CONTINUAL QUALITY IMPROVEMENT OF ONLINE COURSE DELIVERY USING PERCEIVED COURSE LEARNING OUTCOMES

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INTRODUCTION

- The input from learners (as a key stakeholder) in the education sector is highly important and is a requirement in Total Quality Management or Continuous Quality Improvement (CQI). This is supported by Eom, Ashill and Wen (2006) who highlighted the use of perceived learning outcomes and satisfaction as the goals of educational outcomes in a distance delivery system that uses computer-based instructional systems.

- Adult learners who are assumed to be self-directed learners ought to be responsible. Thus, they are the best judge over the impact of the delivery modes to their achievement of the learning outcomes.

OBJECTIVE

The objective of this research is:

❖ To determine how well the various aspects of the students learning experience are perceived effective by the students in supporting their efforts in achieving the course learning outcomes

LITERATURE REVIEW

Online interaction that enable students to process and construct knowledge may refer to the following five segments: 1) course design, learning materials and electronic course environment; 2) interaction between students and an instructor; 3) interaction with peer students; 4) individual learning processes; and 5) course outcomes (Paetcher, Maier and Macher, 2010).

Course outcomes may refer to cognitive or emotional variables. The dimensions identified by Paetcher et. al. were used to form the framework that was used to adapt the questionnaire from Curtin University (refer work by Tucker, Halloran and Price, 2013). The questionnaire was also adapted to suit the institution's course delivery environment (with permission from the author).

RESEARCH METHODOLOGY

Samples and Procedure

Population : Learners from 40 September 2017 Fully Online Courses (N = 6184)

Duration : October to November 2017

Response rate : 3.83%

Useable responses : 215

The data were analysed using SPSS Software Version 22

Measures

Instrument: 22 items measured using 5 point-Likert scales and one open-ended question.

RESEARCH FINDINGS

➢ Many courses have few learners (less than 30) and thus were not analysed

➢ Table below depict the result for one online course: course A
   – Learners: N= 41
   – Tutors   : N= 3

Table: Responses from course A (Learners and Tutors)

	Item	Learners Mean (s.d)	Tutor 1 Response	Tutor 2 Response	Tutor 3 Response
Q1	The course learning outcomes are clearly stated in the course module.	**3.95** (0.705)	5	5	4
Q2	The course workload covered in this course module is appropriate.	**3.71** (0. 814)	4	4	3
Q3	The content covered in the course module helps me to achieve the learning outcomes.	**3.61** (0. 802)	5	4	3
Q4	The learning instructions incorporated in the course module help me to achieve the learning outcomes.	**3.59** (0. 894)	5	4	3
Q5	The suggested readings/ references provided in the course module helps me to achieve the learning outcomes.	**3.68** (0. 879)	4	2	3
Q6	The support material/video lectures provided for this course helps me to achieve the learning outcomes.	**3.56** (1.141)	4	1	2
Q7	The digital library references available for this course are useful.	**3.51** (1.075)	4	2	2
Q8	Supporting content shared in the course online forum help me to achieve the learning outcomes.	**3.37** (1.090)	5	3	3
Q9	The e-tutor teaching/facilitation in the course online forum helps me to achieve the learning outcomes.	**3.37** (1.067)	-	-	-
Q10	Peer interactions in the course online forum help me to achieve the learning outcomes.	**3.44** (1.184)	4	4	4

Table: Responses from course A (Learners and Tutors)

Item		Learners Mean (s.d)	Tutor 1 Response	Tutor 2 Response	Tutor 3 Response
Q11	There are sufficient opportunities to learn the practical skills for the achievement of the course learning outcomes.	**3.34** (1.063)	5	4	2
Q12	myINSPIRE has features that supports me in achieving the learning outcomes.	**3.76** (1.135)	5	4	2
Q13	The overall organisation of the online learning environment at OUM is conducive for the achievement of my programme learning outcomes.	**3.54** (1.247)	5	4	3
Q14	My learning experience in this online course help me to achieve the learning outcomes.	**3.51** (1.227)	-	-	-
Q15	My own initiatives in learning using external resources help me to achieve the learning outcomes.	**3.93** (0.959)	-	-	-
Q16	The assignments for this course evaluate my achievement of the learning outcomes.	**3.78** (0.881)	5	3	4
Q17	The assignment feedback provided in this course helps me to achieve the learning outcomes.	**3.68** (0.879)	5	4	4
Q18	The final examination for this course evaluates my achievement of the learning outcomes.	**3.90** (0.700)	5	4	2
Q22	I am satisfied with my achievement of the learning outcomes in this course.	**3.83** (0.892)	4	4	2

CONCLUSION

■ This study highlights OUM learners' perception on the online course delivery and measure important factors that influence their satisfaction on learning experience.

■ The online course evaluation enables OUM to look into aspects for which improvement are needed especially in the organisation of the online course. Several ways to enrich learners' learning experience can be implemented.

-THE END-

Thank You