

Distance Learning Evaluation Tool

Stage 1



Distance Learning Evaluation Tool

Introduction

Recently, schools in the UAE, put in place different models of distance learning as their core education platform in response to the unexpected disruption of normal schooling. While circumstances vary, the efforts made by schools to implement a changed and largely unfamiliar method of education in a short space of time must be recognised.

The variation that exists between schools' provision must be acknowledged, specifically the experience of staff and students in using distance learning techniques or materials, the available resources in school or in homes, and the level of support which parents are able to provide. International best practice emphasises that special circumstance distance learning programmes cannot replicate what is done in school.

There is a need to evaluate all schools' distance learning programmes, the provision and impact on students' learning experiences. This evaluation tool is informed by a review of international best practices, an in-depth understanding of our schools, and feedback from parents, students and principals.

Leadership and governance continue to be accountable for key areas of education. These key areas include students' participation in their educational provision, students' ability to access their learning, their continuing momentum for learning with appropriate and regular feedback, and their highest possible levels of social and emotional wellbeing including regular communication between students, teachers and parents.

A tool for improvement

The purpose of the tool is to evaluate the school's distance learning provision and more importantly, to support the school in identifying areas that require improvement. It will also allow schools to prioritize and plan improvement in an efficient and more focused manner. Schools are encouraged to use the tool as a starting point for their improvement journey in order to move from a temporary alternative to normal schooling (Stage 1) to a more sustainable distance learning option. Schools may seek clarification on areas for development and final outcomes.

Distance Learning Evaluation Guide

**Chandra Mehrotra, C. David
Hollister, Lawrence McGahey**



Distance Learning Evaluation Guide:

Distance Learning Evaluation Guide, 2001 **Distance Learning** Marcia L. Williams, Kenneth Paprock, Barbara Covington, 1999 The landscape for higher education is changing rapidly and distance learning is a key element in this upheaval In this practical and timely volume authors Marcia L Williams Kenneth Paprock and Barbara Covington provide clear commentary on the basic issues surrounding distance learning Distance Learning answers some of the key questions at the heart of new educational technologies What are the options available to institutions considering the addition of distance learning to their programs What is the most practical way to integrate new technologies with existing equipment For teachers what is the best way to minimize the loss of content and foster a positive learning environment without face to face contact An ideal introduction to the world of new educational technologies the guide is filled with case studies and built on an intuitive set of How do I questions Providing a strong foundation for teachers who need to teach from a distance it will be an invaluable sourcebook for teachers who need to know more about open and distance learning across any academic discipline

Evaluation in Distance Education and E-learning Valerie Ruhe, Bruno D. Zumbo, 2009-01-01 With the rapid proliferation of distance education and e learning courses the need is growing for a comprehensive professional approach to evaluating their effectiveness This indispensable book offers a road map to guide evaluation practice in these innovative learning environments Providing practical step by step guidelines and tools for conducting evaluation studies including how to deal with stakeholders develop surveys and interview protocols collect other scientific evidence and analyze and blend mixed methods data the work also features a template for writing high quality reports The unfolding model developed by the authors draws on Messick s influential assessment framework and applies it to program evaluation Two case studies of actual programs a distance learning course and an e learning course demonstrate the unfolding model in action Evaluating Online Learning Department of Education (ED), Office of Innovation and Improvement, 2008 This guide is designed as a resource for leaders and evaluators of K 12 online learning programs In this guide the term online learning is used to refer to a range of education programs and resources in the K 12 arena including distance learning courses offered by universities private providers or teachers at other schools stand alone virtual schools that provide students with a full array of online courses and services and educational Web sites that offer teachers parents and students a range of resources The guide features seven evaluations that represent variety in both the type of program or resource being evaluated and in the type of evaluation These evaluations were selected because they offer useful lessons to others who are planning to evaluate an online learning program or resource Part I of this guide focuses on some of the likely challenges faced by online program evaluators and it is organized into the following sections 1 Meeting the Needs of Multiple Stakeholders 2 Building on the Existing Base of Knowledge 3 Evaluating Multifaceted Online Resources 4 Finding Appropriate Comparison Groups 5 Solving Data Collection Problems 6 Interpreting the Impact of Program Maturity and 7 Translating Evaluation Findings Into Action

