Evaluation Toolkit for Reusable Learning Objects and deployment of e-Learning Resources

Adapted from the RLO-CETL Evaluation Toolkit 2005

Supporting references:
Wharrad, H.J., Morales, R.,Windle, R., Bradley, C., 2008. A toolkit for a multilayered, crossinstitutional evaluation strategy. World Conference on Educational Multimedia, Hypermedia and Telecommunications. vol. 2008, No. 1, pp. 4921–4925 (Jun 30)

Morales, R., Carmichael, P., Wharrad, H. J., Bradley, C., & Windle, R. (2006). Developing a Multi-Method Evaluation Strategy for Reusable Learning Objects: an approach informed by Cultural-Historical Activity Theory. Presented at the 1st European Practice-based and Practitioner Research Conference - Improving quality in teaching and learning: Developmental work and Implementation challenges, University of Leuven, Belgium.

RLO evaluation toolkit

1. RLO evaluation form

To be attached at the end of each RLO. The questions to be asked are:

1. How would you rate this learning object?
Excellent
Good
Not very good
Poor

2. How easy was it to use the learning object?
Very easy
Easy
Not very easy
Difficult

3. How helpful has the learning object been for learning this subject?
Very helpful
Helpful
Not very helpful
Completely unhelpful

4. Would you recommend it to others?

5. What did you like most about this learning object?

6. What did you not like about this learning object?

7. Are you a student or a member of staff?

8. Which module are you studying/teaching?

9. Which university/institution are you from?

10. If you would be willing to give more detailed feedback on this and other learning objects please fill in your details below.
Name:
Email address:

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2. Routine Data Analysis

Each month logins and site/page visits should be tracked in order to identify patterns of behaviour: a graph of logins vs time will be produced during the delivery and evaluation periods. The use of logins vs time graphs will allow the recognition of patterns.

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3. Focused Data Interview with evaluation project leads

<u>Nature of Interview</u>

Focused, semi-structured telephone interview based around available routine data i.e. logins and site/page visits. These will need to have been looked over and potentially interesting developments highlighted.

<u>Purpose of Interview</u>

Three purposes:

• Illumination of routine data by providing context around observed patterns of behaviour
• Prediction of upcoming activity
• Identification and elaboration of barriers, affordances and user requirements (both technical and social)

<u>Structure of Interview</u>

• Review and Illumination

- What's been happening? Probe: Announcements, registrations, new content, new organisation
- Can you help us understand what we are seeing from our end?
- (Optional) Last time you suggest that X might happen? What did happen?

• Forthcoming events

- What is happening in the project?
- Ongoing activity
- Regular events
- Special Events
- Dissemination
- How might these be supported?

• Barriers, Affordances and Requirements

- What's preventing X?
- What's encouraging X?
- What's missing? What else could be done to achieve X?

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4. Field Notes/Observation

Evaluators keep a diary describing the experience of the RLO use for each project. The diary will aim to answer the following questions:

Who are the learners?
Consider: number of learners in class, male and female proportion, age range, any special needs.

When and where are the RLOs being used?
Consider: blended or distance (e.g. during a lecture session, in the library, in a seminar session, …)

What learners actually did?
Consider: order followed by students while using the RLOs. Did learners do what they were expected/asked? Were there alternatives for learners to choose, and were there any patterns in their choices?

How did learners interact?
Consider: opportunities for peer learning. What kind of dialogue took place between learners?

How were learners supported?
Consider: role of the tutor or other experts/mentors in the RLOs use experience. (How) will students be supported by a tutor or other support staff?

What was the experience like for learners?
Consider: students' engagement. Did they enjoy the experience? Were they motivated and involved? Have there been any unexpected benefits?

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5. Student Questionnaire

There is a set of core questions that ought to be included to allow the comparison between sites if applicable (sections A to F in the questionnaire below – section G offers a set of questions that could be included in the questionnaire.

RLO CETL Learning Object Questionnaire

Please answer all the questions by ticking the category which best reflects your view. Your answers are confidential. Any information made publicly available will be anonymous.

