



Towards a Smart learning
Society

Quality in E-Learning Programs



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What is Quality Assurance?

“Quality assurance is the systematic review of educational programs to ensure that acceptable, recognized standards are maintained” (UNESCO).

Quality is Changing!

2005



Now

- **Media: Using Graphics and Multimedia (Consistency)**
- **Interactivity**
- **Technical Standards (SCORM, AICC ...)**
- **Usability and Accessibly and Interoperability**
- **Instructional Design (Outcomes, Content, Assessment, Activities ... Etc.)**
- **Holistic Approach**

Quality is Changing!

2005



Now

- **Advanced Technologies are coming up**
- **New Trends in Education**
- **Maturity!**



Cisco Learning Institute is in full support of the E-LEARNING STANDARDS Report prepared by the Ministry of Communications and Information Technology as exemplary in its approach to delineating standards for successful training and development of effective e-learning materials.

Cisco Learning Institute is a non profit organization committed to innovation in e-education on a global scale through using technology in instructional design, delivery, and support. Cisco Learning Institute partners with other nonprofits, educational institutions, and professional organizations to develop scalable and sustainable solutions to improve the quality of learning experiences.

The Cisco Learning Institute recognizes e-learning as a key strategy for maximizing human capital in the knowledge economy. Cisco Learning Institute recognizes ELCC as a leader in this field with vision and expertise for high quality training and development of learning materials. ELCC recognizes the power of e-learning to shape nations, businesses and individuals. For example, ELCC incorporates well established teaching methodologies and proven educational philosophies with a rich mix of interactive media in their materials. They have prepared a report on standards that will assist other organizations in understanding issues of awareness, access and affordability. As the report states, *common standards for content metadata, content packaging, content sequencing, question and test interoperability, learner profiles, run-time interaction, etc., must be in place and widely accepted, both for the growth of the knowledge economy and the future of learning.*

Sincerely,

A handwritten signature in black ink, appearing to read "Alan M. Park".

Executive Director

2007

E-Learning Competence Center

Ministry of Communications
and Information Technology

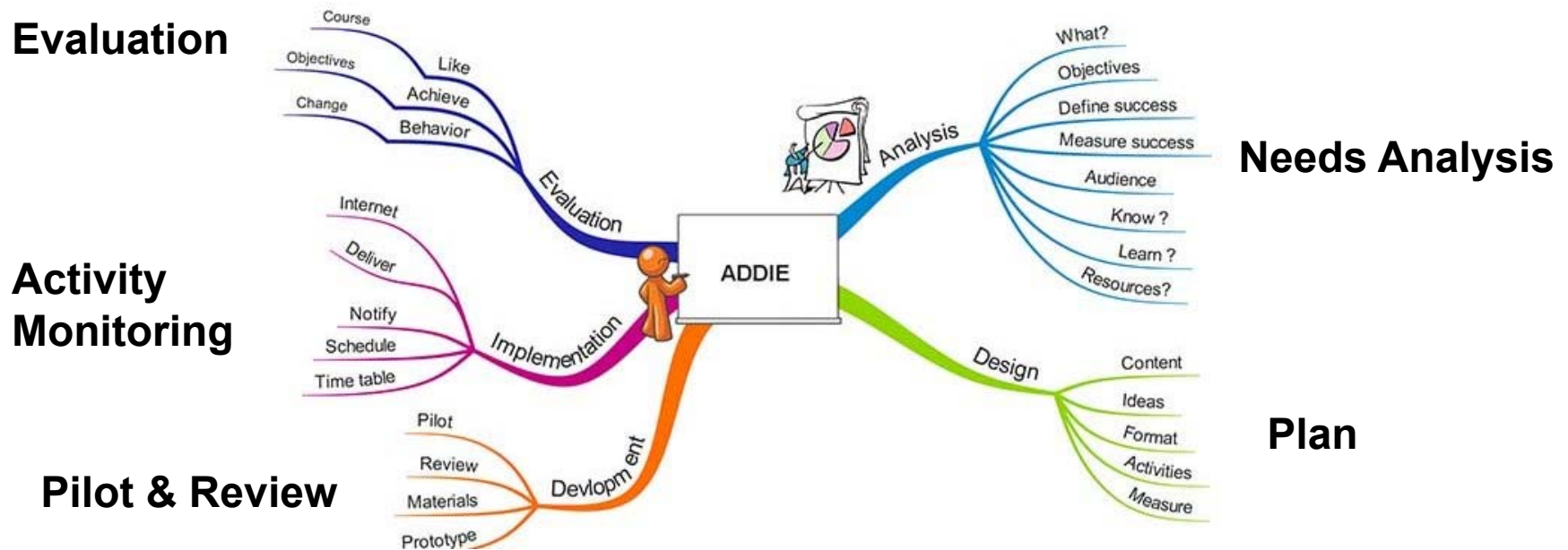
[Learning Standards]

[This report provides a brief examination of the standards that should be applied to create a successful e-learning training course as well as the principles behind effective and successful e-learning material.]

