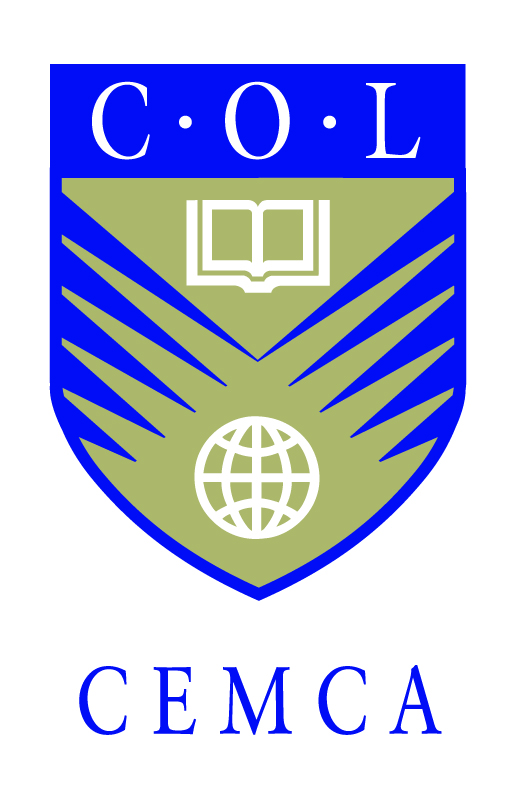
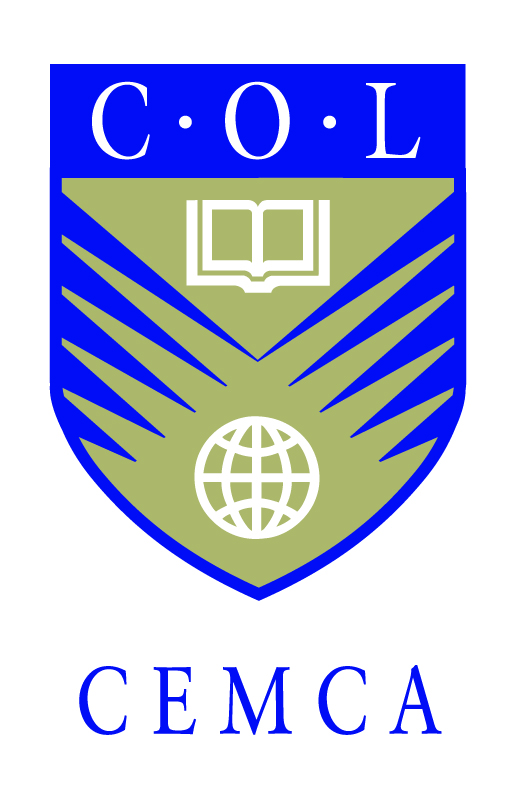
**Commonwealth Educational Media Centre for Asia**

Report

2014

**Professional Development Online Programme for Teachers on OER-based eLearning**

**13-14, Sarv Priya Vihar, New Delhi – 110016  
Telephone: +91-11-26537146, 26537148 Fax No: +91-11-26537147  
http://www.cemca.org.in E-Mail: admin[at]cemca[dot]org[dot]in**

**Commonwealth Educational Media Centre for Asia**

**Professional Development Online Programme for Teachers on**

**OER-based eLearning**

**Report**

**Submitted**

**By**

**G.Mythili**

|  |  |  |
| --- | --- | --- |
| Contents | | |
| About Programme | | 4 |
| 1.1 | OER-based eLearning | 5 |
| 1.2 | Objectives | 5 |
| 1.3 | Duration | 6 |
| 1.4 | Target Group | 6 |
| 1.5 | Registration Process | 6 |
| 1.6 | Programme Structure | 6 |
| 1.7 | Features | 6 |
| 1.8 | Programme of study: Syllabus | 7 |
| 1.9 | Assessment Strategies | 9 |
| 1.10 | Teaching-Learning Components | 9 |
| 1.11 | Mode of communication | 10 |
| 1.12 | Open Badges | 10 |
| Programme Delivery | | 12 |
| 2.1 | Teaching-learning platform | 13 |
| 2.2 | Content of the Programme | 13 |
| 2.3 | Programme Schedule | 13 |
| 2.4 | Facilitators | 14 |
| 2.5 | Participants | 15 |
| 2.6 | Participation in discussion forum | 15 |
| 2.7 | Participation in learning activities | 16 |
| 2.8 | Successfully completion of the programme | 17 |
| 2.9 | Badges awarded | 18 |
| Learning Experience Survey | | 20 |
| 3.1 | Learning Experience Survey | 21 |
| 3.2 | Learning Outcomes | 21 |
| 3.3 | Learning Resources | 22 |
| 3.4 | Learning Activities | 22 |
| 3.5 | Assessment and Feedback | 24 |
| 3.6 | Constructive Alignment of LOs, Learning Activities and Assessments | 26 |
| 3.7 | Moodle tools | 27 |
| 3.8 | Time spent | 27 |
| 3.9 | Learning experiences | 28 |
| 3.10 | Analysis of open-end questions | 28 |
| 3.11 | Observations | 29 |
|  | Appendix-1: Programme Development Team | 31 |
|  | Appendix-2:List of Institutions | 32 |
|  | Appendix-3:Facilitators | 33 |
|  | Appendix-4: List of participants | 34 |
|  | Appendix-5: Learning Experience Survey | 39 |

**About Programme**

**Professional Development Online Programme for Teachers on**

**OER-based eLearning**

**1.1 OER-based eLearning**

Open Educational Resources have emerged as one of the most innovative teaching and learning tools as well as a cost-effective mechanism to improve the quality of educational offerings by optimizing the use of available resources. While OER can be used by any student to learn on his/her own, universities (especially Open Universities) that depend on printed distance learning materials can now use the OERs to offer their courses and programmes and thereby reduce the development time of courses and programmes, and also reduce the cost of launching new programmes. However, not many institutions are in a position to actually develop OERs that can be used effectively for teaching and learning in the digital environment.

The Commonwealth Educational Media Centre for Asia (CEMCA), realising the need for professional development of teachers, has developed the online professional development programme on OER-based eLearning to promote the use of OER in educational institutions.

The programme has been developed as part of the institutional capacity building for OER-based eLearning at Wawasan Open University (WOU), Penang. Faculty members of WOU and several other institutions in Asia have contributed to the development of the contents. The modules are learning outcomes of the participants in three workshops supported by CEMCA.

**1.2 Objectives**

This online professional development programme has been designed to help the participants to develop courses and programmes using OER. After completion all the five modules, the participants in the online programme will be able to:

* Demonstrate understanding of OER and argue in support of the use of OER;
* Design appropriate learning experiences for OER based e-learning;
* Find and evaluate the of quality OER materials use in different contexts;
* Use appropriate open license to release educational materials as OER;
* Offer OER-based eLearning courses and programmes using appropriate technologies.

**1.3 Duration**

Each module of the programme requires 2/3 weeks of workload. Duration of the programme is 3/4 months.

**1.4 Target Group**

* College/University Teachers
* Teacher Educators
* Secondary School Teachers
* Teaching support staff
* Anyone interested in development of courses and programmes

The learning material of the programme can be used by institutions to offer their in-house training programme using the modules.

**1.5 Registration Process**

Registration to the programme is available for limited number of participants on first-come-first serve basis. Programmes start every March/April, July/August, and November/December. Register your interest at http://open.cemca.org.in

**1.6 Programme Structure**

The programme has the following five modules:

**Module 1: Concept and Practices of OER**

**Module 2: Designing Learning Experiences for OER-based e-Learning**

**Module 3: Search and Evaluation of OER Materials**

**Module 4: Licensing and Copyright**

**Module 5: Integrating OER in e-learning**

The teaching learning involves self study online, interaction in discussion forum and mails, online assessments with online mentoring support.