A. About me

Institution:
Course:
Today's date:
Term/Semester:

B. Computer use

1. I have access to the web (select as many options as appropriate):

	At home	At University	Elsewhere
	○	○	○

If "Elsewhere", please specify _____

2. How would you rate your confidence in using computers:

Very high	High	Low	Very low
○	○	○	○

C. Access to Learning Objects

3. Did you have any technical problems accessing/downloading the Learning Objects?

Yes ○ No ○

If yes, please specify _____

D. Using the Learning Objects

The Learning Objects associated with this module/course were:	Strongly Agree	Agree	Disagree	Strongly Disagree
4. clear about their purpose or objectives	○	○	○	○
5. easy to navigate	○	○	○	○
6. The Learning Objects introduced new concepts/language clearly	○	○	○	○
7. I would recommend these Learning Objects to another person with similar learning needs	○	○	○	○
8. I would like more of these Learning Objects in other modules	○	○	○	○

E. Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree
9. The Learning Objects' content was appropriate for the course	○	○	○	○
10. The Learning Objects were well integrated with other parts of the module/course	○	○	○	○
11. The Learning Objects were pitched at the right level	○	○	○	○
12. I enjoyed being able to learn on my own	○	○	○	○

If support was needed, who provided it?

_____

Please rate how the following attributes of the Learning Objects have contributed to your learning:

	Very Important	Important	Not very Important	Not at all Important
13. Visual components (e.g. video, animations)	○	○	○	○
14. Audio/commentary	○	○	○	○
15. Interactivity	○	○	○	○
16. Assessment/self-test exercises	○	○	○	○
17. Access anytime	○	○	○	○
18. Access anywhere	○	○	○	○
19. Working at my own speed	○	○	○	○

F. Open-ended comments

How could the Learning Objects in this course be improved?

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[                                                                    ]
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Please use this space for any further comments you'd like to make about the Learning Objects including clarification of any of your responses

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[                                                                    ]
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G. Optional questions

The following questions could be included in the questionnaire if the Mini-project leader considers it appropriate; please seek advice from the local evaluator.

B. Computer use

The computer(s) I use is/are:

	Only used by me	Shared with family members	Shared with others
	○	○	○

How would you rate your confidence in using:

	Very high	High	Low	Very low
"Office" tools (WP, SS, etc.)	○	○	○	○
Web tools (web browser, email, etc.)	○	○	○	○
Web multi-media (video, audio)	○	○	○	○

C. Access to Learning Objects (Learning Objects)

NOTE: To be incorporated if there is no tracking data:

How did you find out about the Learning Objects?

Course materials/handouts	Lecturers	Other students on the course	Other
○	○	○	○

If "Other", please specify _____

How many of the Learning Objects associated with this course/module did you access?

All	Some	None	I don't know
○	○	○	○

If you did not access all, please specify why _____

How many did you access more than once?

All	Some	None	I don't know
○	○	○	○

Where did you access the Learning Objects? (select as appropriate)

At home	At University	At work	Elsewhere
○	○	○	○

If "Elsewhere", please specify _____

When did you access the Learning Objects?

Beginning ○ During ○ End of the course/revision ○

What days did you usually access the Learning Objects?

Weekdays ○ Weekends ○ Holidays ○

What times of the day did you usually access the Learning Objects? _____

D. Using the Learning Objects

	Strongly Agree	Agree	Disagree	Strongly Disagree
The Learning Objects associated with this module/course were:				
enhanced by images, audio, video and/or animations	○	○	○	○
clear about pre-requisite knowledge	○	○	○	○
I intend to use the Learning Objects from this course again	○	○	○	○

E. Learning

NOTE: These questions could be included in the focus group sessions:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Using the Learning Objects helped me:				
to address specific gaps in my knowledge	○	○	○	○
to meet the requirements of the course/module	○	○	○	○
to retain knowledge in this area	○	○	○	○

RLO-CETL evaluation toolkit

6. Student Focus Groups

The student focus group can be used to follow up the responses to the student questionnaire or as a stand alone qualitative approach

Institution:

Materials/RLOs used:

How did you find out about the materials?

