3.1 GUIDANCE OF THE DESIGN OF THE QUESTIONNAIRE BY SELECTING THE RELEVANT MAIN CRITERIA AND CRITERIA

3.1.1 Introduction

For each main criterion we have built in different criteria each devoted to different types of uses of the questionnaire and taken into account the needs of different stakeholders. As we adopted the blended learning model, our tool had to be useful for the evaluation of the individual e-learning activity and for the classroom learning activities.

We also want to promote the collaborative learning model where students as members of teams of students are sharing content and are making group assignments. Finally special attention goes to the support and to the control processes of the learner in the learning process.

The EFQM quality model requires the measuring of the overall performance of the organisation. So the set of criteria must be as complete as possible. All relevant criteria have to be identified and measured.

In the design of a questionnaire a selection of criteria has to be made, taking care on the one hand of the type and characteristics of the course, and on the other hand the specificity of the stakeholder asking for or being interested in the evaluation of the course.
More details can be found in the guidance of the design of the questionnaire part of the handbook.

3.1.2 Different types and characteristics of courses

3.1.2.1 Introduction: modularity of the questionnaire including different criteria for different types and characteristics of courses

Our questionnaire has been structured in three parts, each devoted to one of the three main criteria: the enabling resources, the enabling processes and the learning results for the learner.
In each part we have built in different criteria each devoted to different types of use of the questionnaire. As we adopted the blended learning model, our tool had to be useful for the evaluation of the individual e-learning activity and for the classroom learning activities.
We also want to promote the collaborative learning model where students as members of teams of students are sharing content and are making group assignments. Finally special attention goes to the support and to the control processes of the learner in the learning process.

3.1.2.2 Different types of learning in a blended learning model

Blended learning partly consists of classroom activities and partly of guided individual and collaborative self-paced web-based learning activities. The face to face or contact learning sessions include traditional classroom, practice, response sessions, as well as meetings to co-ordinate the student projects. The self-learning activities on the other hand include individual e-learning course learning, assignments, exercises in the virtual classroom, project teamwork, business simulation/ management games, writing papers reporting about self-study of literature, self assessment and discussions induced by the instructor during the course as a synchronic or a-synchronic activity.

3.1.2.3   Collaborative learning

On a first level, collaboration of a team of students is being viewed as co-operating on an assignment and/or joining discussions about relevant or current topics. On a second level the learners themselves will deliver additional content and share it with other learners in their team. Synchronous communication could be conducted via the chat facility and conference systems, and asynchronous communication may be facilitated through the discussion groups and via email.

3.1.2.4   Support of learning: tutoring

Special care has to be taken in the guidance of the learner by the tutor of the course. The learner enjoys excellent support by having the opportunity to be tutored in the form of valuable advice and help with solving issues or problems. In tutor-led e-learning, learners enjoy higher levels of tutoring and classroom interaction. Tutoring can also be embedded in the e-learning course. In that case a computer tutor guides the students throughout the solution of an exercise providing explanations, hints and help.

In self-directed e-learning most of the information the learner needs will be available online, and he/she can start the course and work through it at the learner's own pace. But the learner will still enjoy excellent support by having the opportunity to contact a tutor in the form of valuable advice and help to solve issues or problems. The tutor can help to select modules to study and can provide support during the course. The tutor is the subject specialist and guides the learner in learning the subject. The teacher is monitoring the students' input and makes small corrections to it. Also a student can regularly ask for advice. A Question and Answer facility is available in an "e-contact" application linked with the course.

Tutor-led e-learning implies that learners take interactive courses which are of a classroom style but are attended virtually. Specific dates to start and to end assignments are fixed. Books and tools are needed that would normally be taken into the classroom. This type of e-learning is less flexible but is nevertheless a very convenient and effective way of learning if the learner needs extra motivation and a little more structure in order to stick to the course. Learners enjoy higher levels of tutor and classroom interaction and can expect excellent support facilities.

The future of the emerging e-learning technology however consists of integrating instructional material (lectures, learning activities, etcetera) with intelligent tutoring features, such as functionalities which can track user's learning processes and react to his/her actions as a human tutor would. A computer tutor guides the students throughout the solution of an exercise providing explanations, hints and help. Tutoring can therefore be embedded in the e-learning course and the presentation of the learning content can be set up with opportunities for learner support.

3.1.2.5   Control of learning results for the learner: testing and self tests

Self-testing can be integrated in the e-learning course. Often questions about the topics are shown while reading the course, as a kind of a reflection on the content. The learner can try to find the answer and can find the answer hidden under an answer button. The learner will not submit the answer and will not receive any comment from the teacher or the tutor.

Complete tests can be built in too. But in this case the learner will submit the answers and will receive a mark. This can be generated automatically by the system or can be sent afterwards by the teacher /tutor.

Sometimes tests and more specifically the resulting marks can be used to control the progress in the course of the learner.

3.1.3 Guidance in the selection of criteria, taking care of different types and characteristics of courses

The following subjoined table is guiding the designer in selecting the relevant criteria.
In the table we have on one side the overview of main criteria and criteria of the questionnaire and on the other side the types and characteristics of learning activities.

We structured the questionnaire in a modular way. For each of the three main criteria we have built in different criteria, each devoted to different types of uses of the questionnaire, taking into account the different types and characteristics of e-learning courses.

We built the questionnaire for the blended learning model. We start from the individual e-learning activity and added a face-to-face component. It is also possible that collaborative learning aspects are built in and that online tutoring and online testing has been organised.

