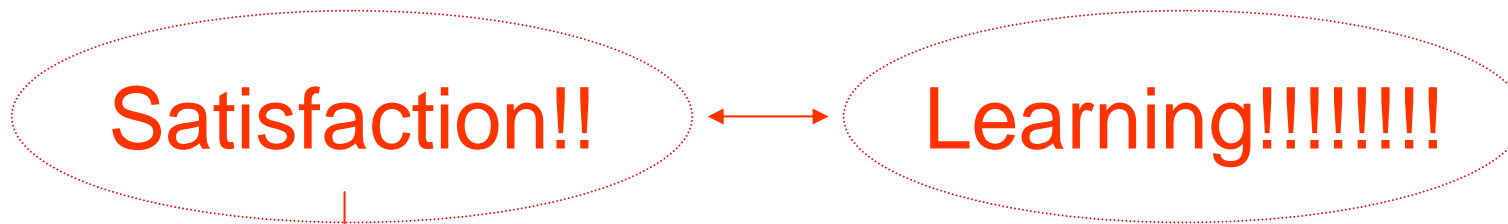


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- **Main macro-objects of quality;**



**EXPLORATORY STUDY OF
SATISFACTION AND PERCEIVED
QUALITY APPLIED TO E-LEARNING**
By
Grâce-Blanche NGANMINI



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- **Quality and accessibility for students: register, study and succeed. Claire Gheresi.**



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Some E-quality outputs...

http://www.e-quality-eu.org/deliverable_2p2.html



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Student Support subprocess - 9/11

SET OF INDICATORS RELATED TO THIS SUBPROCESS

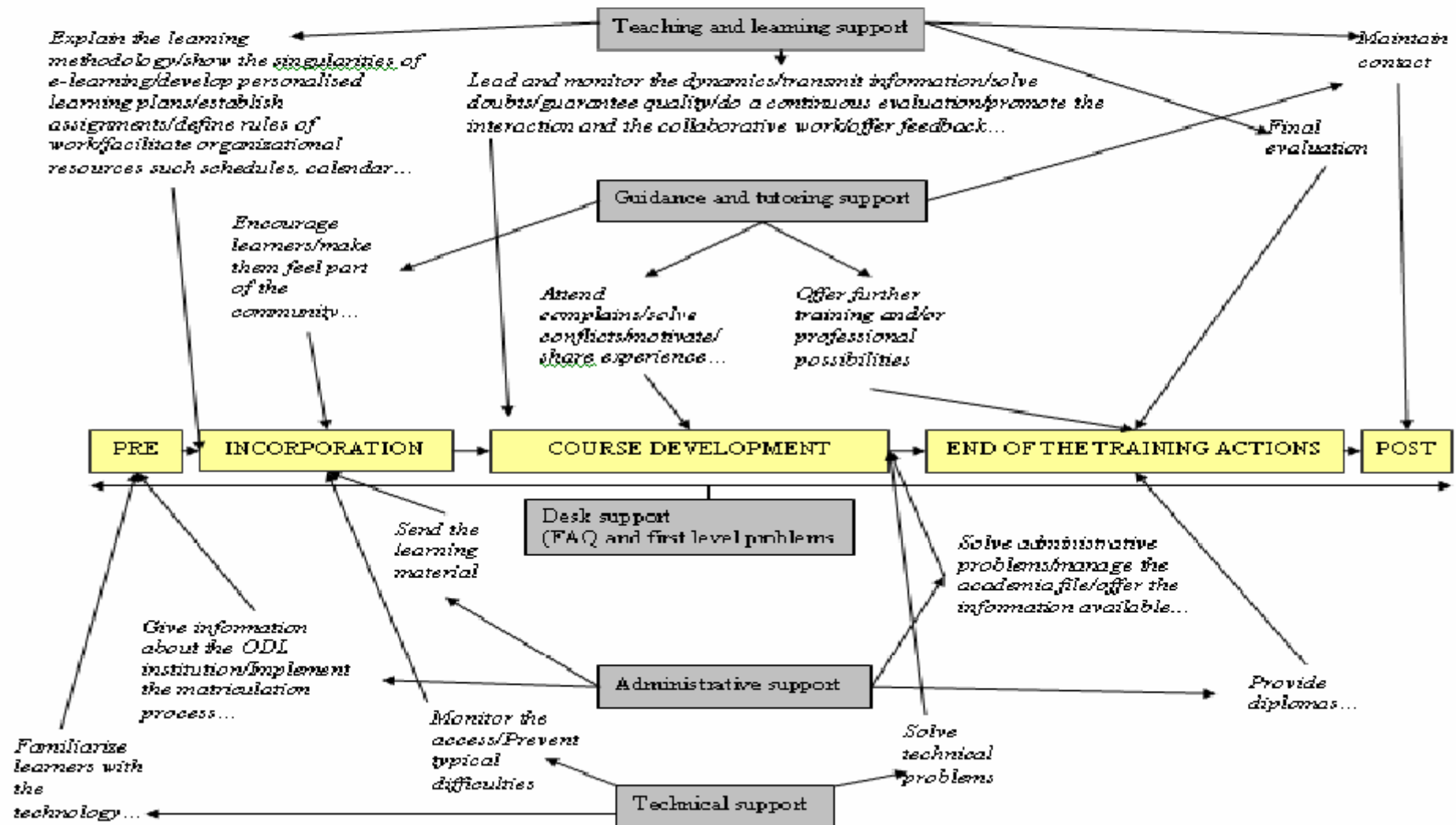
Prior enrolment
- Means and strategies for reaching different categories or potential users are in place
- Materials and procedures for informing the potential learners about the course characteristics, aims and methodology are provided
Satisfaction
- Students receive information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services
- Student interaction with faculty is facilitated through a variety of ways
- A structures system is in place to address student complaints
- There is a database for management of information related to the student complaints, suggestions, etc, etc.
- Equal opportunity policy is operational
- Percentage of unattended questions from learners
- Criteria used to determine the students eligibility for admission are open and written
- Evaluation include the student support dimension
- The services offered are perceive for the student as adequate and appropriate
- The institutions policies and procedures are appropriate and adequate from the student point of view
Student satisfaction and the help desk
- There is a real help desk function available when the student needs it.
- There are a well designed FAQ service
- The help desk service involve person to person contact
- Student feedback on the services available on the course is requested and regularly collected
Staff capabilities
- Questions directed to student service personnel are answered accurately and quickly, with a structures system in place to address student complaints
- Capacity to manage complexity
- Communication skills
- Open mindedness
- Problem finding and solving
- Respect to diversity and multiculturalism
- Tolerance to users mistakes
- Support staff regularly briefed on the most frequent questions and problems encountered by students involving services
- Time table face to face support by teacher or through email