**1.7 Features**

* Online programme facilitates study at the workplace of the learner
* Each of the modules is using scenario to help situate learning
* Online mentor/facilitator to provide support
* Peer learning through online discussion
* Open badge for each module, and an overall badge for the programme.

**1.8 Programme of study: Syllabus**

**Module 1: Concept and Practices of OER**

**Duration: 3 weeks**

This module previews the concept of openness in education. This comprises an examination of the concepts of open access, open learning and open scholarship. It will help you to understand how to use open learning to gain, modify, adapt, enhance and share knowledge. It will also cover the historical background, and the concepts of Open Educational Resources (OER). The module will examine initiatives taken by various institutions and governments to promote the usage of OER.

**Learning Outcomes**

* Demonstrate an understanding of OER and related concepts.
* Trace the historical development of open educational resources.
* Critically examine OER initiatives by institutions and governments.

**Module 2: Designing Learning Experiences for OER-based e-Learning**

**Duration: 3 weeks**

This module helps to design and develop appropriate learning experiences for an e-learning course based solely on Open Educational Resources (OER).

**Learning Outcomes**

* Develop learning outcomes for an OER-based e-learning course.
* Design and develop authentic and meaningful learning experiences for the selected course.
* Design and develop assessment tasks for the selected course.

**Module 3: Search and Evaluation of OER Materials**

**Duration: 3 weeks**

Open Educational Resources (OER) are educational materials that are made available under an open license framework. They may include full courses, modules, syllabi, lectures, assignments, and a whole variety of learning activities. Licenses have been developed to provide alternative approaches to copyright. Under these new licensing frameworks, developers of educational resources can distribute educational resources with varying levels of access and use. However, with this exciting development with access to educational materials has come a level of deterioration in the peer-review process and quality control of what is made available as a resource. This Module helps to find good quality OER.

**Learning Outcomes**

* Identify the different types of OER.
* Search for OER materials using basic search engines.
* Evaluate OER materials for teaching and learning purposes.

**Module 4: Licensing and Copyright**

**Duration: 3 weeks**

The William & Flora Hewlett Foundation describe OER as “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license which permits their use and/or re-purposing freely by others. OER may include full courses, modules, textbooks, tests, software, and any other materials or techniques used to support access to knowledge”. Through appropriate licensing these resources can be accessed and used based on the principles of openness namely, reuse, revise, remix and redistribute without permission and/or payment (see http://bit.ly/1hjwb7O). This module explores the concept of open license and current practices in the licensing of OER.

**Learning Outcomes**

* Define and describe different types of copyright licenses.
* Develop a framework for open educational practices in your organization.
* Select and apply the appropriate open license to course material and discuss their implications.
* Discuss how the evolution of media and technologies can affect issues in licensing and copyright.

**Module 5: Integrating OER in e-learning**

This module helps to explore the affordances of e-learning and online learning and to integrate open educational resources (OER) in e-learning and online learning.

**Learning Outcomes**

* Demonstrate their understanding of the affordances of e-learning.
* Integrate open educational resources to optimize e-learning

**1.9 Assessment Strategies**

Overall assessment is followed as satisfactory level of each assignment and posting in the discussion forum of each module. The assessment process is given in the following table-1.

|  |  |  |  |
| --- | --- | --- | --- |
| Table-1: Assessment Process | | | |
| Modules | No of Assignments | No of Discussion Forum | Level of Completion |
| Module 1 | 3 | 3 | Satisfactory |
| Module 2 | 3 | 3 | Satisfactory |
| Module 3 | 3 | 3 | Satisfactory |
| Module4 | 3 | 3 | Satisfactory |
| Module 5 | 2 | 2 | Satisfactory |

**1.10 Teaching-Learning Components**

Besides self study of recommended using the online resources available on Moodle platform, the following is also used in the programme through the Moodle:

**(i) Discussion Forums**

Participants have participated three discussion forums in each of the four modules, module1, module2, module 3, module 4 and two discussion forums in module 5. The discussion forums were designed and placed in the Moodle. Each participant expressed his/her views each of the discussion forums and other fellow students also reacted to it. The module facilitators intervened in the discussion forums. The discussion forums were assessed by the module facilitators.

**(ii) Assignments**

Assignment is an important and compulsory component of each module of OER based e-Learning programme for assessment. Week-wise assignments for all the modules were placed in the Moodle and evaluated by the module facilitators. The comments and evaluated assignments were sent to the participants through Moodle.

**1.11 Mode of communication**

A separate email account (oerbasedelearning@gmail.com) is created for regular communication between participants and facilitators. Apart from email communication, the moodle messaging facility also used for sending important messages between facilitators and participants.

**1.12 Open Badges**

A digital badge is an online certificate on the skills acquired by an individual. The OER-based eLearning programme uses Mozilla Open Badge Infrastructure (MOBI) available in the Moodle 2.5 Learning Management System (LMS) to help you earn and display skills earned.

|  |  |
| --- | --- |
| Table-2: Badges and descriptions | |
| Badges | What it means? |
| Badges-1.png | This badge means, the learner has demonstrated a reasonable understanding of the concept of OER and related concepts of openness in education; is aware of the historical background of the OER development; and can critically describe various OER initiatives taken by the governments and institutions. |
| Badges-2.png | This badge means, the learner has demonstrated a reasonable understanding about designing and developing learning experiences for an e-learning course, integrating Open Educational Resources (OER). |
| Badges-3.png | This badge recognizes that the learner has demonstrated a sufficient understanding on the knowledge and skills on how to search and select relevant types of OER and apply appropriate methods of evaluation to ensure the selected OER matches the intended learning outcomes. |
| Badges-4.png | This badge means that the learner is having knowledge of various copyrights and licenses associated with Open Education Resources. |
| Badges-5.png | This badge means that the learner has demonstrated reasonable knowledge of the e-learning environment, open educational resources and the ability to integrate OER in an e-learning context. |
| Badges-6.png | This badge recognises that the learner has completed all the five modules of the OER-based eLearning professional development programme. |

**Programme Delivery**

**2.1 Teaching-learning platform**

The teaching-learning (self–study to recommended resources, assignments, discussion forums) shall take place through the specially designed Moodle LMS, and there shall also be instructed through the mail. OER based e-Learning is accessible through http://open.cemca.org.in/