Methods and Tools for QA

- **Checklists and Rubrics**
- **Standards**
- **Surveys**
- **Meetings**
- **Templates**
- **Interviews**
- **Peer-Review**
- **External Review**
- **Instructional Design Systems**

Instructional Design Systems (ADDIE)



Quality and Accreditation Bodies



TQM
Total Quality management



改善

Kaizen



ECB  **CHECK**

What is ECB-Check Quality Assessment Toolkit?

- The Open ECBCheck Quality Assessment Toolkit for Programmes and Courses allows to evaluate your organization's eLearning offerings against internationally agreed quality standards.
- The Toolkit is a new accreditation and quality improvement scheme for eLearning programmes and institutions in international Capacity Building. It supports you and your organization to measure how successful eLearning programmes/courses are and fosters continuous improvement.

Tool for
Instructional Design

Guide for Internal
Quality Assurance

ECB  **CHECK**
Criteria

Self-assessment
Methodology

open access:
free to use and re-use



Quality Criteria Overview

- **A Information about and organization of the programme**
- **B Target Audience Orientation**
- **C. Quality of Content**
- **D. Program/Course Design**
 - **D.1 Learning Design and Methodology**
 - **D.2 Motivation**
 - **D.3 Learning Materials**
 - **D.4 eTutoring**
 - **D.5 Collaborative Learning**
 - **D.6 Assignments & Learning Progress**
 - **D.7 Assessment & Tests**
- **E Media Design**
- **F Technology**
- **G Evaluation & Review**

Quality Criteria Overview (Cont.)

- Criteria Area
- Criteria
- Description
- Guiding Questions
- Evaluation

A. Information About and Organization of the Programme

A.1 General Description, Objectives and Programme Organization

Criterion	A.1.1 All information potential learners need to orient their decision about taking the course is available.
Description	Objective and clear information is available to orient/facilitate decision making of interested candidates: Course/programme goals and overall learning objectives; methodological approach; target group; prerequisites for participation; selection process (if applicable); technical requirements; and fees . Information on knowledge assessment tests, timetable and workload is also available. A calendar/timetable details duration of learning phases (or modules) and dates of assessments. Whenever applicable such information may be divided to be provided before (information that orients candidates decision-making) and after the registration (information that further details course/programme organization).
Guidance on how to evaluate	Does the description of the programme/course (brochure/flyer/webpage etc.) provide all relevant information for potential learners?
Documentation	Programme/course description (printed or digital)

C. Quality of the Content (Example)

- **C.1 The content of the course/ programme is coherently presented and subdivided in logical sequences of modules and/or lessons/sections, organized in such a way that enables comprehension and retention.**
 - 1. Does content provide the needed elements (information and knowledge) that enable the achievement of each of the learning objectives?**
 - 2. Is the amount of content provided adequately balanced as regards cognitive load?**
 - 3. Is the content focused on developing the indicated expected competencies?**

C. Quality of the Content (Example)

- **C.2 The contents are provided in a flexible manner, allowing for different learning paths.**
- **Is there more than one way to go through the learning materials?**
- **Do learners have the possibility to navigate freely in the course according to their needs (e.g. review of past units, advance to future ones, access to additional learning resources)?**

C. Quality of the Content (Example)

- **C.3 Content is gender sensitive. It takes into account cultural diversity.**
 - 1. Is the content of the programme/course gender inclusive?**
 - 2. Does it consider and respect cultural diversity?**

C. Quality of the Content (Example)

- **C.4 Media rich content is utilized exclusively with a fixed and definite purpose.**
 - 1. Is the media utilized effectively supporting learners' comprehension/understanding of the content?**
 - 2. Is the media used in a coherent and balanced way as regards the content they support?**
 - 3. Are images, graphics, illustrations copyright free?**

