



Practically-oriented e-learning quality assurance  
Empirical findings and making use of these for the promotion of  
e-learning quality in everyday university teaching

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# Overview

1. E-learning at Freie Universität Berlin
2. Practically-oriented e-learning quality assurance
3. E-learning in everyday university teaching – a student's perspective
4. Examples of e-learning quality promotion
5. Conclusions and outlook

# E-learning at Freie Universität Berlin

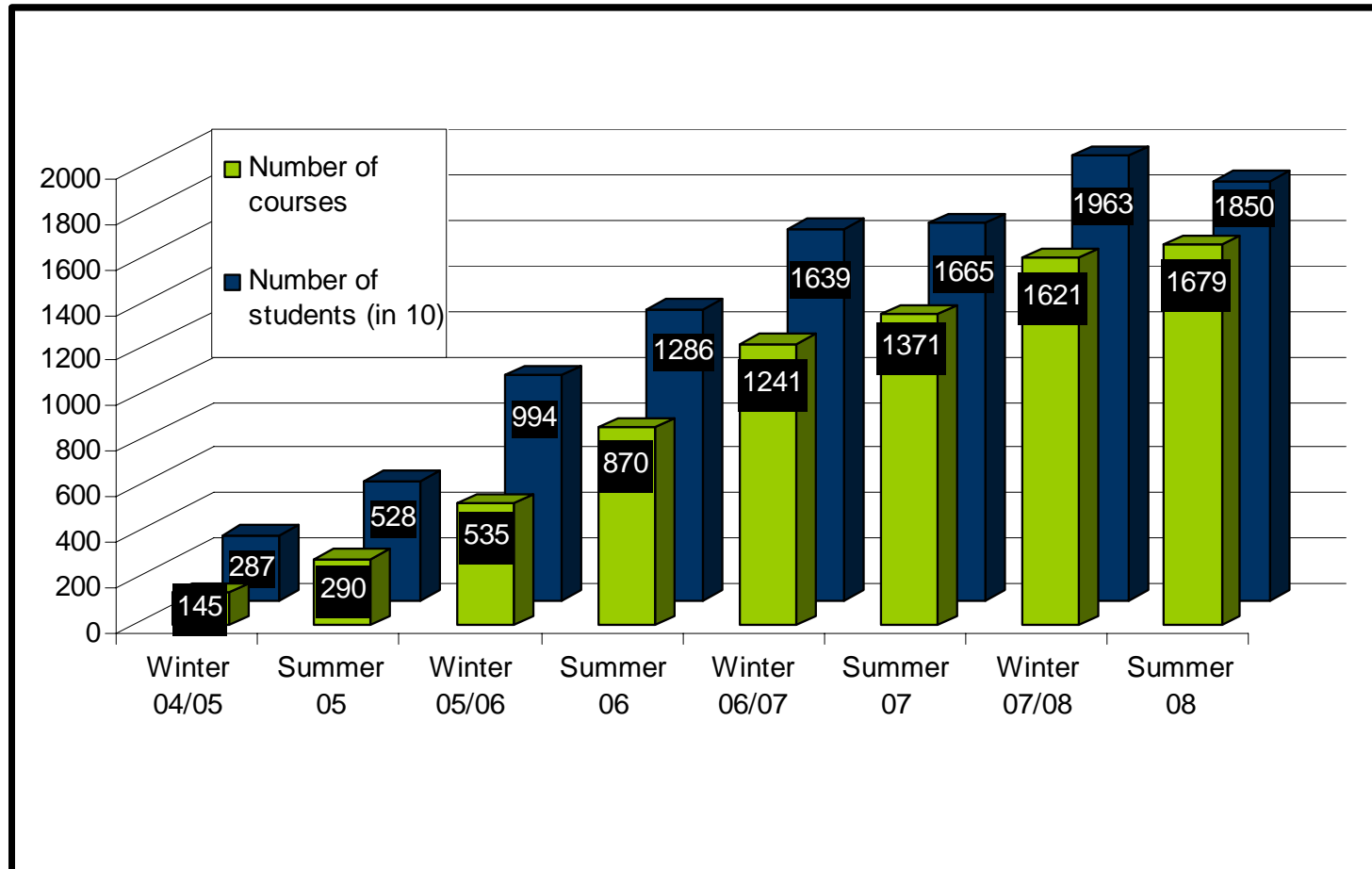


2005-2008

- Central Learning Management System (since 2004)
- Intensive e-learning consulting services
- Training programmes for teachers and students
- Support for media production
- Funding programme (since 2003)