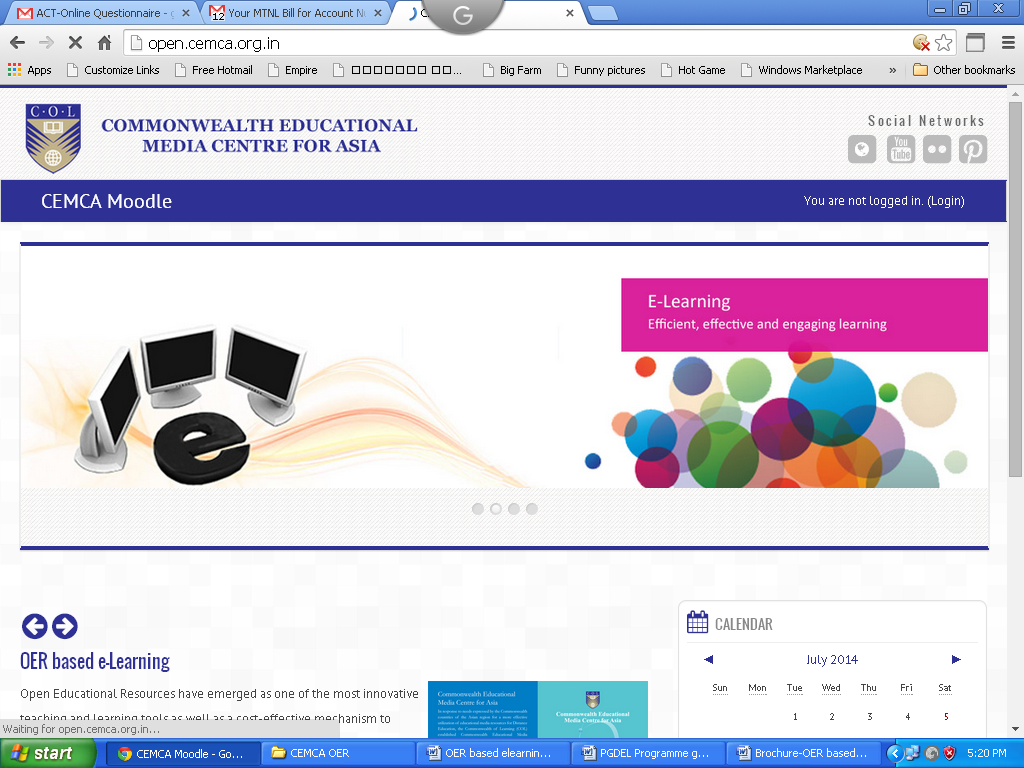
****

Figure-1: OER based e-Learning site

**2.2 Content of the Programme**

Three different workshops were conducted by CEMCA for developing OER based content for this programme. Team members for each module designed and developed OER based content and finalised. List of module development team is available at Appendix – 1.

**2.3 Programme Schedule**

CEMCA invited participants from 10 institutions (Appendix-2) to register for pilot OER based e-learning programme in mid of March 2014. The programme was commenced from 01 April 2014. The module-wise schedule of the programme is given in table 3.

|  |  |  |
| --- | --- | --- |
| Table-3: Programme schedule | | |
| Modules | **Date** | **Duration** |
| Module 1: Concept and Practices of OER | 01, April – 21, April, 2014 | 3 weeks |
| Module 2: Designing Learning Experiences for OER-based e-Learning | 22, April – 12, May 2014 | 3 weeks |
| Module 3: Search and Evaluation of OER Materials | 13, May – 2, June 2014 | 3 weeks |
| Module 4: Licensing and Copyright | 3, June2014 – 23 June 2014 | 3 weeks |
| Module 5: Integrating OER in e-learning | 24 June – 7, July 2014 | 2 weeks |

**2.4 Facilitators**

Faculty from different institutions played different roles for this programme.

***Programme Facilitators***

Dr. Som Naidu is mentor for the entire programme. Major contribution on design, development, implementation and guidance were provided by Dr. Som Naidu along with Dr. Sanjaya Mishra and Prof. Mohan Menon. (Appendix-3)

***Module Facilitators***

The following faculty act as facilitor for each module of this programme.

Module 1: Ms. Jasmine Emmanuel

Module 2: Dr. Shironica Karunanayaka

Module 3: Mr.Vighnarajah

Module 4: Ms. Deehbanjli Lakshmayya

Module facilitator: Mr. Prakash Arumugam

(Appendix-3)

***Moodle Administrator***

Ms. G.Mythili facilitated as Moodle administrator for this programme. (Appendix-3)

**2.5 Participants**

40 participants from 10 different institutions are participated in this porgramme. List of participants is available at Appendix-5.

**2.6 Participation in discussion forum**

Engaging participants through discussion forum is challenging task in online learning environment. Discussion forum plays important role in interaction between facilitators and participants as well as peer to peer. Each module 1-4 has three discussion forums and module 5 has two discussion forums. These discussion forums monitored by the respective facilitator. Table-4 shows contribution to each of the discussion forums by posting the responses for the tasks.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table-4: No. of posts in discussion forums | | | | |
| Modules | **Q/A Forum** | **DF1** | **DF2** | **DF3** |
| Module 1 | 11 | 37 | 42 | 17 |
| Module 2 | 8 | 19 | 22 | 12 |
| Module 3 | 1 | 29 | 8 | 4 |
| Module 4 | 0 | 8 | 4 | 8 |
| Module 5 | 0 | 17 | 5 | - |

Each module has question/answer forum where the participants posted their queries. In the beginning of the programme, more queries raised by the participants as most of them are new to the moodle environment.

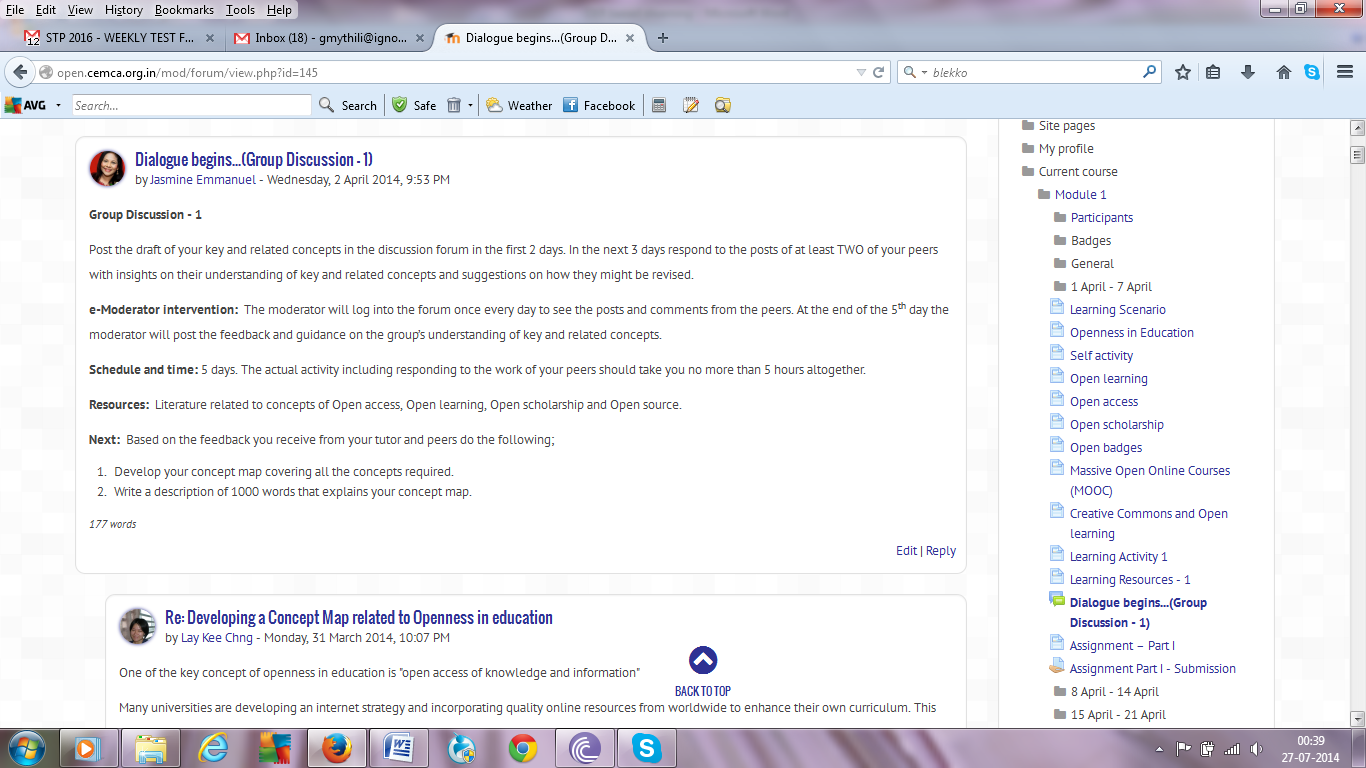
****

Figure-2: Discussion forum

**2.7 Participation in learning activities**

Intensive learning activities are in-built in the OER-based elearning programme. All the modules (except module 5) have three learning activities and all are compulsory to complete the module. Participants need critical thinking to solve the activities. The facilitators evaluate the activities and provided valuable comments and feedback to the participants. Table-5 shows module-wise activities submitted by participants.

|  |  |  |  |
| --- | --- | --- | --- |
| Table-5: No. of activities submitted by participants | | | |
| Modules | Activity 1 | Activity 2 | Activity 3 |
| Module 1 | 13 | 9 | 9 |
| Module 2 | 10 | 9 | 6 |
| Module 3 | 8 | 7 | 6 |
| Module 4 | 5 | 5 | 5 |
| Module 5 | 5 | 5 | - |

Participants are asked to resubmit the activities if the responses are not satisfy.