In the first column those criteria corresponding with the individual e-learning component are indicated. In the same way in the other columns the specific criteria linked with other types or characteristics of learning are added.

criteria	Indiv. e-learning	+ face to face	+ collaborative l.	+ online support	+ online testing
Maincriteria 1: The enabling Learning- Resources					
Information on available learning opportunities	X				
The electronic Learning Environment	X				
The physical environment for online learning sessions	X				
The physical learning environment for 'face to face' situations		X			
5. Learning materials	X				
Maincriteria 2: The enabling Learning- Processes					
Organisation of services	X				
The e-learning activities of the learning process					
2.1 progressing in the e-course	X				
2.2.pedagogical approach	X				
2.3. Personalising the learners e-course	X				
2.4.Personalising your own learning	X				
2.5.Integration of a face to face learning component with e-learning		X			
2.6. Integration of Collaborative learning with e-learning			X		
2.7. use of learning content	X				
Learner support					
3.1. support of the learner in using ICT systems	X				
3.2. online tutoring of learning by the tutor or the instructor				X	
3.3. support of collaborative learning				X	
4. Assessment of the learner's knowledge					X
Maincriteria 3: The Learning results for the learner					
Knowledge increase	X				
Using what you have learnt	x				
3. Motivation to learn effectively	x				

# 3.1.4 Specific types of evaluation of the different Stakeholders.

3.1.4.1 Introduction: modularity of the questionnaire including different criteria linked with the specific types of evaluation of the different stakeholders

We focus on the learning/training organization or more specific on the learning department of a company or an institute, that is organizing the learning activities, and also on the e-learning activities for the staff of all the other company departments.
To become excellent, the learning department (or organisation) has to balance and satisfy the needs of all relevant stakeholders.
All stakeholders have to participate in the evaluation.

3.1.4.2   Who are the stakeholders
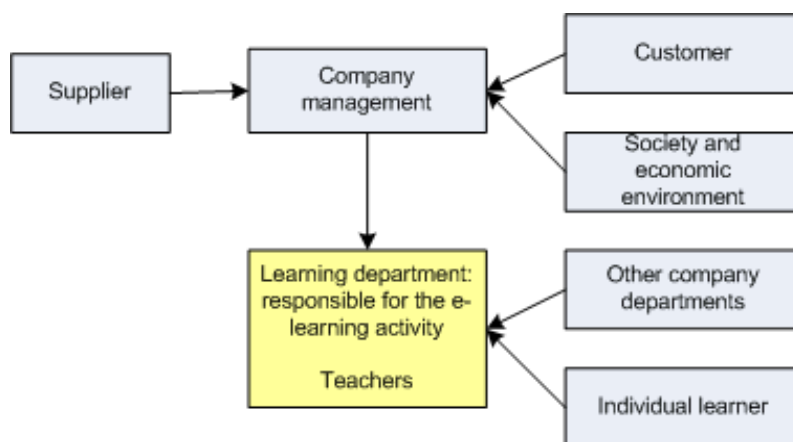
On the enabler side i.e. the company management and the management of the learning department are stakeholders. On the results side the company departments to which the learners belong, the individual learners, and the society and economic environment are stakeholders. The suppliers and the customers of the company are also involved in an indirect way because training will have an impact on the product quality.

3.1.4.3   Limited model of stakeholders

In the frame of this project we limited our evaluation tool, because only the learner will take part in the self assessment activity. From the enabler site i.e. we dropped the management level. It is impossible that for the learner, being an internal staff member in training or an external student, to evaluate the management of the company.

We limit our model of stakeholders to the learning department/ organisation, the designer or the teacher and the tutor.

3.1.5 Guidance in the selection, taking care of the specific types of evaluation of the different stakeholders

The following subjoined table is guiding the designer in selecting the relevant criteria.
In the table we have on one side the overview of main criteria and criteria of the questionnaire and on the other side the specific types of evaluation of the different Stakeholders.
We structured the questionnaire in a modular way. For each of the three main criteria we have built in different criteria, each devoted to different types of uses of the questionnaire, taking into account the needs of different stakeholders.

In the first column those criteria corresponding to the specific activity organisation of learning are indicated. In the second column those criteria corresponding to the specific activity designing and teaching, and in the third column those corresponding with the support activity are indicated.

CRITERIA	Organisation of learning	Designing and teaching	Support of tutor
Maincriteria 1: The enabling Learning- Resources Information on available learning opportunities The electronic Learning Environment The physical environment for online learning The physical learning environment for 'face to face' situations Learning materials	X X X X	X	
Maincriteria 2: The enabling Learning- Processes Services organisation The e-learning activities of the learning process Support of the learner Evaluation of the learner's knowledge	X	X X	X
Maincriteria 3: The Learning results for the learner Knowledge increase Using what you have learnt 3. Motivation to learn effectively		X X	X

3.1.6 Guidance in the decision on which types of questioning in the questionnaire: long and short

The designer can choose among long and short types of answer categories.
If you choose "short" answers, you will get YES or NO from your learners.
If you choose "long" answers, you will receive the opinion of your learners for all statements : how important the statement is for them, and an evaluation score between 1 and 4. To stress the learners extra, they have to answer yes or no on the necessity of improvement

statement	Importance	Rating	Necessity of improvement
Related to main crtieria / criteria/ subcriteria	How important is this topic for you in this course ?	What is your evaluation of this topic in your course ?	Is improvement necessary ?