# E-learning at Freie Universität Berlin



Usage of central LMS

# E-learning quality assurance

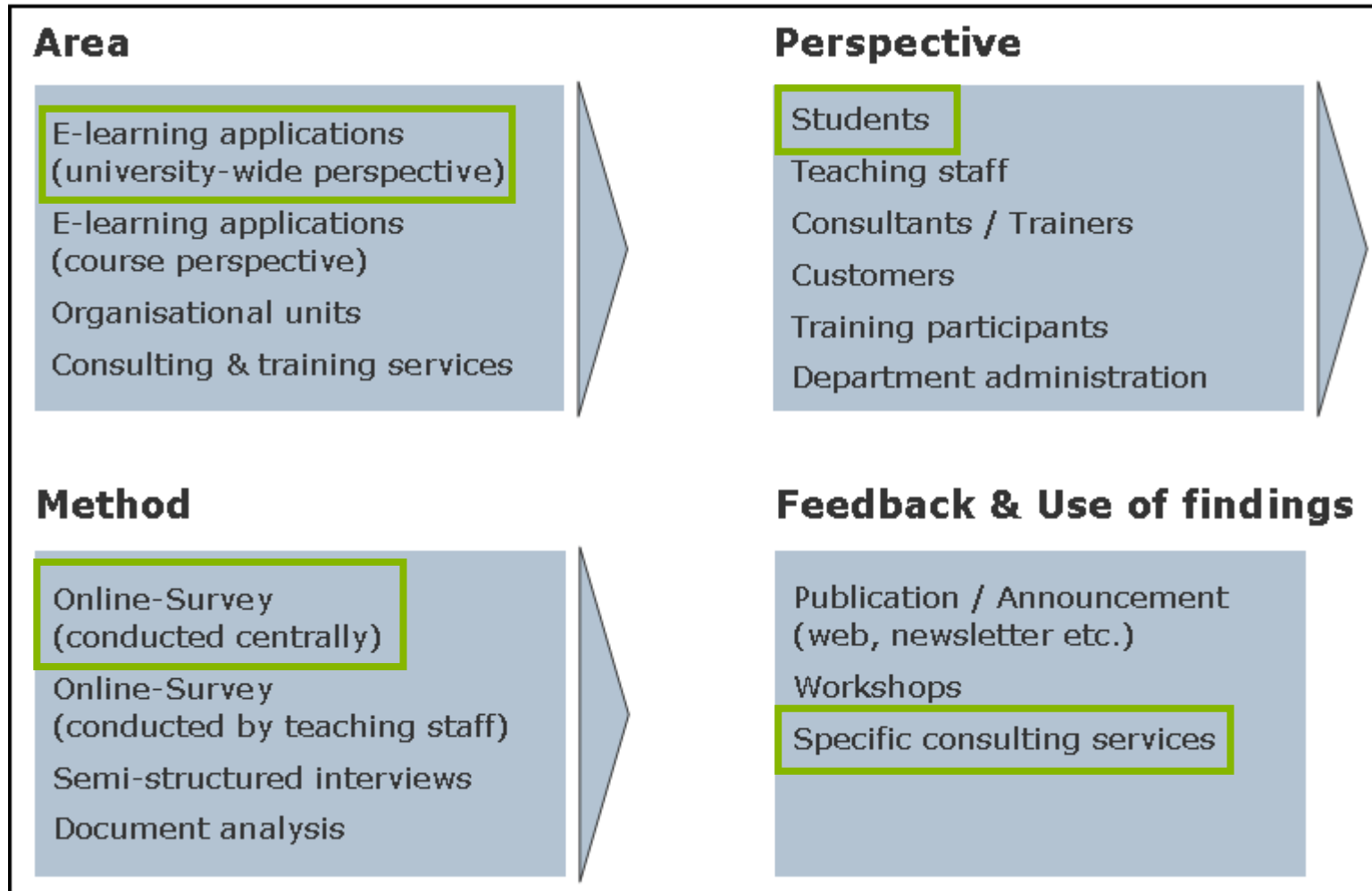
## Background

- Broad agreement: sustainability requires high quality
- Evaluation: Often little practical relevance and low acceptance in everyday practice

## Concept of e-learning quality promotion

- Manageable cost and effort
- Concrete and applicable information
- Time and organisational framework for transformation into practice
- Basic elements:
  - Quality = dynamic dimension
  - Multi-perspectives

# Model of practically-oriented quality assurance



## Online surveys summer 2006 & 2008

### Population

Students enrolled into the central LMS (invited by e-mail):

