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Quality Management in eLearning in Europe – Results of an Online-Survey
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Quality Management in eLearning in Europe – Results of an Online-Survey

0. Abstract

This survey is part of the project [iQTool](#), funded by the European Commission in the LEONARDO programme. It is an approach to explore on how and to what extent quality assurance is applied in the participating European (educational) institutions. The findings presented apply to those institutions only and are not to be considered representative.

We found that very few respondents consider their procedures “excellent”. The category “excellent” varies between 5% and 25% to every question. Most respondents rate their procedures “good” (between 40% and 50% to each question). Receiving between 12% and 25% to almost every question, “understandable” is the second most answer. Some procedures are considered “poor” (5% to 25%) and some are not even implemented yet (1% to 17%).

These findings indicate that there may be a demand in educational institutions for a quality assurance tool as developed in the project IQTool – Innovative eLearning Tool for Quality Training Material in VET.

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1. Questions, Research-Design

The aim of the project [iQTool](#)¹ is to develop a software tool to evaluate and assure the quality of online-based learning. In this context it is of high interest to evaluate the quality management in eLearning that education providers, developers and resellers currently implement. How do educational institutions evaluate the quality of their platforms used? What opportunities do they offer for learners to give feedback, and how do they deal with this feedback internally?

To answer these questions, an online-questionnaire was developed and opened to interrogation from May 5th 2008 to July 11th 2008. Participation was voluntary. In order to increase response rates, possible informants were contacted several times via e-mail or by phone and asked to participate in the questioning. All partners from the participating countries Germany, Greece, Hungary, Norway and Portugal did contact education providers, developers and resellers in their countries and whole Europe.

The questionnaire contains 77 questions in total and is divided into seven parts:

- Part 1: Institutional Support
- Part 2: Analysis
- Part 3: Design
- Part 4: Development
- Part 5: Delivery (Teaching/Learning Process)
- Part 6: Student Support
- Part 7: Evaluation, Assessment

Each of these parts contains a set of items to measure the corresponding construct.

¹ Financed by the EU-Programme LEONARDO

2. Data

Until July 11th 2008 the online-questionnaire received 114 replies. The obtained data is based on a non-random sample, as the participation was voluntary and volunteers were non-randomly pre-selected by the recruiting process using mail databases. Thus, findings are valid for this sample only; they are not to be considered representative.²

Reducing dimensions of the several items measuring a specific construct into one variable by applying factor analyses or building indexes seems appropriate, but is, due to the quality of the data, not practicable. There is hardly any variance in between the questions of any specific part as well as between the different parts. In average most questions have been answered more or less the same way, resulting in an almost equal distribution and order of the answers to every question: “good” is mentioned the most, followed by “understandable”, “excellent”, “poor” and “not at all”.³

As a result, every variable highly correlates with almost every other variable and every item can possibly be “factorized” with every other item(s). Hence the constructs created prior to the questioning can’t be used to build robust factors as intended, nor can the variables be used to extract factors themselves. An experimentally applied factor analysis summing up all seven parts into one variable extracted one more or less robust factor in the end, but turned out to be a loss of information much more than a win.

Therefore, the evaluation is restricted to solely descriptive methods giving a quick overview over the dataset, its questions and variables and the constructs measured.

² Online surveys in general are susceptible to coverage and sample errors and therefore are not suitable for non-probabilty sampling, which is the basic requirement for statistical inference. See Couper, Mick P. (2001): Web Surveys. A Review of Issues and Approaches. Public Opinion Quarterly 64: 464-494.

³ In web surveys, influence on the quality of responses is to be expected from the design and length of the questionnaire as well as from the questions themselves. For further details see for example Gannassali, Stéphane (2008): The Influence of the Design of Web Survey Questionnaires on the Quality of Responses. Available online: http://www.websm.org/uploads/editor/1210702592Ganassali_2008_the_influence_of_the_design_of_web_survey.pdf

3. Results

Question 1: Type of activity of your institution

73% of the respondents work at education providers, 39.9% are developers or content providers and 18% are education resellers. 2.2% did not answer this question.

Table 1: Type of activity of the institutions

Type of activity	Percentage
Education provider	73.0 %
Developer, content provider	39.9 %
Education reseller	18.0 %
Not answered	2.2 %

The values do not sum up to 100% because it was possible to give multiple responses.