**2.8 Successfully completion of the programme**

In order successfully complete each module, participants need to complete all activities satisfactory. After completion of each module, participants awarded an open badge by the manager or facilitator. The table-6 shows the module-wise completion status.

|  |  |
| --- | --- |
| Table-6: Module completion status | |
| Modules | **No of participants completed** |
| Module 1 | 5 |
| Module 2 | 8 |
| Module 3 | 7 |
| Module 4 | 5 |
| Module 5 | 5 |
| All five modules | 4 |

The following table-7 shows list of participants who have successfully completed the modules of the programme.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table-7: Participants who have completed the modules | | | | | |
| Participants | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** |
| Shafiqul Alam | Satisfactory | Satisfactory | Satisfactory | NC | NC |
| Indira Koneru | Satisfactory | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| Atul Thakur | NC | Satisfactory | Satisfactory | NC | NC |
| Sharker Md. Numan | Satisfactory | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| Mostafa Kamal | NC | Satisfactory | NC | NC | NC |
| Lay Kee Chng | Satisfactory | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| Anamika Ray | Satisfactory | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| Md Anwarul Islam | NC | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| NC-Not completed | | | | | |

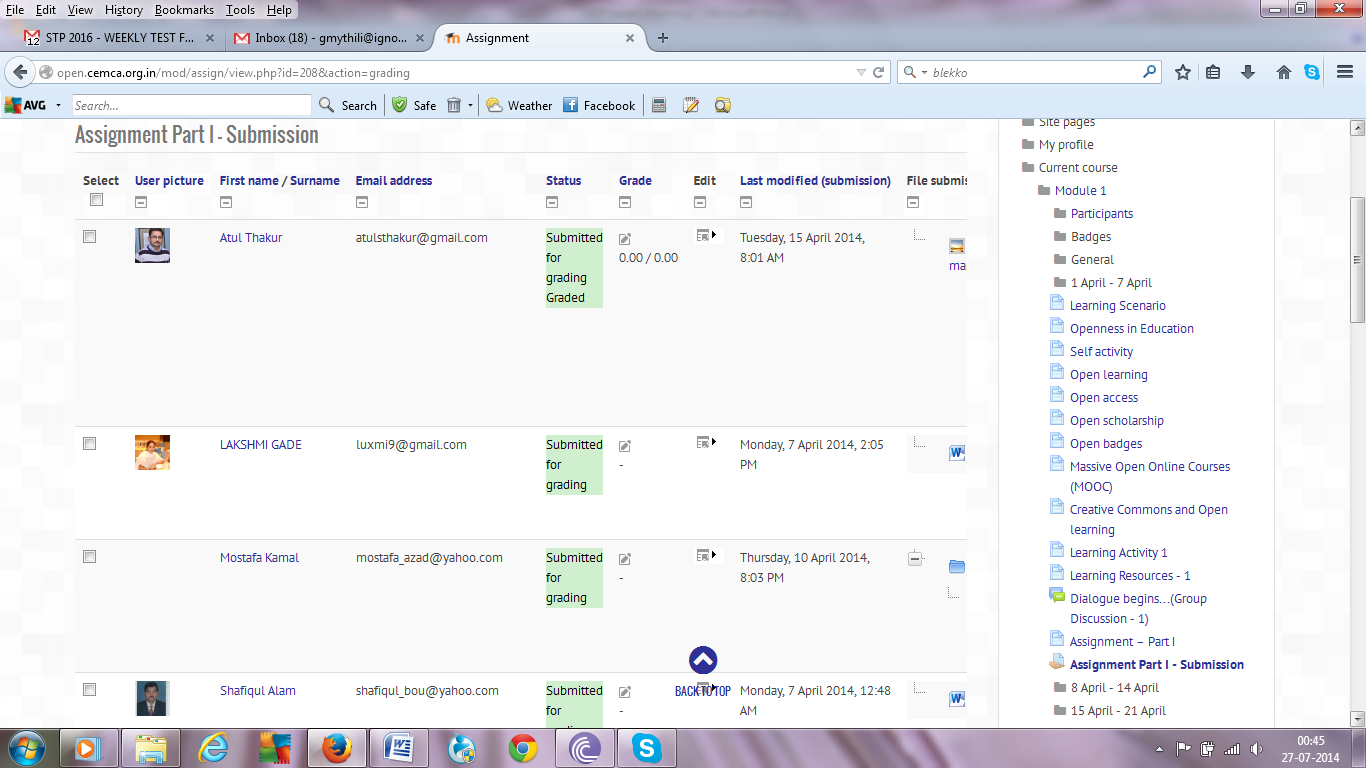


Figure-3: submission of learning activities

**2.9 Badges awarded**

An open badge is designed for each module. After successful completion of each module an open badge is issued to the participant also for overall completion. Moodle 2.5 supports Mozilla open badge infrastructure and participants who earns badges can update their badge collection in Mozilla backpack for future reference. Table-8 shows list of participants who earned badges.

|  |  |  |
| --- | --- | --- |
| Table-8: Badges awarded | | |
| Modules | **Badges** | **Participants** |
| Module 1 | Badges-1.png | 1. Shafiqul Alam 2. Indira Koneru 3. Sharker Md. Numan 4. Lay Kee Chng 5. Anamika Ray |
| Modue 2 | Badges-2.png | 1. Shafiqul Alam 2. Indira Koneru 3. Atul Thakur 4. Sharker Md. Numan 5. Mostafa Kamal 6. Lay Kee Chng 7. Anamika Ray 8. Md Anwarul Islam |
| Module 3 | Badges-3.png | 1. Shafiqul Alam 2. Indira Koneru 3. Atul Thakur 4. Sharker Md. Numan 5. Lay Kee Chng 6. Anamika Ray 7. Md Anwarul Islam |
| Module 4 | Badges-4.png | 1. Indira Koneru 2. Sharker Md. Numan 3. Lay Kee Chng 4. Anamika Ray 5. Md Anwarul Islam |
| Module 5 | Badges-5.png | 1. Indira Koneru 2. Sharker Md. Numan 3. Lay Kee Chng 4. Anamika Ray 5. Md Anwarul Islam |
| All modules | Badges-6.png | 1. Indira Koneru 2. Sharker Md. Numan 3. Lay Kee Chng 4. Anamika Ray |

**Learning Experience Survey**

**3.1 Learning Experience Survey**

Participant perspectives are significant part of online programme evaluation. As OER based elearning programme is offered pilot mode, and also important to know the views of participants. It will help to update/modify the programme for regular offer. A survey instrument is developed (Appendix-6) and administrated online (<http://tinyurl.com/lbnc2ch>). After completion of each module, the survey questionnaire sent to all the participants. Around 8 participants were responded module-wise survey questionnaires. The responses collected through questionnaire have been analysed and percentage of each item was calculated. The open-ended questions were also analysed. This questionnaire has 16 questions with rating scale of 5 and three open-ended questions. The 16 questions were combined into following components as mentioned in table-9.

|  |  |
| --- | --- |
| Table-9: Learning experience components | |
| SlNo | **Components** |
| 1 | Learning Outcomes |
| 2 | Learning Resources |
| 3 | Learning Activities |
| 4 | Assessment and Feedback |
| 5 | Constructive Alignment of LOs, Learning |
| 6 | Activities and Assessments |
| 7 | Moodle tools |
| 8 | Time spent |
| 9 | learning experience |