- Summer 2006 = 12,858
- Summer 2008 = 18,496

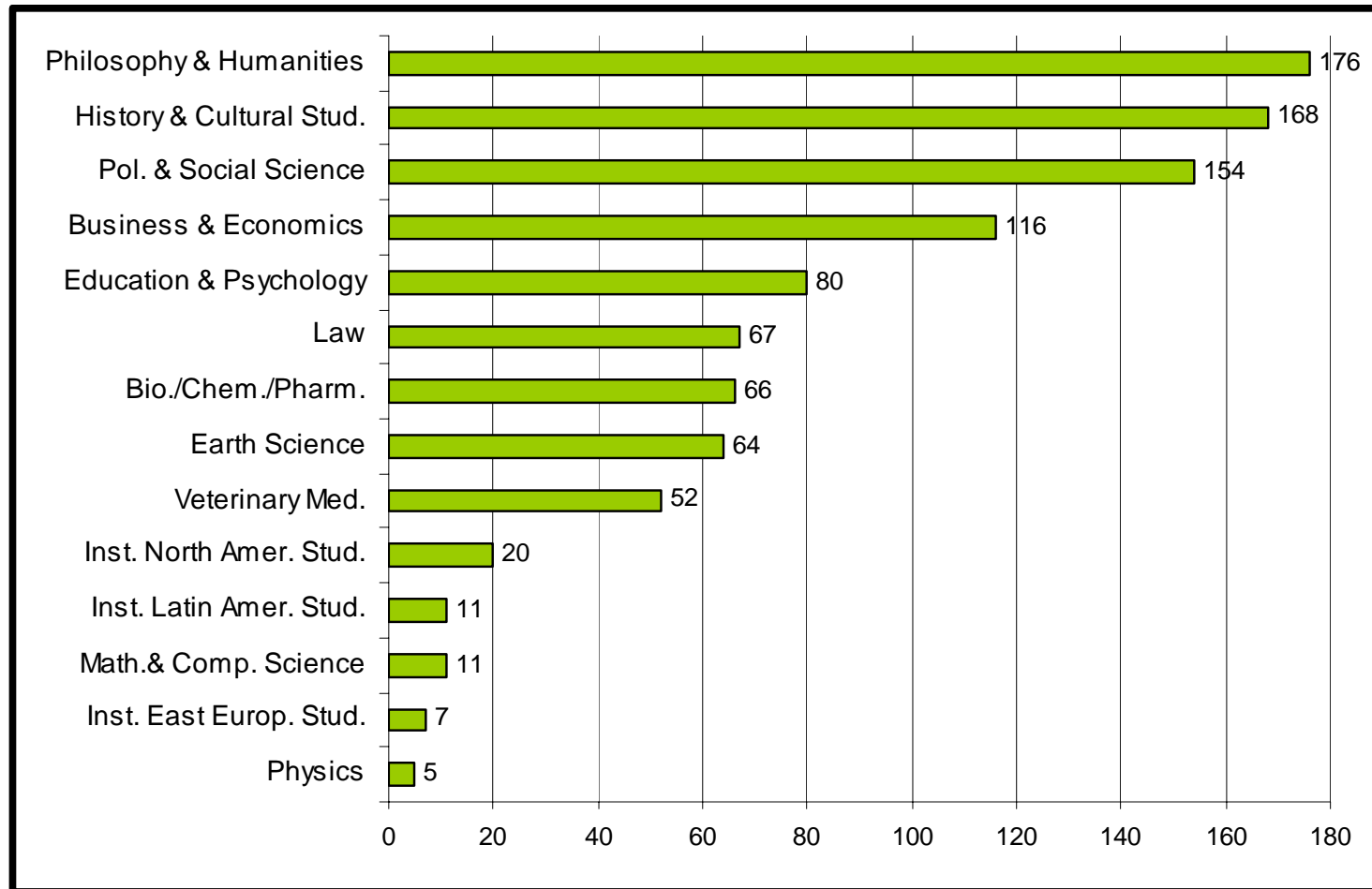
### Response rates

- Summer 2006: 2,183 = 17%
- Summer 2008: 1,049 = 6%

Response rate by department corresponds with amount of students enrolled into the LMS.



# Response rate



Online survey summer 2008: Response rates by department



# The questionnaire

1. Frequency and duration of computer usage
2. Provided and used feature areas of central LMS
3. Added values of feature areas
4. Global added values of central LMS
5. Socio-demographic information

