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Przemysław
Różewski

**The training
session:
synthetic
analysis**

Szczecin
University of
Technology



Experience-based Quality in European ODL
E-QUALITY



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



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Methodology

Goal-Question-Metric (GQM)

- *The planning phase*, during which the measurement is selected, defined and planned.
- *The definition phase*, during which the measurement procedure is defined (goals, questions, metrics) and documented.
- *The data collection phase*, during which actual data collection takes place.
- *The interpretation phase*, during which collected data are processed into measurement results that provide answers to the formulated questions, after which goal attainment can be evaluated.


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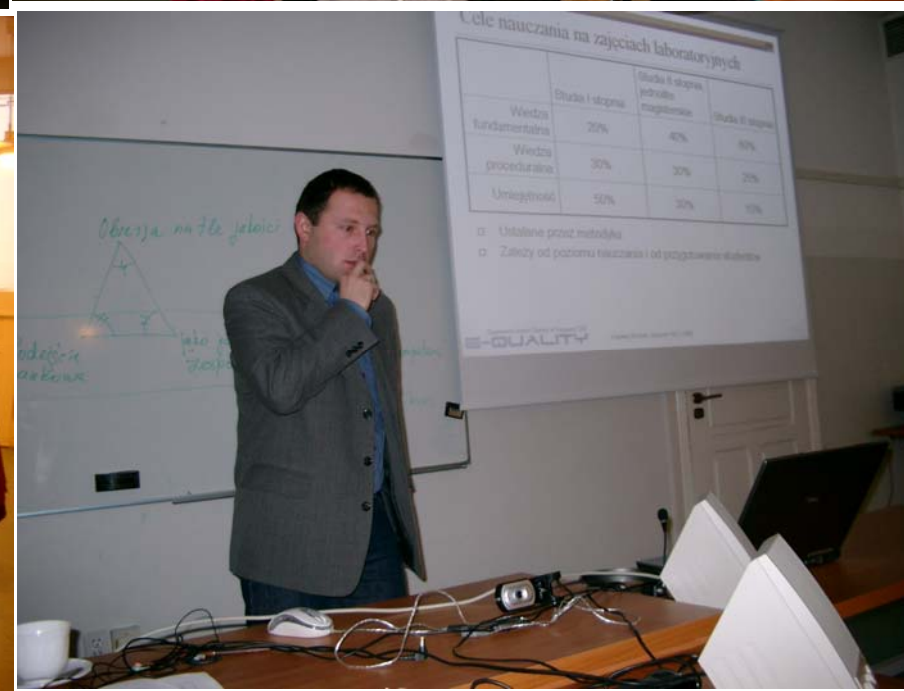
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University name	TS leader	TS date	TS trainer(s)	Number of participants
University Montpellier 2 (France)	Michelle Joab	October 2005 - January 2006	Michelle Joab	5
			Bernard Dumont	
Open University of Catalonia (Spain)	Albert Sangra	October – November 2005	Adolfo Montalvo	19
University of Tampere (Finland)	Juha Holma	September – October 2005	Juha Holma	5
Szczecin University of Technology (Poland)	Przemysław Różewski	September – October 2005	Przemysław Różewski	15
University of Lausanne (Switzerland)	Romain Peltier	September – October 2005	Romain Peltier	4
			Total:	41



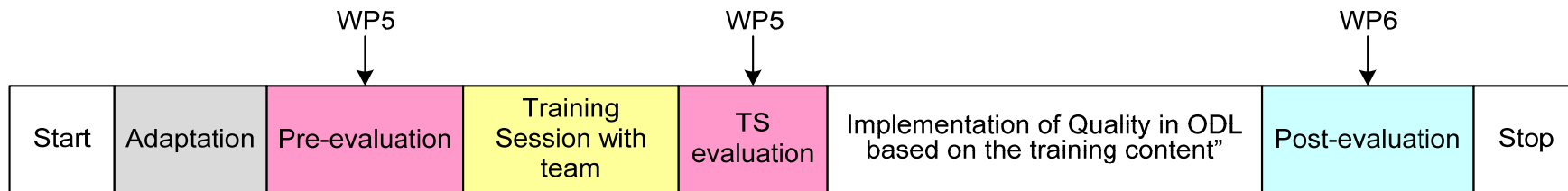
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Training sessions sequence model



- The training session is organized as an equivalent of a five day education event.
- During the training session, the face-to-face and distance meetings take place.