Have you found them useful?
Why?

When did you look at the materials?
Where?
How much time did you spend looking at them?

Did you need any support to work through the materials?
Was it provided?
By whom?

Would you want some materials in any other topics? Which ones?

How do these materials link with the courses you are doing?

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7. Tutors' Forms

There are two tools developed as tutors' forms:

1) Context of learning form – COMPULSORY

The context of learning form is a compulsory tool that aims to collect information about the module and the context for the RLOs' use. This information is necessary for the analysis of student questionnaires and should be returned with them. It consists of:

- o Part 1: it enquires about basic modular information. This could be given to tutors to fill in at the beginning of their module and then returned to them in completed version with the rest of the form (depending on local needs and practicalities).

- o Part 2: it collects information necessary in order to analyse the student RLO evaluation tools. Tutors are required to complete it at the end of their module.

2) Tutor's Evaluation of Learning Effectiveness form – OPTIONAL

Based on the JISC case study template[1], this is an optional tool designed to encourage tutors to reflect on the RLOs' use and also to share the outcomes with other practitioners. Ideally the information should be collected by interview/focus group, but this form may be used where these options are not practical.

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[1] The form can be found at: http://www.jisc.ac.uk/index.cfm?name=elp_practice

Context of learning form

Part 1: To be completed at the commencement of the module or at the end of the module with Part 2:

Module and Course in which the RLOs are being used:

1) Module

2) Start Date   End Date

3) Level of study

4) Module type: Compulsory   Optional

5) No of students on module

6) Approximate group sizes
    (*if different from above)*

7) Title of course

8) Level of final award

9) Where within the course
does the module come?

10) What was your rationale for incorporating RLOs within this module?

11) What learning need did you hope to address?

Part 2: The Use of Reusable learning objects - To be completed at the end of the module

12) Please complete the following table, listing all of the RLOs used within this module

Name of RLO	Author	How was this RLO used?			Was its use:			
		By tutor	By student		Compulsory	Recommended	Optional	
		Presentation	In class	Self Study				

13) Please describe the module's aims, objectives/information covered

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14) Please describe the range of learning and teaching methods/activities used within this module.

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15) Is this course vocational?   Yes ☐   No ☐
If yes, please describe

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16) Please describe the relationship between the RLOs and the other learning and teaching materials/methods used within this module in completing the module learning goals

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17) What methods of assessment were used on this module ? How did they test the knowledge/skills acquired from the RLOs?

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Tutor's evaluation of learning effectiveness

1. Please describe the learning and teaching issues you hoped to address by including RLOs within this module.

2. To what extent were the RLOs able to address these issues?

3. What aspects of using RLOs were most useful in addressing these issues?

4. What aspects of using RLOs were least useful in addressing these issues?

5. Are there any other learning needs that could be addressed by the use of RLOs?

6. What were the advantages/disadvantages of using RLOs in comparison with other learning tools?

7. What has been the student involvement in developing these RLOs?

8. How do you perceive that students have interacted with the RLOs?

9. How has your teaching been affected by the development and/or use of RLOs?

10. Would you:

Use these RLOs again within this module?	**YES** ☐	**NO** ☐
Use these RLOs within other modules	**YES** ☐	**NO** ☐
Recommend the use of these RLOs by other tutors?	**YES** ☐	**NO** ☐
Use other RLOs in this or other modules?	**YES** ☐	**NO** ☐
Recommend the use of RLOs in general to other tutors?	**YES** ☐	**NO** ☐

11. How would you modify the way you use RLOs in the future?

12. What advice would you give other tutors about the use of RLOs?

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8. Technology and Deployment Audit

This set of questions aims to understand what are the technical landscapes at each institution to understand the context around the deployment of RLOs.

How have the RLOs been deployed?

Were the students offered access to the RLOs through the institutional VLE? If so, what is the institutional VLE?

Who has control in putting material in the VLE?

Can the use of RLOs be tracked at your institution?

Can questionnaires be implemented on-line?

Who can offer you support in implementing RLOs? Questionnaires on-line?

What support would be required in the longer term?