Part II synthesizes the lessons learned from meeting those challenges and offers recommendations based as well on research and conversations with experts in evaluating online learning These are geared to program leaders who are considering an evaluation and to assist them and their evaluators as they work together to design and complete the process Brief profiles of each of the seven online programs can be found at the end of the guide and details about each evaluation are summarized in table 1 For readers who are less familiar with evaluation a glossary of common terms is included Appended are a list of resources for further information about evaluating online learning and the research methodology used in this guide Contains 4 figures 2 tables and 19 notes This report was prepared by WestEd with Edvance Research Inc for the Office of Innovation and Improvement U S Department of Education For a related report see ED499392 Distance Learning Chandra Mehrotra,C. David Hollister, Lawrence McGahey, 2001-09-21 This book is a fine example of what is needed for distance learning teachers administrators and evaluators throughout the world It provides good coverage of the timely topics that face distance educators daily For those considering starting a distance learning course or program this book would provide a solid footing upon which to make important decisions REVIEW OF HIGHER EDUCATION The overall strength of this volume is its emphasis on practical considerations that an instructor is likely to encounter in creating a distance course particularly strong in presenting easily understood principles of good practice for those who must plan and implement distance learning EVALUATION PROGRAM PLANNING What delivery methods are available to make education accessible to a wide variety of potential learners What are their strengths and weaknesses How can instructors create effective learning environments in distance courses What support from administrators and staff is essential What guidelines are used by accrediting agencies to assure program quality This highly readable book by three experienced faculty members answers these questions and more Both theoretical and practical the book presents proven principles and research based advice Drawing upon their experience with a variety of delivery modes the authors provide readers with tips they can use in designing implementing and evaluating distance courses and programs Instructors and administrators alike will find much valuable assistance including A wealth of examples and strategies based on field tested models student preferences and the authors own extensive experiences Comprehensive coverage that addresses available delivery options factors to consider when selecting a delivery mode designing a syllabus for a distance course fostering student learning and development and providing student support services Concrete and practical approaches for assessing student learning conducting course and program evaluation and addressing accreditation guidelines Summary tips and references to web sites that conclude each chapter provide convenient summaries for readers and guide them to additional resources A companion web site that illustrates the text s coverage with concrete examples Drawing upon the rich details provided by the authors faculty and administrators will be able to meet the challenge of developing and evaluating successful distance learning courses and programs **Distance Education** Judith L. Johnson, 2003 Johnson continues her extensive research with case studies of some of the world s standout examples of

distance education Topics include pedagogy student support services design and delivery of programs issues of assessment evaluation accreditation and emerging technology standards In-depth Evaluation Guidelines and Instrument for Distance Learning ,1989 **An Approach to Evaluating Distance Learning Events** Robert A. Wisher,1998 **Programme Evaluation and Quality** Judith Calder,2013-04-03 Offers advice to those involved in the design of open and distance learning courses on creating an organized system of programme evaluation The text addresses the need for such a programme the organization of the evaluation the determination of priorities and programme implementation **The Assessment Playbook for Distance and Blended Learning** Douglas Fisher,Nancy Frey,Vince Bustamante,John Hattie,2020-11-17 Design assessments that measure and target student learning in both face to face and distance learning environments Assessments are the essential link between teaching and learning yet the assessments used in face to face classrooms are not always practical or impactful in remote learning environments Now that teachers are teaching from a distance how will you assess what your students have learned Tapping the expertise of teachers who are successfully engaged in distance learning The Assessment Playbook for Distance and Blended Learning answers that question Rich with a wide range of examples strategies and assessments that can be leveraged with rigor and fidelity regardless of learning environment this practical playbook empowers teachers with the decision making tools needed to gauge the impact of instructional strategies in today s rapidly evolving educational landscape It features Assessment cookies or insights that endure in any distance or hybrid learning environment and can be used to inform assessment decisions including the understanding that everything is searchable A robust playlist of distance learning assessment tools including universal response teach back opportunities composing taking action self assessment and peer assessment that teachers can mix and deploy to match every learning intention Information on how to evaluate the impact of your teaching on student learning and how assessment can guide your teaching moves Characteristics of formal tools of evaluation such as tests longer essays and performance tasks that teachers can use in distance learning environments to document learning for reporting purposes Designed properly assessments implemented through the lens of distance and hybrid learning can yield significant impact for student achievement both in the pandemic teaching of today and in the educational contexts of the future Evaluating Online Teaching Thomas J. Tobin,B. Jean Mandernach,Ann H. Taylor,2015-06-02 Create a more effective system for evaluating online faculty Evaluating Online Teaching is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching providing the tools and guidance that faculty members and administrators need The authors address challenges that colleges and universities face in creating effective online teacher evaluations including organizational structure institutional governance faculty and administrator attitudes and possible budget constraints Through the integration of case studies and theory the text provides practical solutions geared to address challenges and foster effective efficient evaluations of online teaching Readers gain access to rubrics forms and worksheets that they can