Student Support subprocess - 10/11

- Teachers have team player skills
- Teachers have intuitive and are lateral thinking
- There are a recognition of previous achievements/prerequisites, etc.
- Flexibility of the learning path is assured in the module or course
- Flexible pedagogic and learning delivery models are adopted to meet different users needs
- Check the composition of learners groups per gender, income class, geographic distribution, educational level, etc, etc.
- Learner able to relate or adapt tasks to own circumstances and aspirations
- Course and schedules are committed with the educational program
- The students have the change of personalized the interfaces
Technical issues resolution
- Throughout the duration of the course/program, students have access to technical assistance, including detailed instructions regarding the electronic media used, practice sessions prior to the beginning of the course, and convenient access to technical support staff
- Students are informed about technology requirements and required technical competence
- The technical assistance is perceived as easy by the students
- Technological solutions are able to provide also student group support
- Students are encouraged to use the technical assistance
- Help is available for all hardware, software and delivery systems specified as necessary for the work
Pedagogical resources
- Students are provided with supplemental course information that outlines course objectives, concepts, and ideas, and learning outcomes
- Students have access to sufficient library resources that may include a virtual library accessible through the www
- There are a wide range of resources like electronic databases, interlibrary loan, government archives, news services, and other sources.
- Course materials promote collaboration among students
- Tools to enhance the pedagogic effectiveness of technologies are provided: help online, map of the environment, tracking of the learner's path, structure of the page, usage of icons, etc
- There exist tools for new and existing customers' training needs analysis
- A technology based system is implemented in order to track and collect statistical data on the behaviours, making possible to record the access time and frequency of the student and other functionalities
- Systems for collecting student's usage data and feedback are incorporated in operational processes
- Procedures and tools are implemented for fostering the process of self-evaluation on the value of the learning experience
- The institution has alternative arrangements if not all the appropriate resources are available for students in a online way
Communication possibilities
- The institution assurance the communication (peers)
- The institution promote the student associationism
- The organisation invest in resources and systems to provide effective user-friendly systems for students
- Students feel that they are part of a community
- The working staff belief that the student perception of academic community is important and reinforce this aspect