Question 2: Quality system standard (if any)

19.3% of the respondents are ISO 9001 certified (some of them have other standards as well), 15.8% have other quality system standards and 7% have no standards at all. 42.1% of the respondents did not answer this question.

Table 3: Quality system standard

Quality system standard		Frequency	Percentage
Valid	ISO 9001	22	19,3
	Other	18	15,8
	No standard	8	7,0
	Total	48	42,1
Missing	System	66	57,9
Total		114	100,0

Question 3: Quality approaches

In total, 58.4% have a process orientated, 39.3% a product orientated and 44.9% a competence orientated quality approach. One institution mentioned a “credit skills system”, and 7.9% did not give an answer to this question.

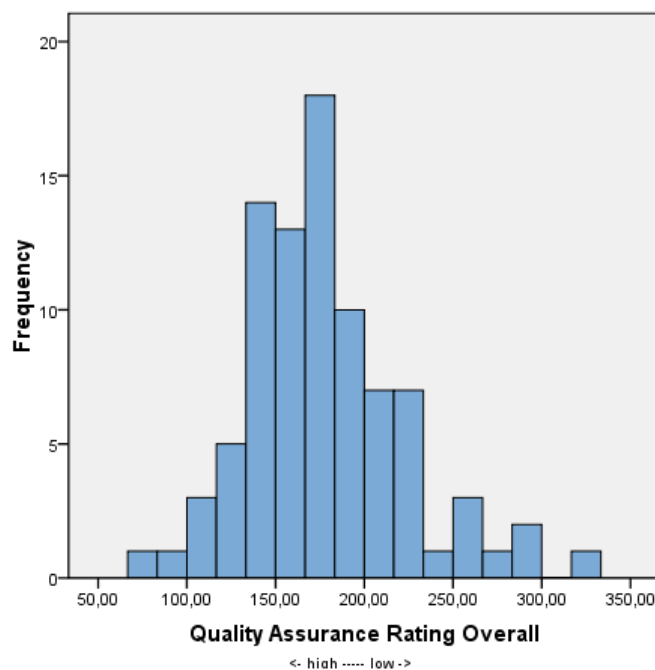
Table 3: Quality approaches

Quality approach	Percentage
Process oriented	58.4 %
Product oriented	39.3 %
Competence oriented	44.9 %
Other	1.1 %
Not answered	7.9 %

The values do not sum up to 100% because it was possible to give multiple responses.

Additive Index of Questions 6 to 76

To get an idea of the distribution of the answers given to questions measuring the implementation of quality assurance (questions 6 to 76) an additive index has been built⁴. It shows the respondent's quality assurance rating in total and over all those questions, summing up all answers given to those question into "one" variable:



Low values indicate a high overall quality assurance rating, whereas high values indicate a low overall quality assurance rating. To make it even clearer, there is a short overview on how this additive index has being constructed: In the dataset, high quality assurance ratings were coded with a low value, whereas low quality assurance ratings were coded with a high value: excellent=1, good=2, understandable=3, poor=4, not at all=5. When adding up all answers to those question, good quality assurance ratings overall sum up

⁴ As a measure of reliability Cronbach's alpha was applied and returned a very high value of 0.978. This is most likely due to the lacking variance in and between the different parts and indicates that those parts as well as their corresponding questions might be lacking selectivity. Considering the data produced, they seem to be measuring quite the same.

to low values (the best value would be $71 \cdot 1$, as there are 71 questions and 1 is the "best" answer) and bad quality assurance ratings sum up to high values ($71 \cdot 5$ would mean a total rating of 355). "Frequency" means the quality assurance rating overall of for example 125 has been reached 5 times, meaning that 5 respondents rated their company's quality assurance quite good.

The distribution is skewed to the left side indicating a rather high but not excellent overall quality assurance rating. This is due to the fact that the categories "good" (40% to 50%), "understandable" (12% to 25%) and excellent (5% to 25%) were the ones most mentioned.

Questions 6 to 18: Institutional support

Most of the answers are indicating that quality assurance in general is available in most institutions and VET-providers. Between 60 and 70 % of the answerers estimate that their quality assurance measures like routines and systems for quality assurance, specialized staff, description of goals and content and quality of the materials and delivery of the courses is good or even excellent.