customize to fit the needs of their unique institutions Evaluation methods designed for face to face classrooms from student surveys to administrative observations are often applied to the online teaching environment leaving reviewers and instructors with an ill fitted and incomplete analysis Evaluating Online Teaching shows how strategies for evaluating online teaching differ from those used in traditional classrooms and vary as a function of the nature purpose and focus of the evaluation This book guides faculty members and administrators in crafting an evaluation process specifically suited to online teaching and learning for more accurate feedback and better results Readers will Learn how to evaluate online teaching performance Examine best practices for student ratings of online teaching Discover methods and tools for gathering informal feedback Understand the online teaching evaluation life cycle The book concludes with an examination of strategies for fostering change across campus as well as structures for creating a climate of assessment that includes online teaching as a component Evaluating Online Teaching helps institutions rethink the evaluation process for online teaching with the end goal of improving teaching and learning student success and institutional results *Resources in Education* ,1994

Supporting Online Students Anita Crawley,2012-01-31 Supporting Online Students shows how effective and efficiently delivered support services improve academic success and course retention for online learners Drawing on a decade s worth of research Anita Crawley describes the scope of services from admissions and registration to advising and student engagement The book includes guidelines and standards planning and implementation innovative practices and describes specialized services needed by particular online student groups Effective student support is the single most important factor in sustaining high quality online learning programs Anita Crawley presents the most effective guide to achieving that success Her book is a blueprint for building thriving online programs through comprehensive student support Ray Schroeder director Center for Online Learning Research and Service University of Illinois Springfield As distance learning continues to grow this book addresses the often neglected other side of the coin online student services This book provides a great introduction and overview of the research literature and innovative practices for planning implementing and evaluating support services for online learners George Steele director eStudent Services OhioLearns Anita Crawley has crafted a splendid volume on a topic of increasing importance in contemporary higher education Her book promises to be the foundational piece for those who work with students in an online environment Her thinking and analysis are superb and undoubtedly will provide the basis upon which to develop online programs and services in the future John H Schuh Distinguished Professor of Educational Leadership and Policy Studies Emeritus Iowa State University Bringing together extensive examples of innovative practices summaries of current research and a wealth of experience in student services Anita Crawley s comprehensive guide to supporting online students is a rich resource for institutions with existing growing or new online programs Diane J Goldsmith former executive director Connecticut Distance Learning Consortium [Distance Education](#) Barry Donald Willis,1993

[Planning and Evaluating Distance Education](#) Tara D. Knott,1994 PLANNING EVALUATING DISTANCE EDUCATION A

COLLABORATIVE APPROACH belongs in the library of all those who are responsible for helping select implement educational technology programs for today s schools colleges universities hospitals organizations Filled with practical advice case study examples the book assumes that planners are relatively naive about exactly where to begin whom to contact for certain information what issues to raise in order to ensure that the endeavor will be useful for its target students as well as meet the expectations of all those stakeholders who must be involved in its implementation The Planning Evaluation Process PEP described in the book is an easy to follow common sense approach to the collaborative planning which is essential to the development of a technological approach which is by definition comprised of many varied organizations industries in some cases nations PLANNING EVALUATING DISTANCE EDUCATION A COLLABORATIVE APPROACH also presents the reasons that a traditional goals based evaluation approach is not suitable for determining the value of a novel volatile educational intervention such as Distance Education offers necessary concepts techniques for a more appropriate evaluation approach To order PLANNING EVALUATING DISTANCE EDUCATION A COLLABORATIVE APPROACH contact Diaphera Publications P O Box 770 505 Memphis TN 38177 0505 901 368 3043 or FAX 901 368 3165

