Guiding Assignment Writing for ODL Learners with e-Learning Courseware

The Case of Open University Malaysia (OUM)

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Assignment Writing Issues at OUM

Issues that lead to the need for additional learning support for OUM learners

- F2F tutorials not compulsory for learners
- Learners prefer self-managed learning
- Learners get different information about assignment writing from F2F tutors and Online Tutors
Assignment Guide is one of the many innovations to help learners in their learning.
Two main factors that affect “Audience Retention” in Online Learning Activities

- How Long?
- How Interesting?

Audience retention
Digital Courseware Project to Guide Assignment Writing

Principles of Digital Courseware Design of for Self-Paced Learning

Audio + Video + PowerPoint (VAP)

Apply the famous 80/20 rule in content selection
Extract the essential content (20%) from a typical one hour classroom lesson

The Principle of Chunking

Pareto Principle

- video + audio + PowerPoint slides (VAP) - outperform other forms
- Audio + PowerPoint slides (AP)
- PowerPoint slides _ text-based transcription (PT)
- PowerPoint only (PO)

Miller (1956), (Baruque, Porto and Melo, 2003; Baker, 2010),
- Breaking down learning content into “byte-size pieces”
- One learning outcome per video clip

5/19/2017
Advantages of chunked - digitised Videos in the form of VAP

- Easy Access & Easily shared
- Enables self-paced learning
- Common reference for online discussion
- Reduce learning time
- Improve Retention Time
- More personalized form of learning
Digital Assignment Guide Courseware Development

- A series of short video lectures, each with one intended learning outcome
- Complete learning module integrated and built a learning courseware
- Apply the VAP form of learning
- Use Pareto principle
- Each Video lecture comprises video-audio presentation guided by animated PowerPoint
- Short concise videos focusing on essential content

WHAT AN ASSIGNMENT RUBRIC LOOKS LIKE

Aspects to check when marking

Levels of Achievement:
- Score = Weightage x level Achieved

List of Criteria for

1/9/2017
Some Screenshots of the Courseware

Web-Based Version

Stand-alone Version
Study on User Perceptions of the Courseware

• A questionnaire survey was conducted to determine the users’ perceptions from the perspectives of usefulness, quality, and satisfaction level. The Study also compares the Perceptions of Tutors versus Learners

<table>
<thead>
<tr>
<th></th>
<th>Learners</th>
<th>Tutors</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Usefulness</td>
<td>(M=3.67, SD=.81)</td>
<td>(M=4.08, SD=.52)</td>
<td>t(166)=3.70, p=.001</td>
</tr>
<tr>
<td>Perceived Quality</td>
<td>(M=3.44, SD=.92)</td>
<td>(M=3.97, SD=.64)</td>
<td>t(166)=4.12, p&lt;.001</td>
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<tr>
<td>Satisfaction Level</td>
<td>(M=3.54, SD=.77)</td>
<td>(M=3.96, SD=.68)</td>
<td>t(166), p=.25.</td>
</tr>
</tbody>
</table>
## Study of Preferences

- Web-based version Versus Standalone Version -

<table>
<thead>
<tr>
<th>Preference level</th>
<th>Learners</th>
<th>%</th>
<th>Tutors</th>
<th>%</th>
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<tbody>
<tr>
<td>Standalone courseware</td>
<td>45</td>
<td>36.8%</td>
<td>13</td>
<td>34.2%</td>
</tr>
<tr>
<td>Web-based courseware</td>
<td>77</td>
<td>63.2%</td>
<td>25</td>
<td>65.8%</td>
</tr>
</tbody>
</table>
Possible reason for lower learner rating (compared to tutor rating)

• Some learners might not have used the courseware fully to guide their assignment writing task before providing the feedbacks via the evaluation survey.
• Some learners are still incompetent in their English language (this can be deduced from their request for the Malay Language version video lectures in the courseware).
• To motivate active self-managed learning, there may be a need to make clear what learning outcomes the learner will be expected to achieve in the next small learning unit (chunk) of learning.
The revised SOIL Model: -

SOIL (*Segmented Outcome-Based Interactive Learning*)

**Phase 1**

- **Learning Topic**
  - (e.g.: Assignment Writing)
  - **LO**
  - **LO**
  - **LO**
  - **LO**
  - **LO**

**Phase 2**

- **Sub LO**
  - **Sub LO**
  - **Sub LO**
  - **Sub LO**
  - **Sub LO**

  - **Task/Lead Question to LO1**
  - **Task/Lead Question to LO2**
  - **Task/Lead Question to LO3**
  - **Task/Lead Question to LO4**

- **One hour Lesson (Traditional)**
- **12 minutes Video (Online)**
Conclusion

• Assignment courseware design and development project is one of the many projects in OUM all aimed towards making ODL learning and learning support more flexible but effective

• The same idea can be applied to provide learning and learning for many other courses in various faculties
Thank You