Open University Malaysia

CRI’s Seminar Series

OUM Students’ Learning Outcomes: Findings from Qualitative Perspectives

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Presentation Outline

1. Introduction
2. Research questions
3. Research Methodology
4. Key Qualitative Findings
5. Recommendations based on Qualitative Findings
Introduction: OUM as an ODL Institution

CPD
Continuous Professional Development for working class

Enrolment
Since its establishment in 2002, OUM has enrolled 150,000

Outcomes
Outcomes must be evaluated to determine worth of programmes
The OUM Learner Experience

Reinvention
• Compete with conventional universities

LMS - myINSPIRE
• Ubiquitous
• Comprehensive
• Multi-purpose

Local Learning Centres
• 34 LCs
• Good infrastructure
## The Research Problem

### Client-Centred Approach

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<tr>
<th>Programme Effectiveness</th>
<th>Acquisition of Knowledge &amp; Skills</th>
<th>Delivery System</th>
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OUM’s Approach to Teaching & Learning

Social Constructivism

Learners’ acquisition of knowledge and skills can be “constructed” through interaction with learners.

Connectivism

Cooperative learning delivered via myINSPIRE

Ubiquitous Learning

Learning takes place anywhere and at anytime.
Research Questions

To what extent do socio-demographic indicators affect OUM’s learning outcomes?

What are the factors which determine effectiveness of OUM’s outcomes?

How do these factors mediate learners’ experience in OUM’s academic programmes?
Research Methodology

Cross-Sectional Survey: An institutional web-based survey research conducted by CRI, OUM

Sample: Sample of 397 learners from fully online and blended modes

Research Locale: All Learning Centres offering subjects from 3 Clusters – Education & Social Science, Business Management and Applied Sciences

Data Analysis: Factor Analysis - Principal Component Method Structural Equation Modeling using SPSS AMOS Deductive Approach using framework analysis for Qualitative Strand
Qualitative Findings: What are the most helpful aspects of fully online course?

Qualitative findings can be organised into 5 categories:

1. Student learning outcomes
2. Tutor perspectives
3. Students’ understanding of lessons
4. Forum mediation
5. Information dissemination
1. Student learning outcomes (6 responses)

- Students prefer the blended mode over the online mode.
- OUM has good e-tutors who can provide good learning experience.
- Students lack precision in learning.
- OUM’s approach allows for freedom of time and flexibility.
- Preference for face-to-face interaction.
- Online learning allows “real” distance learning.
Findings from Qualitative Perspectives

2. Tutor perspectives (3 responses)

- E-forum tutor reply was fast and information was clear
- There was good understanding from tutors
- E-tutors were quite engaging and good inputs resulted in effective learning
Findings from Qualitative Perspectives

3. Students’ understanding of lessons (2 responses)

- Allows for discussion and understanding of module
- Students understand lessons when they participate actively in virtual classrooms

- There is a need for good explanation for better understanding of concepts
Findings from Qualitative Perspectives

4. Forum mediation (3 responses)

- Need for interactive forum
- Forum must be active
- Participation must be good
5. Information dissemination (5 responses)

- Searching compatibility is helpful
- Useful and more information is needed
- Easy access to information
- Fast tutor reply and clear information must be given
Qualitative Findings:
How do you think this fully online course might be improved?

Qualitative findings can be organised into 6 categories

1. Student-related issues for improvement
2. Tutor-related issues for improvement
3. Improvement on how classes were to be conducted
4. Questions posed in LMS
5. Online collaboration
6. Timeliness of information
Findings from Qualitative Perspectives

1. Student-related issues for improvement (17 responses)

- Students need more examples to understanding meanings
- More student-tutor interaction to enhance learning experience
- Fewer students in groups
- Positive reinforcement needed
- Responsive e-tutors
- Compel students to participate in forums
Findings from Qualitative Perspectives

2. Tutor-related issues for improvement (11 responses)

- Tutors must be knowledgeable
- Exams must be aligned with module
- Active participation among students
- Need to have online chats for more support
- More and variety of activities
Findings from Qualitative Perspectives

3. Improvement on how classes were to be conducted (5 responses)

- Avoid online courses if possible
- Have more face-to-face sessions
- Need to have more information on course, assignment and materials
- “Live” or recorded lectures for every course
Findings from Qualitative Perspectives

5. Online collaboration (3 responses)

- Need for more notes to guide students
- Knowledgeable e-tutors who can give clear guidance
Findings from Qualitative Perspectives

6. Timeliness of information (5 responses)

Need to upload more information to LMS especially those related to course, final exam and practicals
Recommendations

Recommendations based on Qualitative Findings

#1 Need for “well-endowed” e-tutors who can provide the necessary support to students

#2 Face-to-face interaction is imperative in learning

#3 Alignment between what is taught and what is expected

#4 Timeliness of information needed for more effective learning
Thank You
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