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The training session covers the following subjects:

- Open and Distance Learning
- Quality in Open and Distance Learning
- Student Lifecycle and Processes in ODL – Roles, Activities and Artefacts
- Subprocess 1: Student Support
- Subprocess 2: Learning Material Design and Production
- Course design
- Best Practices and Blocking Factors



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Training session knowledge area

- concept of Open and Distance Learning (ODL),
- scope and content of ODL,
- ODL relations to other concepts,
- basic quality concepts,
- quality at institutional level,
- quality at national level,
- quality at European level,
- concept of student lifecycle,
- student lifecycle key processes,
- concepts of role,
- concepts of activity,
- sub-process of student support,
- roles and activities related to student support,
- student support sub-process quality criteria,
- student support sub-process quality indicators,
- sub-process of Learning Material Design and Production,
- roles and activities related to Learning Material Design and Production,
- Learning Material Design and Production sub-process quality criteria,
- Learning Material Design and Production sub-process quality indicators.



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Main measurement goals for the **e-Quality training session**:

- recognition of the trainee's competence in the quality aspect of ODL.
- production and verification of the project's approach to the e-Quality course design and delivery.
- evaluation of the e-Quality project materials.



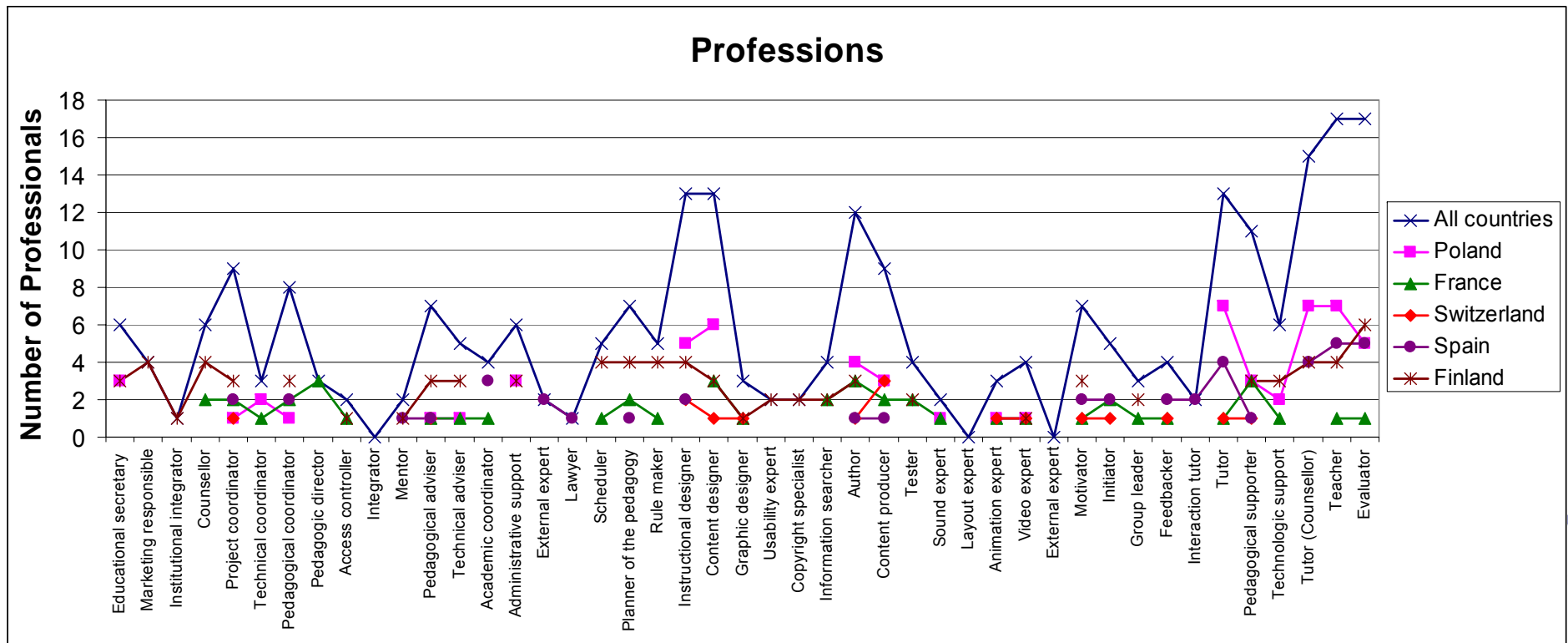
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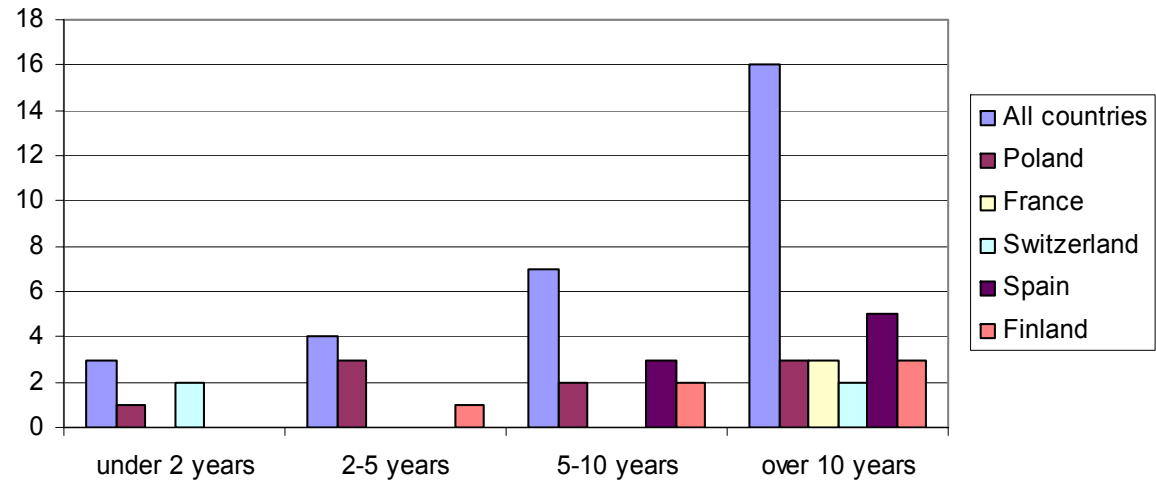