D. Programme/ Course Design (Example)

- **D.1.1 The blending of learning methods (online, face-to-face, self-learning, tutor-facilitated, asynchronous, synchronous) is adequate and meets the needs of the learners.**
- **D.1.2 A learner centered learning design facilitates the development of the desired skills and expected competencies described in the learning objectives.**
- **D.1.3 Social and collaborative activities are included in the programme methodologies and contribute to the achievement of the learning objectives.**
- **D.1.4 The learning methodologies offer opportunities for learners to determine their learning pace.**
- **D.1.5 Through the learning activities learners are encouraged to consider and use systems thinking and to view issues from different perspectives.**
- **D.1.6 The content of the programme is organized in a logical sequence from the simpler to the most complex concepts. The modules/lessons/units build progressively on each other.**

D. Programme/ Course Design (Cont.)

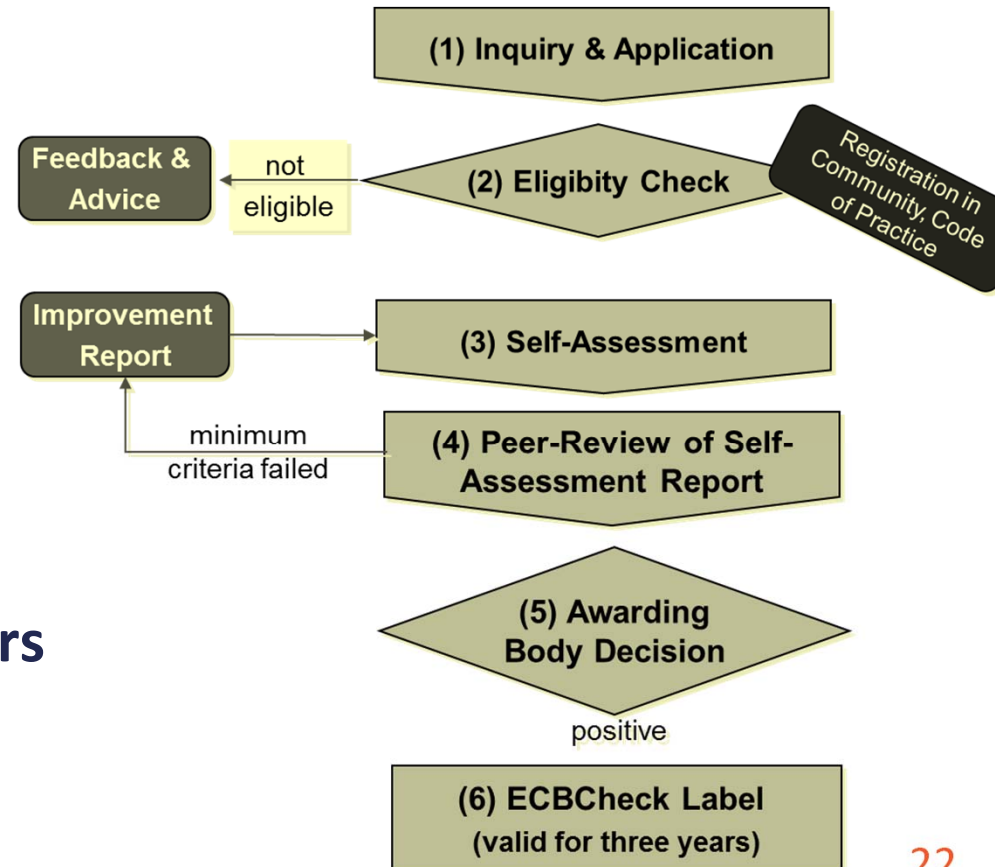
- **D.2 Motivation/ Participation**
- **D.2.1 The learning methodologies motivate learners to actively participate in the learning process.**
 - 1. Are there specific tasks and activities designed to motivate learners to actively participate?**
 - 2. Are there collaborative activities that require participation?**
 - 3. Do the collaborative or participatory tasks designed take into account the characteristics of the target group?**

G. Evaluation & Review (Example)

- **G.1 A comprehensive evaluation process**
 - 1. Learners feedback collection through questionnaires or other means**
 - 2. Feedback is analyzed and converted into clear recommendations for improvements**
 - 3. Incorporation of the recommendations in future programme design to improve subsequent deliveries.**

Quality Assurance Process

- **Online Review Process involving:**
 - Self-assessment using online tool
 - Peer-review
 - Review of all course materials and progress in LMS
 - Review of self-assessment report
 - 2 Reviewers – Conducted online
 - Assessment
 - Award
- **Certification Awarded for 3 years**



Thank You

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