**3.2 Learning Outcomes**

!00% of respondents expressed that the learning outcomes of module 1 were made clear to them, and 50% and 62% of respondents also said that learning outcomes of module 2 and module 3 were made clear to large extensively. 60% of respondents of module 5 agreed to a very large extent that the learning made clear to them (table-10).

|  |  |  |  |
| --- | --- | --- | --- |
| Table-10: learning outcome | | | |
| Modules | **To a very large extent**  **(%)** | **To a large extent**  **(%)** | **Somewhat**  **(%)** |
| Module 1 | 0.00 | 100.00 | 0.00 |
| Module 2 | 25.00 | 50.00 | 25.00 |
| Modules 3 | 33.33 | 33.33 | 33.33 |
| Modules 4 | 37.50 | 62.50 | 0.00 |
| Modules 5 | 60.00 | 20.00 | 20.00 |

**3.3 Learning Resources**

50% of respondents of module 1 and module 3expressed very large extensively that learning resources in these modules incorporated study of current and up-to-date content. 75% of module 2 found large extensively and 25% of them said some what the learning resources of module 2 have up-to date content (Table-11)

|  |  |  |  |
| --- | --- | --- | --- |
| Table-11: learning resources | | | |
| Modules | **To a very large extent** | **To a large extent** | **Somewhat** |
| Module 1 | 50.00 | 33.33 | 16.67 |
| Module 2 | 0.00 | 75.00 | 25.00 |
| Module 3 | 50.00 | 33.33 | 16.67 |
| Module 4 | 25.00 | 62.50 | 12.50 |
| Module 5 | 40.00 | 40.00 | 20.00 |

**3.4 Learning Activities**

Table-12 shows the analysis participants views on learning activities. 83.33% of respondents of module 1 articulated that learning activities very large extensively extended knowledge. 100% of module 2, 75% of module 3, and 80% of module 5 expressed large extensively learning activities extended their knowledge, whereas 50% of respondents of module 3 said that learning activities somewhat helped to extend their knowledge.

While analysing how learning activities helped the participants to learn effectively, module 33% of module 1, 100% of module 2, 50% of module 3&4 and 80% of module 5 expressed large extensively helped them but 33% of respondents of module 1 said that very small extend learning activities helped them for effective learning.

75% of respondents of module 2, 83% of module 3, 37% of module 4 and 100% of module 5 expressed that large extensively learning activities created opportunities for to learn from peers. But 83% of module 1 and 25% of module 4 said that only somewhat learning activities helped to learn from peer group.

To know whether learning activities enabled to judge the quality of own work, 50% of module 1 &2, 33%of module 3, 62% of module 4 and 100% of module 5 expressed large extent and 33% of respondents of module 3 said very large extent whereas 25% of module 4 recorded their views only somewhat helped to judge the quality of own work.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Table-12: learning activities | | | | | | | |
| Modules | **Responses** | **extended knowledge**  **(%)** | **helped to learn effectively**  **(%)** | **created opportunities for to learn from peers**  **(%)** | **enabled to judge the quality of own work (%)** | **prepared to complete assessment tasks (%)** | **Engaged with authentic issues and problems (%)** |
| Module 1 | To a very large extent | 83.33 | 16.67 | 16.67 | 16.67 | 16.67 | 33.33 |
| To a large extent | 16.67 | 33.33 | 0.00 | 50.00 | 50.00 | 16.67 |
| Somewhat | 0.00 | 16.67 | 83.33 | 33.33 | 16.67 | 33.33 |
| To a small extent | 0.00 | 33.33 | 0.00 | 0.00 | 16.67 | 16.67 |
| Module 2 | To a large extent | 100.00 | 100.00 | 75.00 | 50.00 | 75.00 | 100.00 |
| Somewhat | 0.00 | 0.00 | 0.00 | 25.00 | 0.00 | 0.00 |
| To a small extent | 0.00 | 0.00 | 25.00 | 25.00 | 25.00 | 0.00 |
| Module 3 | To a very large extent | 16.67 | 16.67 | 0.00 | 33.33 | 16.67 | 0.00 |
| To a large extent | 33.33 | 50.00 | 83.33 | 33.33 | 50.00 | 66.67 |
| Somewhat | 50.00 | 16.67 | 16.67 | 16.67 | 33.33 | 33.33 |
| To a small extent | 0.00 | 0.00 | 0.00 | 16.67 | 0.00 | 0.00 |
| Module 4 | To a very large extent | 25.00 | 37.50 | 12.50 | 0.00 | 25.00 | 25.00 |
| To a large extent | 75.00 | 50.00 | 37.50 | 62.50 | 37.50 | 50.00 |
| Somewhat | 0.00 | 12.50 | 25.00 | 25.00 | 25.00 | 0.00 |
| To a small extent | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 12.50 |
| Module 5 | To a very large extent | 0.00 | 20.00 | 0.00 | 0.00 | 0.00 | 20.00 |
| To a large extent | 80.00 | 80.00 | 100.00 | 100.00 | 100.00 | 40.00 |
| Somewhat | 20.00 | 0.00 | 0.00 | 0.00 | 0.00 | 40.00 |

Respondents of module 1 (50%), module 2 (75%), module 3 (50%), module 4 (37.5%) and module 5 (100%) said large extensively learning activities prepared them to complete assessment task whereas 33% of module 3 and 25% of module 4 said only somewhat.

While analysing respondents views on learning activities engaged with authentic issues and problem, 33% of module 1 and 25% of module 4 said very large extent, 100% module 2, 66.67% of module 3, 50% of module 4 and 40% of module 5 expressed large extent and 33% of module 1 and 40% of module 4 said somewhat. Only 12.5 % of module 5 expressed very somewhat (table-12).

**3.5 Assessment and Feedback**

Table-13 shows the respondents view on assessment and feedback of all modules. 100% of module1 &2, 66.67% of module 3, 50% of module 4 and 60% of module 5 expressed that goals of the assessment tasks in the module were made clear regularly. 16.67% of module 3 and 37.5 of module 4 said always and 20% of module 5 said sometime assessment tasks were made clear.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table-13: Assessment and feedback | | | | | |
| Modules | **Responses** | **The goals of the assessment tasks in this module were made clear (%)** | **The assessment tasks in this module helped to learn effectively (%)** | **Feedback received on assessment tasks in this module was timely (%)** | **Feedback received throughout this module helped to learn effectively (%)** |
| Module 1 | To a very large extent/always | 0.00 | 16.67 | 33.33 | 16.67 |
| To a large extent/often | 100.00 | 66.67 | 50.00 | 66.67 |
| Somewhat /sometimes | 0.00 | 0.00 | 16.67 | 16.67 |
| To a small extent/rarely | 0.00 | 16.67 | 0.00 | 0.00 |
| Module 2 | To a very large extent/always | 0.00 | 0.00 | 0.00 | 50.00 |
| To a large extent/often | 100.00 | 75.00 | 25.00 | 0.00 |
| Somewhat /sometimes | 0.00 | 25.00 | 50.00 | 50.00 |
| To a small extent/rarely | 0.00 | 0.00 | 25.00 | 0.00 |
| Module 3 | To a very large extent/always | 16.67 | 16.67 | 0.00 | 16.67 |
| To a large extent/often | 66.67 | 50.00 | 50.00 | 33.33 |
| Somewhat /sometimes | 16.67 | 33.33 | 33.33 | 50.00 |
| To a very small extent/never | 0.00 | 0.00 | 16.67 | 0.00 |
| Module 4 | To a very large extent/always | 37.50 | 25.00 | 25.00 | 25.00 |
| To a large extent/often | 50.00 | 62.50 | 50.00 | 50.00 |
| Somewhat /sometimes | 0.00 | 0.00 | 0.00 | 12.50 |
| To a small extent/rarely | 0.00 | 0.00 | 12.50 | 0.00 |
| Module 5 | To a very large extent/always | 60.00 | 20.00 | 40.00 | 40.00 |
| To a large extent/often | 20.00 | 60.00 | 20.00 | 40.00 |
| Somewhat /sometimes | 20.00 | 20.00 | 40.00 | 20.00 |

66.67% of respondents of module1, 75% of module 2, 50% of module 3, 62.5 % of module 4 and 60% of module 5 expressed that large extent assessment tasks helps to learn effectively. Only 33.3% of respondents of module 3 said that assessment tasks somewhat helped them to learn effectively.