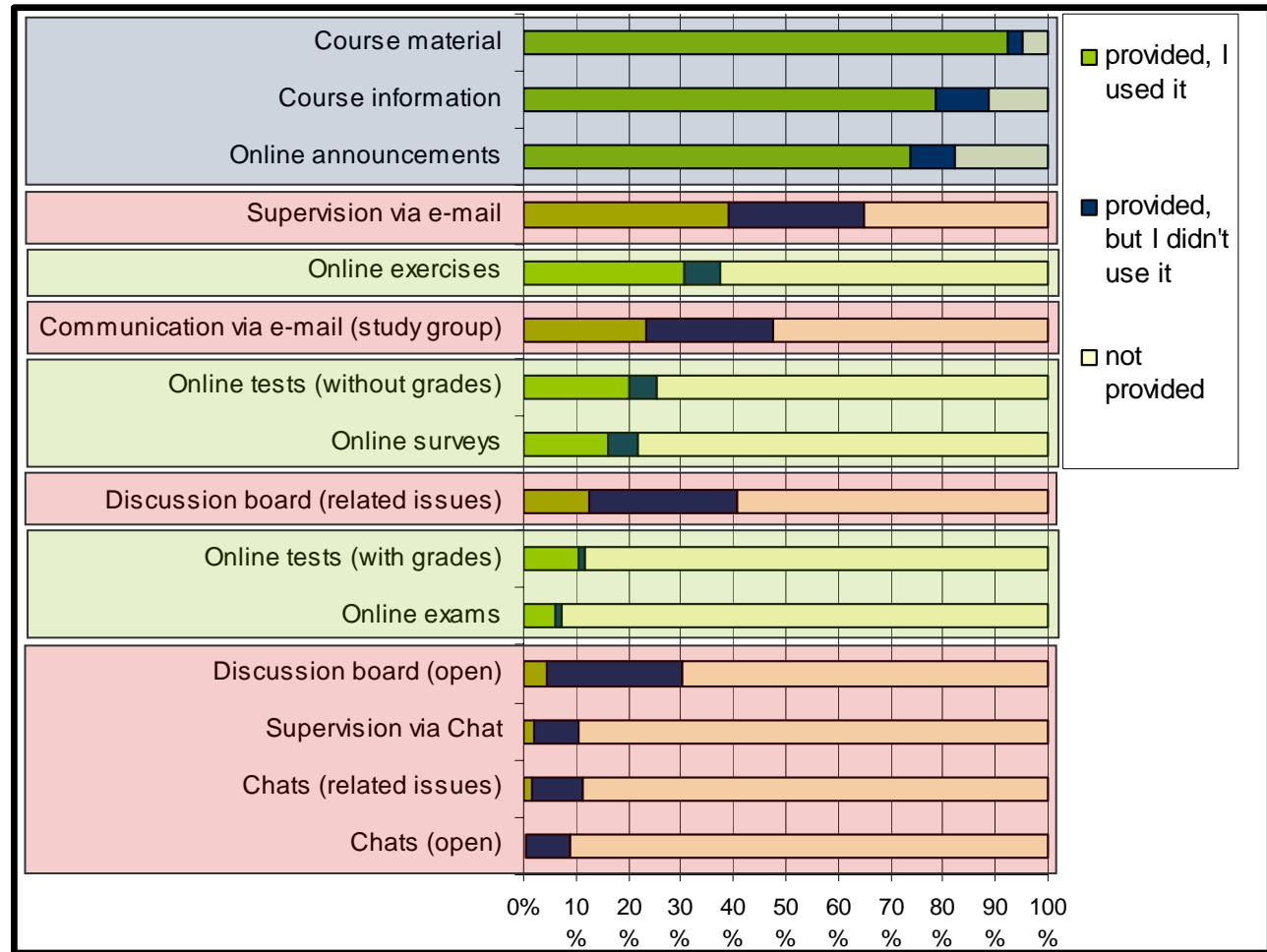


# LMS: Provided and used feature areas

Distribution

Communication