What Works in Distance Learning Harold F. O'Neil, 2008-02-01 The purpose of this book is to document sample lessons based on our What Works in Distance Learning Guidelines O Neil 2005 The intent is to provide an instantiation of our various distance learning guidelines An overarching goal of our research was to create a robust and clear set of design guidelines and example lessons to support the next generation of distance learning systems Each lesson in this book constitutes a case Mayer 2005 or partially worked example Kalyuga Chandler Touvinen Sweller 2001 A case is a description of a realistic problem scenario that is relevant to a particular profession or field of study e g a case may be a distance learning lesson showing various instructors trying to design a lesson on a particular topic A common topic could be for example how car brakes work a surgery procedure or electronics troubleshooting procedures Mayer 2003 2005 In this book the case format was useful for the guidelines developed for multimedia strategies instructional strategies and assessment strategies A different format was used for the learning strategies self regulation strategies and management strategies guidelines The basic methodology in developing the guidelines for distance learning consisted of a research synthesis conducted by experts using analytical methods on what is known about what works in distance learning Research in the literature was reviewed for design flaws and only studies with robust designs were included Also we included only those entries for which research evidence and expert opinion were stable and consistent Furthermore we decided that this information would be provided to researchers instructors program managers and instructional or assessment designers in a What Works format that is What Works in Distance Learning We adopted many of the conventions of What Works Research About Teaching and Learning U S Department of Education 1986 1987 Our goal for non researchers was to translate the research findings into clear and comprehensible statements that we think can help users to guide their practice For both researchers and non researchers the references cited for each finding

provide an avenue to seek additional information The guidelines are documented in O Neil 2005 A Guide to Administering Distance Learning ,2021-09-06 Winner of the Distance Education Book Award Listen to the podcast The rapid rise of e learning worldwide means that campuses are creating new positions in distance learning leadership often at the vice president or vice provost level Frequently those applying for such positions are recently graduated doctoral students or faculty members who have never served in administration Unlike any other book to date this Guide to Administering Online Learning provides easy access to an overview of tasks to be accomplished or maintained and perspectives to consider in order to direct dynamic online initiatives In it experienced distance learning teachers and administrators share their insights regarding what must be done to administer effective online learning including theoretical insights as well as practical principles They provide comprehensive guidelines for addressing issues and needs that distance learning administrators currently face barriers to adoption policies legalities ethics strategic planning emerging technologies design of professional development management of the course development process quality assurance student support and recruitment and marketing This book is a timely offering from those who have effectively led distance learning initiatives for those who are interested in leading distance learning for the next generation of learners Each chapter includes questions prompts or activities to help readers relate the concept to their own experiences

The National Guide to Educational Credit for Training Programs 2002 (Ace) American Council on Education,American Council on Education,2005 For over 25 years this guide has been the trusted source of information on over 6 000 educational programs offered by business labor unions schools training suppliers professional and voluntary associations and government agencies These programs provide educational credit to students for learning acquired in noncollegiate settings Each entry in the comprehensive National Guide provides BL Course title as assigned by the participating organization BL Location of all sites where the course is offered BLDuration in contact hours and days or weeks BL The period during which the credit recommendation applies BL The purpose for which the course was designed BL The abilities or competencies acquired by the student upon successful completion of the course BL The teaching methods materials equipment and major subject areas covered BL College credit recommendations offered in four categories by level of degrees and expressed in semester hours and subject area s in which credit is applicable The introductory section includes the Registry of Credit Recommendations an ACE College Credit Recommendation Service transcript system

A Collection of Papers on Self-study and Institutional Improvement, 2004
Higher Learning Commission. Meeting,2004 **Planning for Higher Education** ,1998

Distance Learning Evaluation Guide Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Distance Learning Evaluation Guide**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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