But electronic security measures to ensure the integrity and validity of information get a lower approval. Almost 20 % of the respondents find these measures poor or even not existent. As well quality requirements for the course are not always documented regularly. Not more than about 50 % of the responses find this good or excellent, more than 25 % answer with “poor” or “not at all”. This is an important result that demonstrates that our project is necessary because of a partial lack of such measures.

We presume that the answers show also a social desirability effect: most answerers would not like to commit freely that their institutions are not doing good work in providing sufficient institutional support.

Question 6: The institution has routines and systems for quality assurance.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	7	6,1	6,4	6,4
	good	57	50,0	51,8	58,2
	understandable	28	24,6	25,5	83,6
	poor	11	9,6	10,0	93,6
	not at all	7	6,1	6,4	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 7: The institution has an organizational and administrative system and technical equipment that ensures that the education can be provided with sufficient quality.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	12	10,5	11,1	11,1
	good	56	49,1	51,9	63,0
	understandable	28	24,6	25,9	88,9
	poor	11	9,6	10,2	99,1
	not at all	1	,9	,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 8: The institution has staff in charge of education with professional and pedagogical expertise that corresponds to the subject content and level of the programmes offered.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	21	18,4	19,1	19,1
	good	55	48,2	50,0	69,1
	understandable	23	20,2	20,9	90,0
	poor	8	7,0	7,3	97,3
	not at all	3	2,6	2,7	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 9: For every course and study program there are descriptions that specify: goals, content, length of study time, learning material, teaching and learning activities, evaluation procedures, time constraints, any requirements of previous knowledge and the formal competence.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	27	23,7	24,5	24,5
	good	54	47,4	49,1	73,6
	understandable	20	17,5	18,2	91,8
	poor	8	7,0	7,3	99,1
	not at all	1	,9	,9	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
	Total	114	100,0		

Question 10: Special requirements are identified, such as hardware, software, plug ins. Online sources for these items are provided.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	18	15,8	16,4	16,4
	good	51	44,7	46,4	62,7
	understandable	24	21,1	21,8	84,5
	poor	14	12,3	12,7	97,3
	not at all	3	2,6	2,7	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
	Total	114	100,0		

Question 11: Can e-learning add value to your company's business?

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	31	27,2	28,4	28,4
	good	53	46,5	48,6	77,1
	understandable	16	14,0	14,7	91,7
	poor	8	7,0	7,3	99,1
	not at all	1	,9	,9	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question12: The institution regularly evaluates its systems and routines for course development, and quality of the materials and delivery of the courses.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	9	7,9	8,2	8,2
	good	54	47,4	49,1	57,3
	understandable	26	22,8	23,6	80,9
	poor	19	16,7	17,3	98,2
	not at all	2	1,8	1,8	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 13: The institution keeps a list of errors found in the learning material and other comments from students and teachers and makes use of them in revising the course.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	11	9,6	10,0	10,0
	good	45	39,5	40,9	50,9
	understandable	31	27,2	28,2	79,1
	poor	15	13,2	13,6	92,7
	not at all	8	7,0	7,3	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 14: The institution has systems and routines for the evaluation and documentation of teaching results.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	16	14,0	14,5	14,5
	good	48	42,1	43,6	58,2
	understandable	26	22,8	23,6	81,8
	poor	19	16,7	17,3	99,1
	not at all	1	,9	,9	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 15: Electronic security measures are in place to ensure the integrity and validity of information.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	18	15,8	16,5	16,5
	good	41	36,0	37,6	54,1
	understandable	28	24,6	25,7	79,8
	poor	17	14,9	15,6	95,4
	not at all	5	4,4	4,6	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 17: Quality requirements for the course are documented regularly.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	16	14,0	14,7	14,7
	good	40	35,1	36,7	51,4
	understandable	25	21,9	22,9	74,3
	poor	23	20,2	21,1	95,4
	not at all	5	4,4	4,6	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 18: The institution gives teachers, consultants, tutors necessary guidance and training regarding aspects of eLearning in order to assure quality in their work.

		Fre- quency	Percent	Valid Per- cent	Cumulati- ve Percent
Valid	excellent	17	14,9	15,5	15,5
	good	54	47,4	49,1	64,5
	understandable	17	14,9	15,5	80,0
	poor	15	13,2	13,6	93,6
	not at all	7	6,1	6,4	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Questions 19 to 23: Analysis

More than a half of the answerers estimate the analysis of requirements as good or excellent, but also almost 16 % find them weak or not available. This proves again that an instrument to measure the training needs is necessary.

