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Experience-based Quality in European C
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WP6 : Methodology validation

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SZCZECIN, POLAND**



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WP6 : Objectives

- Evaluate the relevance of the methodology used to train trainees to adopt a quality approach in their ODL actions



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WP6 : methodology

Assessment methodology implemented :

- Qualitative approach
- Based on questionnaires
 - Validation questionnaire
 - Post implementation questionnaires
 - For trainees
 - For beneficiaries
- Based on volunteering

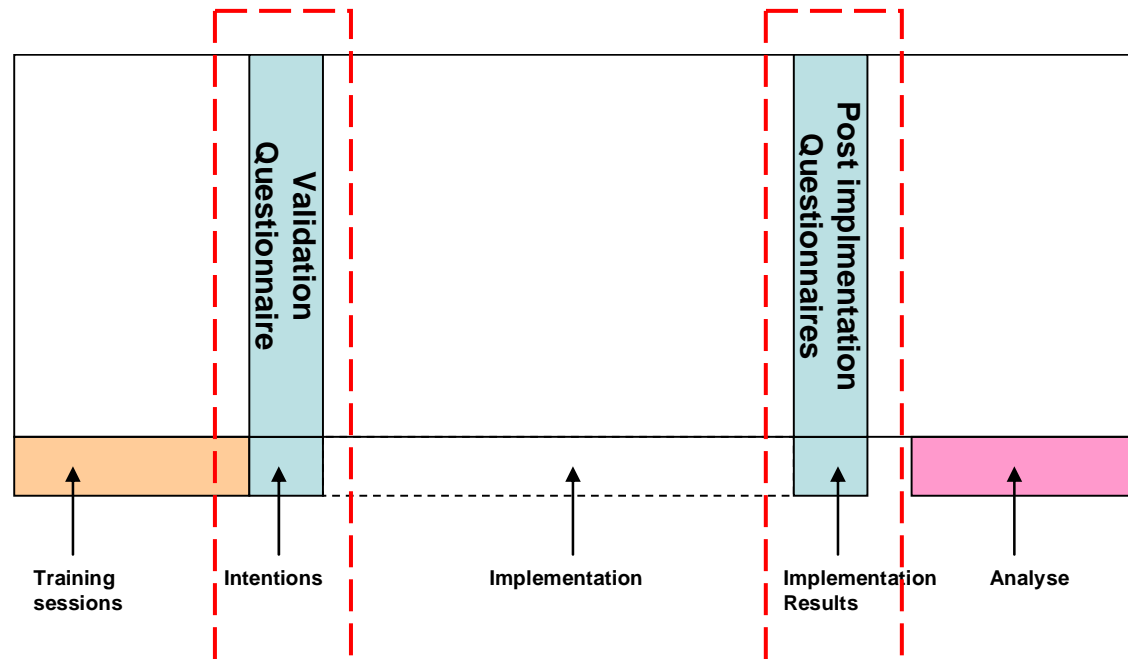


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Phases





WP6 : Methodology validation

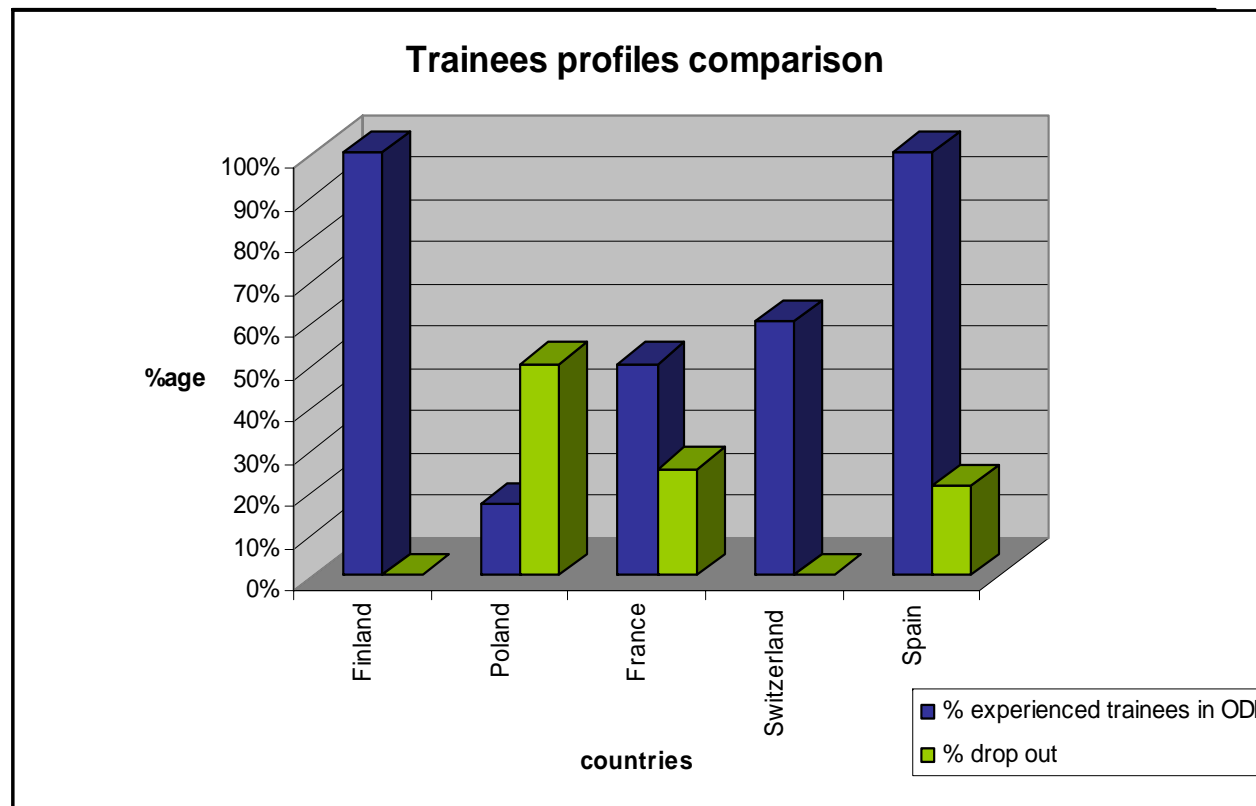
Questionnaires overview

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

Questionnaires taken into account : **10**

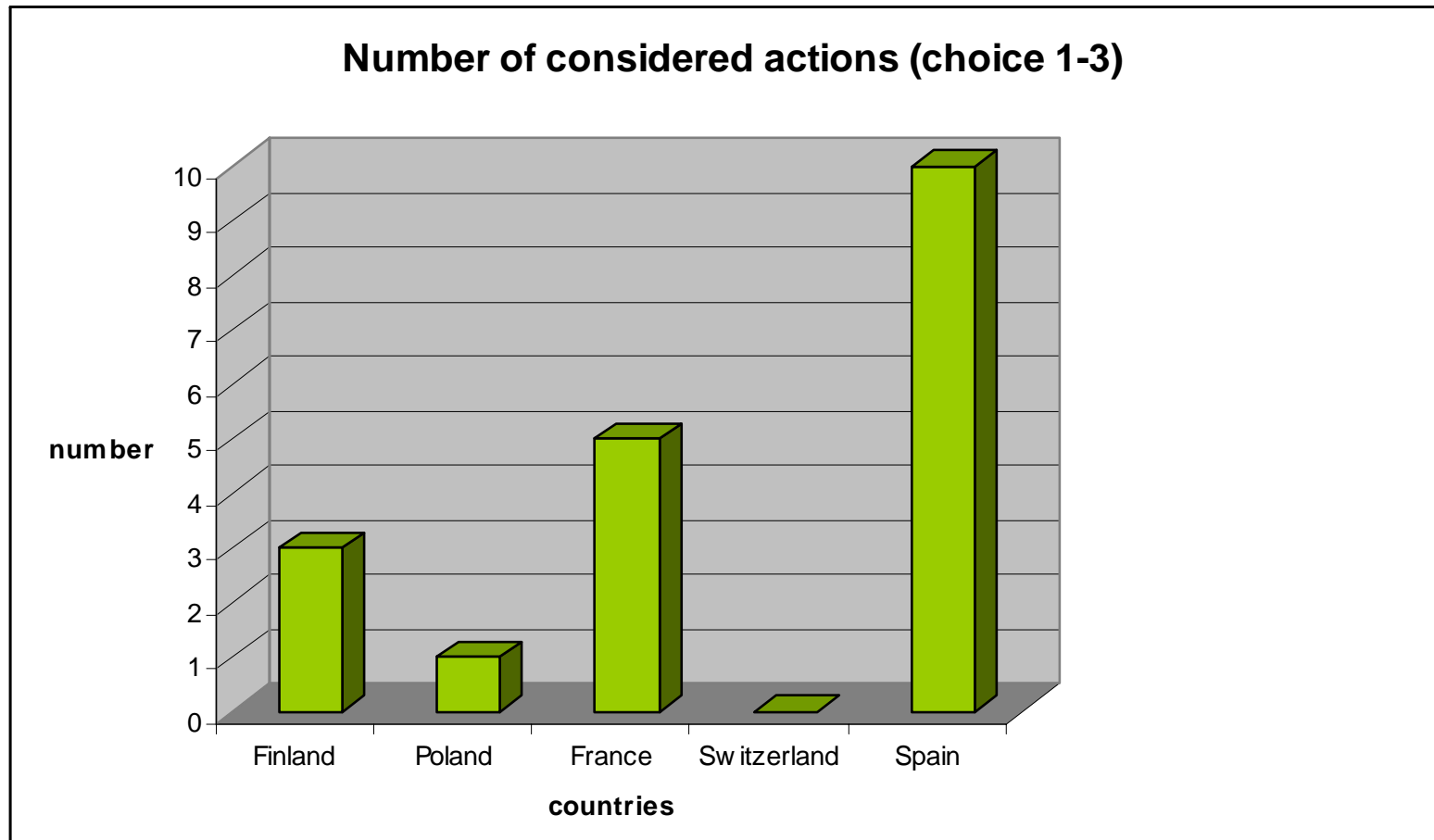


Trainees profiles





Quality actions





Type of intended actions

	1st action	2nd action	3rd action	4th action	5th	6th action	7th action
Finland	The documentation of processes.	The construction of support system.	The development of account administration				
Poland	ODL platform creation (organisational processes)	Organise trainings					
France	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			