Interaction



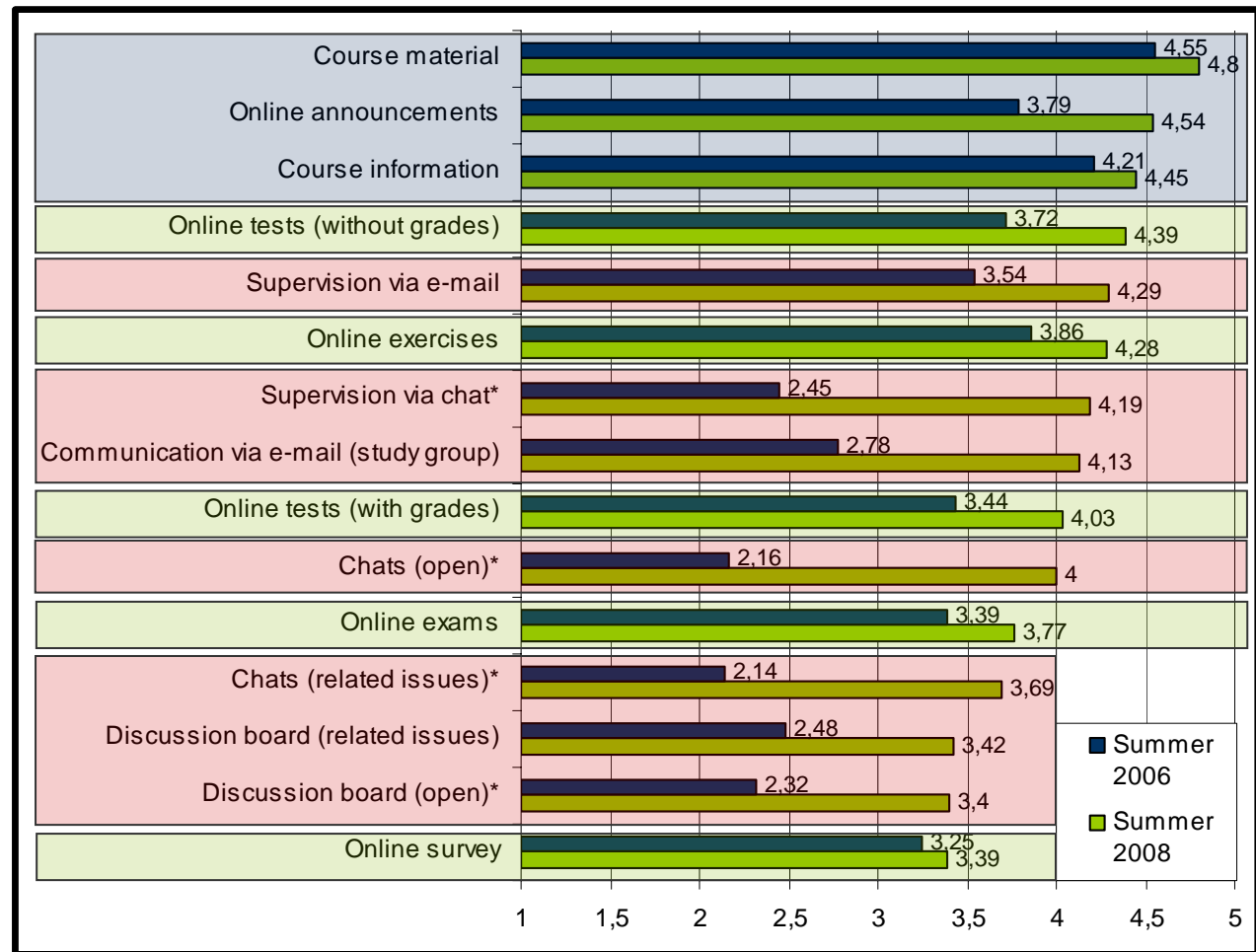
Online survey summer 2008: Provided and used feature areas of the LMS