While responded on assessment and feedback, 33.3% of module 1, 25% of module 4and 40% of module 5 expressed that they got feedback on assessment always on time. 50% of module 1, 3 &4 said that they got often whereas 50% of module 2 and33% of module 3 and 40 % of module 5 expressed only sometime they got feedback on assessment.

Very large extensively respondents expressed (module 2 & 4 (50%), module 3(33%), module 4 (50%)) that feedback received throughout helped to learn effectively. Whereas 66% of module 1 and 40% of module 5 said very large extent and 50% of module 2 &3 said sometime helped to learn effectively.

**3.6 Constructive Alignment of LOs, Learning Activities and Assessments**

Table -14 shows the views of respondents on constructive alignment of learning objectives, learning activities and assessments of all modules. Most of the respondents expressed very large extent and large extent on this aspects.

|  |  |  |  |
| --- | --- | --- | --- |
| Table-14: Constructive Alignment of LOs, Learning Activities and Assessments | | | |
| Modules | **To a very large extent** | **To a large extent** | **Somewhat** |
| Module 1 | 50.00 | 50.00 | 0.00 |
| Module 2 | 50.00 | 50.00 | 0.00 |
| Module 3 | 33.33 | 50.00 | 16.67 |
| Module 4 | 37.50 | 50.00 | 0.00 |
| Module 5 | 40.00 | 60.00 | 0.00 |

**3.7 Moodle tools**

37.5% of module 4 and 40% of module 5 expressed very large extent the moodle tools are comfortable and 33.3 % of module 1, 100% of module 2, 37.5 % of module 4 and 40% of module 5 were expressed large extent whereas 33.3 % of module 1 expressed only small extent, they were comfortable with moodle tools.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table-15: Moodle tools | | | | |
| Modules | **To a very large extent** | **To a large extent** | **Somewhat** | **To a small extent** |
| Module 1 | 16.67 | 33.33 | 16.67 | 33.33 |
| Module 2 | 0.00 | 100.00 | 0.00 | 0.00 |
| Module 3 | 16.67 | 50.00 | 16.67 | 16.67 |
| Module 4 | 37.50 | 37.50 | 12.50 | 0.00 |
| Module 5 | 40.00 | 40.00 | 20.00 | 0.00 |

**3.8 Time spent**

While analysing the respondents view on timeframe for completing all the learning and assessment activities on each module, 50% of module 2, 33.33% of module 3 and 25% of module 4 expressed that they can always able to complete the tasks within time. 50% of module 1 &2, 60% of module 5 said that they can often complete within timeframe whereas 16.67% of module 1 expressed never they could complete the task within time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table-15: Time spent | | | | | |
| Modules | **Always** | **Often** | **Sometimes** | **Rarely** | **Never** |
| Module 1 | 0.00 | 50.00 | 16.67 | 16.67 | 16.67 |
| Modules 2 | 50.00 | 50.00 | 0.00 | 0.00 | 0.00 |
| Module 3 | 33.33 | 33.33 | 33.33 | 0.00 | 0.00 |
| Module 4 | 25.00 | 37.50 | 25.00 | 0.00 | 0.00 |
| Module 5 | 0.00 | 60.00 | 40.00 | 0.00 | 0.00 |

**3.9 Learning experiences**

The respondents expressed that learning experience of each module which includes the design of the learning experience and learner support etc. enabled to achieve the learning outcomes of each module. 100% of module 2& 5, 83.33% of module 1&3 and 75% of module 4 expressed to a large extent learning experience helped to complete the learning outcomes.

|  |  |  |
| --- | --- | --- |
| Table-16: Learning experience | | |
| Modules | **To a very large extent** | **To a large extent** |
| Module 1 | 16.67 | 83.33 |
| Modules 2 | 0.00 | 100.00 |
| Modules 3 | 16.67 | 83.33 |
| Module 4 | 12.50 | 75.00 |
| Module 5 | 0.00 | 100.00 |

**3.10 Analysis of open-end questions**

There were three open-end questions to know the participants view on most helpful and least helpful in learning and views on improvement in learning experience.

**Most helpful in learning:**

While analysing the most helpful in learning following were expressed by the respondents.

* Discussion forum
* assessment task
* assessment rubrics
* learning Scenarios
* further readings
* videos
* concept maps
* Feedback from the course moderator and peers
* learning activities
* OER resources

**Least helpful in learning:**

While analysing the least helpful in learning following were expressed by the respondents.

* Discussion forum (less discussion)
* Q&A forum (very less queries)
* Time frame
* Sharing feedback

**Improvement in learning experence:**

While analysing the following aspects were expressed by the respondents.

* More participation in discussion forum
* MCQ type assessment
* Navigating through module
* More learning activities
* Immediate feedback on Q/A forum
* Live sessions with facilitators and OER experts
* Server speed should be increases discussions should be made more interactive
* More examples and videos to aid learner's understanding
* Increase time frame
* Downloadable facility for external resources
* Submission procedure, the place of edit submission, the process of submission of corrected version, and the uploading capacity of the resubmission should be revised for the comfort ability of the learners.

**3.11 Observations**

Pilot programme on OER based elearning provided significant experiences from the initiation to delivery of the modules. Cooperation between facilitators and participants were healthy and knowledge sharing and interaction leads towards the success. Some of the observations which may facilitate for future implementation of this programme:

* Plan to include synchronous interaction in between the session may provide live experience between mentors and participants.
* Group mail facility may help to increase frequent interaction among participants and mentors.
* Time frame of each module may increase to one more week for participation in discussion forum and receive feedback from peers.

**Appendix-1**

**Programme Development Team**

|  |  |
| --- | --- |
| **Programme Design Team** |  |
| **Prof. Mohan B. Menon**  Deputy Vice Chancellor (OCL)  Wawasan Open University, Malaysia | **Dr. Som Naidu**  Independent Consultant  Australia |
| **Dr. Sanjaya Mishra**  Director  Commonwealth Educational Media Centre for Asia, India | **Prof. Phalachandra Bhandigadi**  Wawasan Open University, Malaysia |

|  |  |
| --- | --- |
| **Module 1** | **Ms. Jasmine Selvarani Emmanuel**, Wawasan Open University, Malaysia (Coordinator)  **Dr. Suma Parahakaran**,Wawasan Open University, Malaysia  **Mr. Ravindran Raman**, Wawasan Open University, Malaysia  **Mr. Shailendra Kishore Prasad**, National Institute of Open Schooling, India  **Ms. Patricia Toh Swet Ting**, Wawasan Open University, Malaysia |
| **Module 2** | **Dr. ShironicaKarunanayaka**, Open University of Sri Lanka (Coordinator)  **Dr. Ooi Chia-Yi**, Wawas Open University, Malaysia  **Ms. Ong Theng Theng**, Wawasan Open University, Malaysia  **Ms. G. Mythili**, Indira Gandhi National Open University, India  **Dr. Chan Yuan Eng**, Wawasan Open University, Malaysia |
| **Module 3** | **Mr. S. Vighnarajah P.K. Selvarajah**, Wawasan Open University, Malaysia (Coordinator)  **Dr. Ankuran Dutta**, K.K. Handiqi Assam State Open University, India  **Dr. Tung Lai Cheng**, Wawasan Open University, Malaysia |
| **Module 4** | **Ms. Safiah Md Yusof**, Open University of Malaysia  **Ms. DeehbanjliLakshmayya**, Wawasan Open University, Malaysia (Coordinator) |
| **Module 5** | **Dr. Prakash V.Arumugam**, Wawasan Open University, Malaysia (Coordinator) |