Switzerland	0	0	0	0			
Spain	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

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





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	1st action	2nd action	3rd action	4th action	5th	6th action	7th action
Finland	The documentation of processes.	The construction of support system.	The development of account administration				
Implementation state	no data	no data	no data				
Poland	ODL platform creation (organisational processes)	Organise trainings					
Implementation state	>50%	no data	no data	no data	no data	no data	no data
France	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			
Implementation state	50%	50%	no data	20%			
Switzerland	no data	no data	no data	no data			
Implementation state	no data	no data	no data	no data			
Spain	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
Implementation state	>50%	>50%	no data	no data	no data	no data	no data





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Reasons of incomplete implementation

- Lack of time : 4/10
- Lack of means (money, support, tools) : 4/10
- Organizational reasons : 2/10



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About quality

- The more experienced in ODL the more easily trainees understand and appropriate the quality orientation
- If quality is not a main topic in high education (face-to-face courses) → difficulties to integrate it in a e-learning or blended learning vision

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"



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About training sessions

- To the question :
“Do you think that you have been sufficiently prepared during the training session to implement the selected topics with a quality point of view?”
all trainees participating to the methodology validation poll answered **YES**
- Some comments :

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



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Conclusion

- **Methodology : blocking factors**

- Questionnaire 1 should have been answered during the training sessions
- Questionnaire 2 should have been realized by the same persons by phone or visually
 - Problems : language
Ex. only a Finnish speaking trainee answered validation questionnaire → WP6 team don't speak Finnish
- Only one country used the PI questionnaire for trainees and didn't understand the objective of the document : trainees answered the document talking about training sessions and not beneficiaries of the trainee's quality action.

- **Quality approach**

- Difficulty for trainees to understand that quality approach is not a separated concept (ODL on one side and if time and money quality approach included)
- Difficulty to implement a concrete quality ODL action (time money etc.) as if being concerned by quality is a kind of obsession, concerning special people



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