Professional status of the trainees

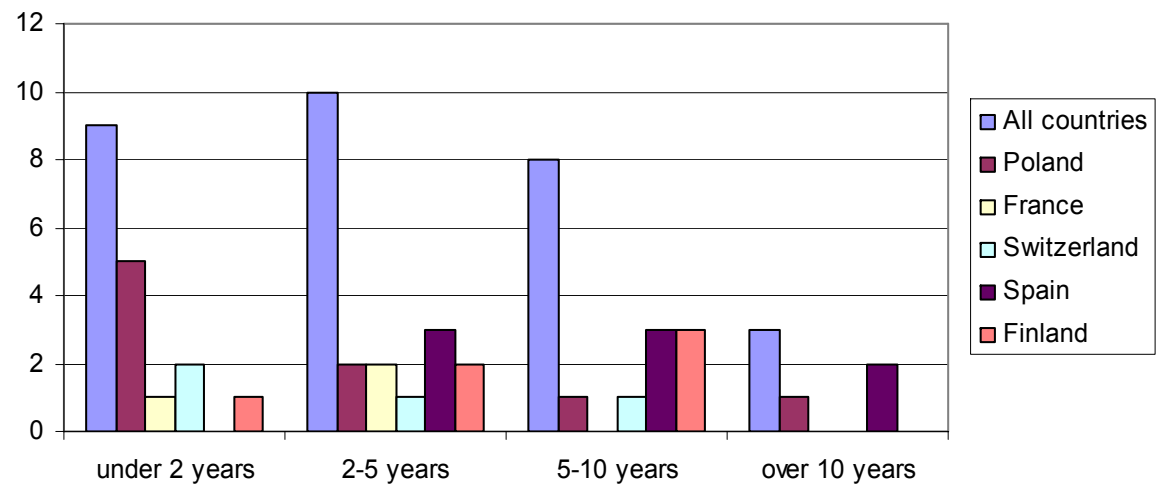




Years in professional field - traditional learning



Years in professional field - e-learning/ICT in learning

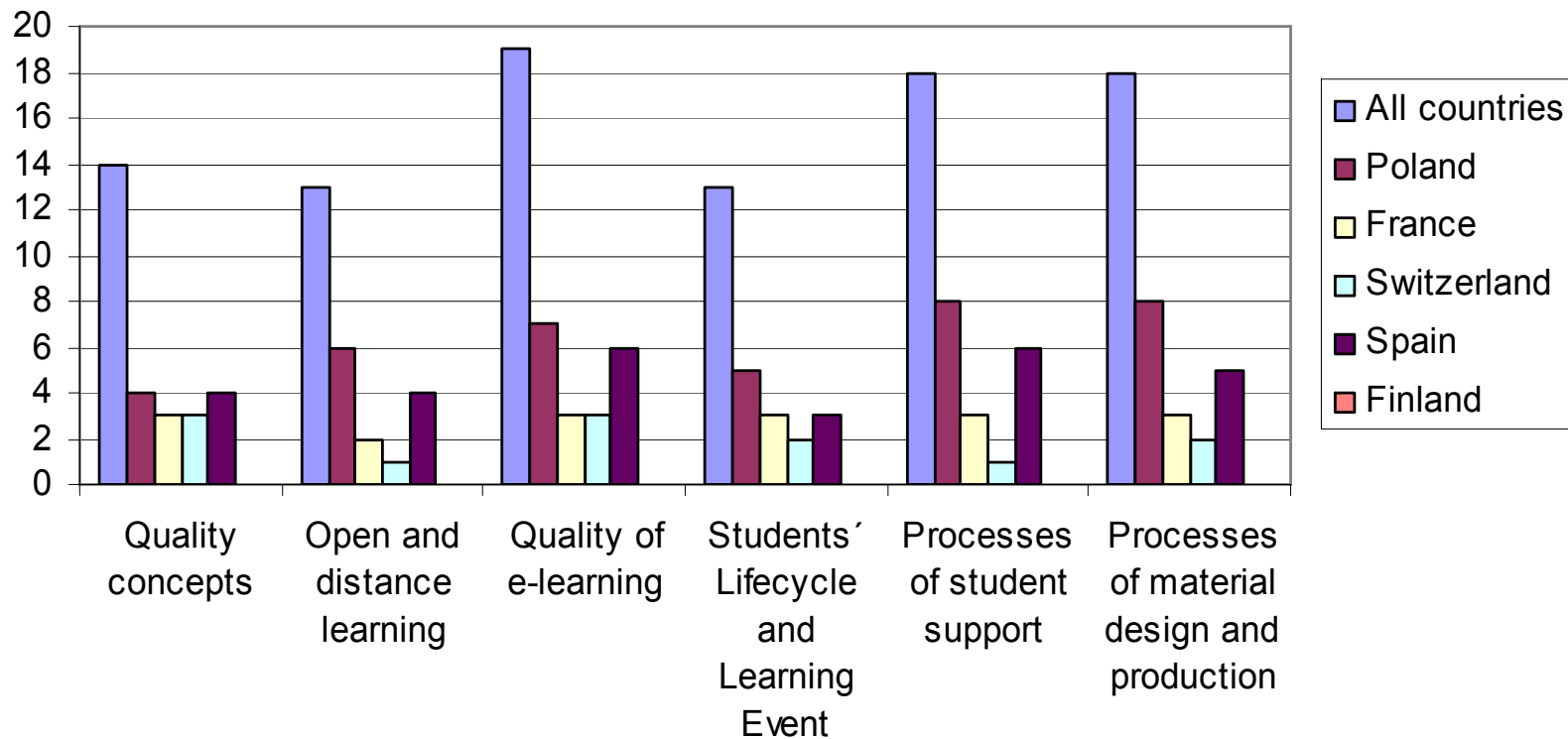




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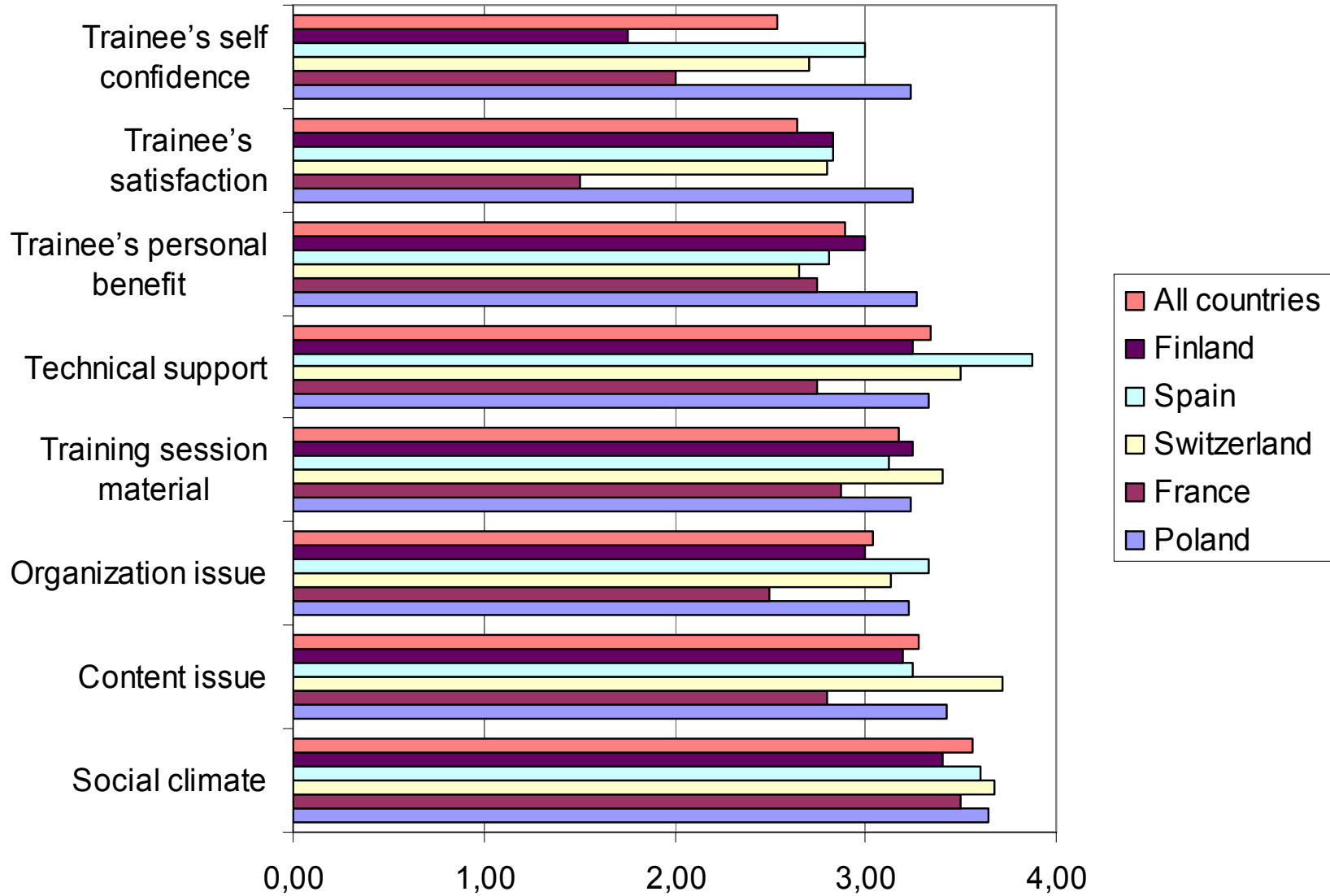
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What is of special interest in the content of the training session for you?





Post-session questionnaire average results





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General results

The questionnaires show that the trainees have obtained knowledge regarding:

- quality in general, regarding such aspects as the difference in meaning of quality in business and education, different dimensions of quality, quality related concepts etc.,
- quality standards applicable in education,
- quality in European Higher Education, regarding such as understanding the Bologna process, the idea of ODL, ENQA etc.,
- understanding of the student support process,
- understanding the learning material production process.



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Encounter problems

We can underline some common features:

- Trainees have acquired a general knowledge on quality but it is mainly a theoretical one;
- Trainees don't have a precise view of the impact of Bergen decision and the action of the national agency;
- Trainees don't see the application of the European decisions in their own context, it's to say in their institution;
- Trainees have a difficult feeling – a kind of frustration not to be able to work following a quality step.



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