# LMS: Additional benefits of feature areas

Distribution

Communication

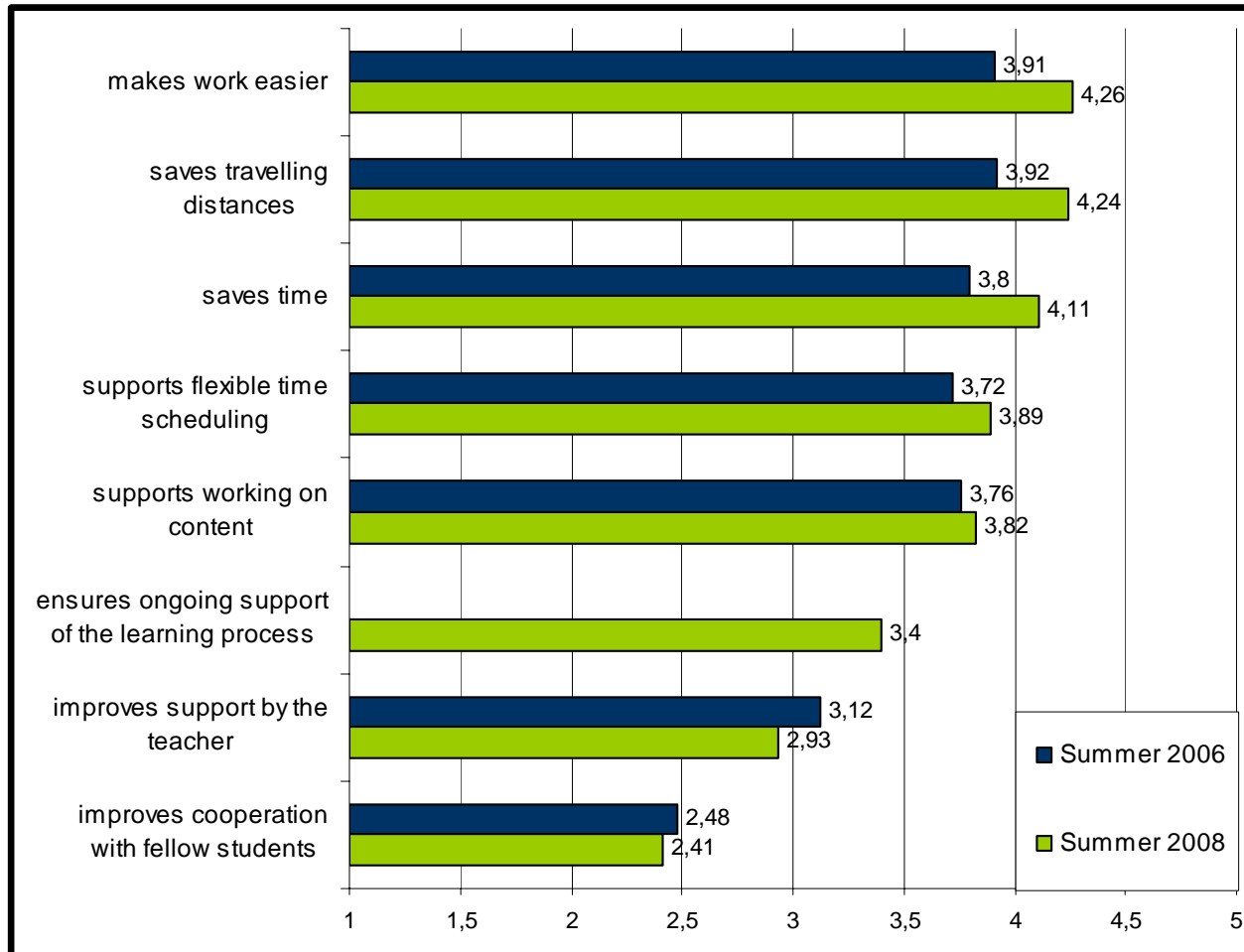
Interaction



Additional benefits of the feature areas. Evaluation by means of a 5-point rating scale (5=very useful to 1=not at all useful); bars show means.



# LMS: Global added values



Global added values of the e-learning implementation. Evaluation by means of a 5-point rating scale (5=fully agree to 1=fully disagree); bars show means.

# Wishes, needs, suggestions, criticism

## Summer 2006: Open answers

730 **open answers** (wishes, needs, suggestions, criticism) with regard to future use of the central LMS:

- Improvement of usability
- Broadening and standardization
- Application scenarios beyond providing course material
- Improvement of the teachers' competencies and commitment

# E-learning quality promotion

## Increasing the acceptance

- Improving the usability of the LMS
- Continuing on with the quantitative expansion of implementation and use
- Standardization and interconnection of the e-learning material provided within and outside the LMS
- ● Definition and establishment of minimum standards

## Increasing the additional benefits

- Development and establishment of subject-related application scenarios beyond providing basic material
- Increasing the quality of e-learning applications whilst taking into account the students' perspective
- Development of adequate concepts in order to promote teacher support and cooperation with fellow students.

# Minimum standards: Definition and establishment

## Checklists: Quality characteristics of LMS courses

### 1. Design

- General orientation
- Course menu (navigation)
- Design of content areas
- Teaching and learning material

### 2. Application for teaching purposes

- Course maintenance
- Online communication and supervision
- Exercises and feedback
- Evaluation

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# Kit of online questionnaires

Evaluation of the LMS  
course implementation

Evaluation of a  
Blended Learning  
scenario

Evaluation of the  
online communication

Evaluation of digital  
teaching and learning  
materials

- applicable for import into LMS (individually or combined)
- customized evaluation of specific teaching scenarios
- responsibility lies with the teachers
- realization of the results supported by e-learning advisers

## Conclusion and outlook

- Approach of a practically-oriented e-learning quality assurance offers manifold starting points to improve the implementation process.
  - Phase of feedback and practice transfer is difficult as well as time and staff intensive.
- Demand for the development and implementation of pragmatic methods.



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