**Module Preparation Teams**

**Appendix-2**

**List of Institutions**

|  |  |
| --- | --- |
| Sl.no. | Name of the Institutions |
| 1 | Bangladesh Open University |
| 2 | CEMCA |
| 3 | Dr.B.R.Ambedkar Open University |
| 4 | Indira Gandhi National open University |
| 5 | Wawasan Open University |
| 6 | Vaishno College of Education |
| 7. | IBS Business School |
| 8 | Gauhati University |
| 9 | National Institute of Open Schooling |
| 10 | The Open University of Sri Lanka |

**Appendix-3**

***Programme Facilitators***

|  |  |
| --- | --- |
| Som in Hyderabad Jan 2014 | Dr. Som Naidu  [sommnaidu@gmail.com](mailto:so%6d%6d%6e%61%69%64%75@%67%6d%61%69%6c%2e%63%6f%6d) |
| Picture of Sanjaya Mishra | Dr. Sanjaya Mishra  [smishra@col.org](mailto:%73m%69s%68%72%61@c%6fl%2e%6f%72g) |
| http://www.col.org/SiteCollectionImages/Staff_mmenon.jpg | Prof. Mohan Menon  [mohandasbm@wou.edu.my](mailto:mohandasbm@wou.edu.my) |
| ***Module Facilitators*** | |
| Picture of Jasmine Emmanuel | Ms. Jasmine Emmanuel  [jasmineemmanuel@wou.edu.my](mailto:%6a%61%73%6di%6e%65%65m%6d%61nu%65%6c@%77%6f%75%2e%65%64u.%6dy) |
| Picture of Shironica Karunanayaka | Dr. Shironica Karunanayaka  [shironica.k@gmail.com](mailto:%73%68i%72%6f%6e%69%63%61.%6b@gm%61i%6c%2e%63%6fm) |
| Picture of Vighnarajah Selvarajah | Mr. Vighnarajah Selvarajah  svighna@wou.edu.my |
| http://www.wou.edu.my/userfiles/images/00267%20Deehbanjli%20AP%20Lakshmayya.jpg | Ms. Deehbanjli Lakshmayya  deehbanjlil@wou.edu.my |
| http://wikieducator.org/images/thumb/5/5c/Prakashva.jpg/200px-Prakashva.jpg | Mr. Prakash Arumugam  [prakashva@wou.edu.my](mailto:prakashva@wou.edu.my) |
| ***Moodle Administrator*** | |
| Picture of Mythili Gowtham | Ms. G.Mythili  [mythiligowtham@gmail.com](mailto:%6dy%74h%69lig%6f%77%74%68%61%6d@gm%61il%2e%63o%6d) |