Student Support subprocess - 11/11

CONCEPTUAL MAP OF THE STUDENT SUPPORT

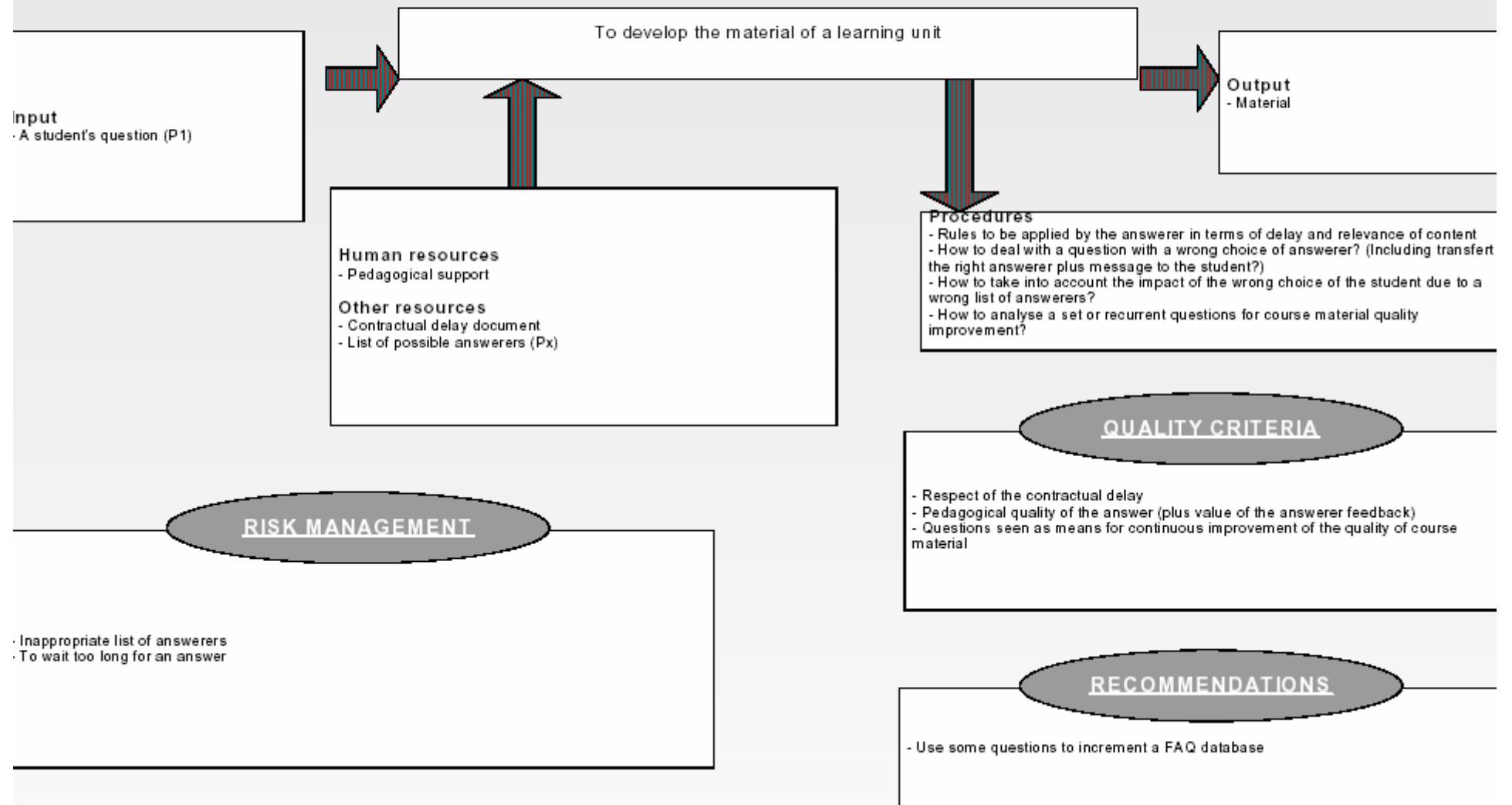


Student Support subprocess - 4/11

TEACHING AND LEARNING PROCESS

P1 - To answer student's questions

Process responsa





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COLLABORATIVE WORK AMONG US...

- **Elaborate a quality plan for the student support**

Quality actions	Criteria and indicators	Responsables	Links with other actions...



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**Thanks you very much for
you **quality** in the **quality**
field!!!!!!!!!!!!**



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