**Appendix-4**

**List of Participants**

|  |  |  |  |
| --- | --- | --- | --- |
| S.No. | Name and Address | S.No. | Name and Address |
| 1. | Atul Thakur  Research Associate CEMCA 13/14 Sarv Priya Vihar  New Delhi  Delhi-110016  India  E-mail: [atulsthakur@gmail.com](mailto:atulsthakur@gmail.com) | 2. | Sanjiv Kumar  Associate Professor  School of Sciences Indira Gandhi National open University Maidan Garhi, New Delhi-110068  India  E-mail: sanjiv\_sos@ignou.ac.in |
| 3. | Lakshmi Gade  Assistant Professor  Dr.B.R.Ambedkar Open University, Road # 46, Jubilee Hills,  Hyderabad  Andhra Pradesh- 500 033  India  E-mail: [luxmi9@gmail.com](mailto:luxmi9@gmail.com) | 4. | Mostafa Azad Kamal  Professor  Bangladesh Open University  School of Business Bangladesh Open University  Boardbazar  Gazipur-1705  Bangladesh  E-mail: mostafa\_azad@yahoo.com |
| 5. | Shafiqul Alam  Joint Director  Training and Research Division Bangladesh Open University,  Board Bazar  Gazipur-1705  Bangladesh  E-mail: [shafiqul\_bou@yahoo.com](mailto:shafiqul_bou@yahoo.com) | 6. | Md Anwarul Islam  Assistant Professor  Open School Bangladesh Open University  Gazipur-1705  Bangladesh  E-mail: [islamanwar2000@yahoo.com](mailto:islamanwar2000@yahoo.com) |
| 7. | Lay Kee Chng  Wawasan Open University  54, Jalan Sultan Ahmad Shah, 10500 Penang, Malaysia  Georgetown  Malaysia  E-mail: [lkchng@wou.edu.my](mailto:lkchng@wou.edu.my) | 8. | Dr. Sharker Md Numan  Associate Professor  School of Science and Technology Bangladesh Open University Boar Bazar, Gazipur - 1705 Bangladesh  E-mail: sharkermd\_numan@yahoo.com |
| 9. | Venkata Suresh Pachigolla  Associate Professor  Indira Gandhi National Open University  Room No.130, SOCIS, Block-C, Academic Complex, IGNOU, Maidan Garhi  New Delhi-110068  Delhi  India  E-mail: pvsuresh@ignou.ac.in | 10. | Akm Iftekhar Khalid  Deputy Director (Training),  Training Section, Training & Research Unit, Bangladesh Open University, Board Bazar  Gazipur-1705  Bangladesh  E-mail: khalidfac@yahoo.com |
| 11. | Chandrasekhara Rao V  Professor  Dept. of Library and Information Science  Dr B R Ambedkar Open University  Road No.46, Jubilee Hills, Hyderabad-500 033  Andhra Pradesh  India  E-mail: drvcsrao@gmail.com | 12. | Ajay Kumar Chobhiyal  Assistant Professor  176306  dalhousie  chamba-1899  Himachal pradesh  India  E-mail: [chobhiyalajay@gmail.com](mailto:chobhiyalajay@gmail.com) |
| 13. | Raj kumar malhotra  Lecturer/Assistant Professor  vce  vill. thapkour p.o. badhroya tehsil nurpur district kangra h.p. 176403  nurpur  kangra-1893  Himachal pradesh  India  E-mail:rkmalhotra321@gmail.com | 14. | Dr Indira Koneru  Assistant Professor  IBS  Flat No. B-113, Krishna Apartments, H. NO. 8-3-324, Yellareddyguda  Hyderabad  Andhra Pradesh-500073  India  E-mail: indkon@gmail.com |
| 15. | Dr. Anamika Ray  Assistant Professor  Gauhati University  Qtr no:70A, GU campus, Guwahati  Assam  India  E-mail: anamikadady@gmail.com | 16. | Dr. Rani Rajitha Madhuri  Assistant Professor  Dr. B> R.Ambedkar Open University  Jubliee Hills, Road No:46  Hyderabad-500033  Andhra Pradesh  INDIA  E-mail: raniraj\_k@yahoo.com |
| 17. | Rajeev Prasad  Academic Officer(Chemistry) National Institute of Open Schooling  A-24/25,Sector-62  Noida - 201309  Uttar Pradesh  INDIA  E-mail: rajeev\_madhu17@yahoo.com | 18. | Dr. Rajesh Kumar Regional Director National Institute of Open Schooling RC – Gandhi Nagar M.S. Building, 'D' Block, 7th Floor, Near Pathikashram Sector 11  Gandhi Nagar  Gujarat-382011  India  E-mail: rdgandhinagar@nioc.ac.in |
| 19. | Dr. Anoma Ariyaratne  Assistant Professor  The Open University of Sri Lanak Head/Dept. of Early Childhood and Primary Education Faculty of Education The Open University of Sri Lanka  Colombo  Sri Lanka  E-mail: ariyaratne.anoma@gmail.com | 20. | Aditi Ranjan Rout  National Institute of Open Schooling 10/1/H, Diamond Harbour Road,  Kolkata-700027  West Bengal  India  E-mail: aditi@nios.ac.in |
| 21. | Dr. Jyotsna Dikshit  IGNOU  L-02, Mahanadi Extension IGNOU Campus, Maidangarhi, New Delhi 110068  New Delhi  India  E-mail: jdikshit@ignou.ac.in | 22.. | THARKESHWAR NATH GIRI  National Institute of Open Schooling  NIOS, Regional Centre, YMCA Complex, Sector 11, Chandigarh-160011  U.T.Chandigarh  India  E-mail: tngiri@nios.ac.in |
| 23. | Ranjan Kishore  Regional Director National Institute of Open schooling,In the campus of Zila School Hostel,Near Shaheed chowk,Ranchi834001  Ranchi  Jharkhand  India  E-mail: [ranjan.kishoregr8@rediffmail.com](mailto:ranjan.kishoregr8@rediffmail.com) | 24. | Oum Prakash Sharma  IGNOU  NCIDE, G- Block, IGNOU,  Maidan Garhi  New Delhi-110068  India  E-mail: [opsharma@ignou.ac.in](mailto:opsharma@ignou.ac.in) |
| 25. | Dr. Rohan Senadeera  Assistant Professor Department of Physics The Open University of Sri Lanka Kandy Regional Centre, Polgolla Sri Lanka  Polgolla  Kandy  Sri Lanka  E-mail: [gkrsena@yahoo.com](mailto:gkrsena@yahoo.com) | 26. | Ashish Kumar Awadhiya  Assistant Director- Training and Development Inter University Consortium (IUC), Block-16, R. No. 16 IGNOU, Maidan Garhi, New Delhi - 110068  New Delhi  India  E-mail: [akawadhiya@ignou.ac.in](mailto:akawadhiya@ignou.ac.in) |
| 27. | Suvendu Sekhar Das  National Institute of Open Schooling  Building of Publication Board of Assam, Bamunimaidam,  Guwahati-781021  Kamrup(Metro)  Assam  India  E-mail: [suvendusdas@nios.ac.in](mailto:suvendusdas@nios.ac.in) | 28. | Sandhya Kumar  Associate Professor  National Institute of Open Schooling  Regional Centre,69/106, Niranjanpur  Dehradun-248171  Uttarakhand  India  E-mail: sandhyakumar@nios.ac.in |
| 29. | R.N.Meena  Academic Officer  Academic Department  National Institute of Open Schooling  A24/25, Sector 62,  Noida  Gautambuddha Nagar-201309  Uttar Pradesh  India  E-mail: rnmeena@nios.ac.in | 30. | Tarun Punia  Academic Officer (Geography)  A-24/25, Sector-62  National Institute of Open Schooling (NIOS) Ministry of HRD, Govt. of India, Noida-201309 (U.P.), India  Noida  Gautam Budhha Nagar  Uttar Pradesh  India  E-mail: [tarunminim@gmail.com](mailto:tarunminim@gmail.com) |
| 31. | Madhur Bhatia  National Institute Of Open Schooling A-24-25,Institutional Area,N.H.24,Sector-62,Noida-201309  Noida  Uttar Pradesh  India  E-mail: mmsrsk@gmail.com | 32. | Chunnu Prasad  National Institute of Open Schooling  A-24-25, Institutional Area, Sector-62, Noida-201309, Uttar Pradesh  NOIDA  Gautam Buddha Nagar  Uttar Pradesh  India  Email: [chunnuprasad@gmail.com](mailto:chunnuprasad@gmail.com) |
| 33. | Wathmanel Seneviratne  Professor  OUSL Library  Open University of Sri Lanka  Nawala  Nugegoda  Western  Sri Lanka  E-mail: wsene@ou.ac.lk | 34. | Rajendra Kumar Nayak  Academic Officer (Maths) National Institute of Open Schooling  A-24/25, Sector-62 Noida-201309  Noida, Delhi-NCR  U.P  India  E-mail: [rajendranayak07@gmail.com](mailto:rajendranayak07@gmail.com) |
| 35. | Manish Chugh  National Institute of Open Schooling  A 24 25 Sector 62 Noida  Ghazibaad-201309  Uttar Pradesh  India  E-mail: [chughmanish2@rediffmail.com](mailto:chughmanish2@rediffmail.com) | 36. | Urshla Kant  Assistant Professor  IGNOU  921, Saraswati Vihar, Chakkarpur, Gurgaon-122002  Gurgaon  India  E-mail: [urshlakant@ignou.ac.in](mailto:urshlakant@ignou.ac.in) |
| 37. | Neelam Gupta  National Institute of Open Schooling A-24-25, Institutional Area, Sector-62, Noida-201309, Uttar Pradesh  NOIDA-201309  Gautam Buddha Nagar  Uttar Pradesh  India  E-mail: neeskg@gmail.com | 38. | Chandrasekhar sarasa  Regional Director  National Institute of Open Schooling 3rd Floor, Pue Building, 18th Cross Malleswaram, Bangalore-560012  Bangalore  Karnataka  India  E-mail: schandrasekhar@nios.ac.in |
| 39. | Geetika Singh  National Institute of  Open Schooling  house no 350 sector 1 channi himmat  Jammu-180015  Jamm and Kashmir  India  E-mail: geetika1475@gmail.com | 40. | Hemanthi Anuruddhika  Department of Special Needs Education, Faculty of Education,  The Open University of Sri Lanka,  Nawala, Nugegoda,  Sri Lanka.  E-mail: bganu@ou.ac.lk |

**Appendix-5**

**Learning Experience Survey**

This survey seeks to capture *your learning experience in this module*. Please respond to all the items in this survey as accurately as you can, and note that your responses here are anonymous.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Survey Items** | **5** | **4** | **3** | **2** | **1** |
| 1. The learning outcomes of this module were made clear to me. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. This learning resources in this module incorporated study of current and up-to-date content. | To a very large extent | To a large extent | Somewhat | To a large extent | To a very small extent |
| 1. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) extended my knowledge of the topic. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) helped me to learn effectively. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) created opportunities for me to learn from my peers. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) enabled me to judge the quality of my own work. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) prepared me to complete my assessment tasks. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. The learning experience in this module (e.g., use of scenarios, recommended readings, forum discussions and other learning tasks) engaged me with authentic issues and problems. | To a very large extent | To a large extent | Somewhat | To a large extent | To a very small extent |
| 1. The goals of the assessment tasks in this module were made clear to me. | Always | Often | Sometimes | Rarely | Never |
| 1. The assessment tasks in this module helped me to learn effectively. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. Feedback I received on assessment tasks in this module was timely. | Always | Often | Sometimes | Rarely | Never |
| 1. Feedback I received throughout this module helped me to learn effectively. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. There was a clear connection between the learning outcomes, learning activities and the assessment tasks in this module. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. The use of MOODLE tools (e.g., discussion forums, messaging, news posts etc.) in this module helped me to learn effectively. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |
| 1. It was possible to complete all the learning and assessment activities in this module within the specified timeframes. | Always | Often | Sometimes | Rarely | Never |
| 1. The learning experience in this module (including the design of the learning experience and learner support etc.) enabled me to achieve the learning outcomes of this module. | To a very large extent | To a large extent | Somewhat | To a small extent | To a very small extent |

**Open-ended questions**

1. Which features of this module were **most helpful** in my learning?
2. Which features of this module were **least helpful** in my learning?
3. What can be done to improve the learning experience in this module?