Methods of data collection are not available in more than 6 % of the institutions. Better is the definition of the target group, 66 % are content with it. Very good is the definition of learning objectives, more than 76 % estimate it good or excellent. Learning outcomes and course levels are defined properly in most cases.

Question 19: The requirements of the learners have been analyzed.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	15	13,2	13,6	13,6
	good	46	40,4	41,8	55,5
	understandable	31	27,2	28,2	83,6
	poor	16	14,0	14,5	98,2
	not at all	2	1,8	1,8	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 20: Methods of data collection are appropriate for source and the kind of information expected.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	9	7,9	8,3	8,3
	good	44	38,6	40,7	49,1
	understandable	36	31,6	33,3	82,4
	poor	12	10,5	11,1	93,5
	not at all	7	6,1	6,5	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 21: The target group is defined properly.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	25	21,9	23,1	23,1
	good	47	41,2	43,5	66,7
	understandable	25	21,9	23,1	89,8
	poor	9	7,9	8,3	98,1
	not at all	2	1,8	1,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 22: Learning objectives are defined properly.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	25	21,9	23,4	23,4
	good	57	50,0	53,3	76,6
	understandable	17	14,9	15,9	92,5
	poor	7	6,1	6,5	99,1
	not at all	1	,9	,9	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Question 23: Objectives specify learning outcomes related to knowledge, skills, competences and attitudes.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	13	11,4	12,0	12,0
	good	60	52,6	55,6	67,6
	understandable	24	21,1	22,2	89,8
	poor	10	8,8	9,3	99,1
	not at all	1	,9	,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 24: The course level is identified.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	24	21,1	22,4	22,4
	good	54	47,4	50,5	72,9
	understandable	21	18,4	19,6	92,5
	poor	6	5,3	5,6	98,1
	not at all	2	1,8	1,9	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Questions 24 to 33: Design

The relationship between learning and the job is poor or not available in almost 18 % of the answers. Only 51 % are content with it. Astonishing is that in almost 8 % of the cases exist no guidelines regarding minimum standards for course development, design and delivery. But in 50 % they are regarded as good or excellent.

Assessment instruments to assure learning styles of students are not used in almost 10 % of the cases.

In less than 50 % is a consistent structure of course design evaluated as good or excellent.

Better is estimated the periodical revision of course materials, good or excellent in 52 % of the answers.

Learning outcomes are summarized also better, good or excellent in 56 % and in 54 % are students instructed in proper methods of effective learning.

Very often are courses divided into separate modules, good or excellent in 64 % of the cases.

Only 42 % say that each module requires students to engage themselves in analysis, synthesis and evaluation as part of their course assignments, but in this question find it 32 % understandable, this is more in this answering category as in the other questions.

Only 41 % answer with good or excellent that courses are designed to require students to work in groups utilizing problem-solving activities.

Question 24: Learners can clearly see the relationship between the activities and the job.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	12	10,5	11,2	11,2
	good	45	39,5	42,1	53,3
	understandable	31	27,2	29,0	82,2
	poor	17	14,9	15,9	98,1
	not at all	2	1,8	1,9	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Question 25: Guidelines exist regarding minimum standards for course development, design and delivery.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	15	13,2	14,2	14,2
	good	42	36,8	39,6	53,8
	understandable	26	22,8	24,5	78,3
	poor	14	12,3	13,2	91,5
	not at all	9	7,9	8,5	100,0
	Total	106	93,0	100,0	
Missing	not answered	8	7,0		
Total		114	100,0		

Question 26: Assessment instruments are used to assure the specific learning styles of students.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	5	4,4	4,6	4,6
	good	49	43,0	45,4	50,0
	understandable	26	22,8	24,1	74,1
	poor	17	14,9	15,7	89,8
	not at all	11	9,6	10,2	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
	Total	114	100,0		

Question 27: Courses are designed with a consistent structure, easily discernable to students of varying learning styles.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	12	10,5	11,2	11,2
	good	41	36,0	38,3	49,5
	understandable	35	30,7	32,7	82,2
	poor	12	10,5	11,2	93,5
	not at all	7	6,1	6,5	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
	Total	114	100,0		

Question 28: Course materials are reviewed periodically to ensure they meet program standards.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	16	14,0	14,8	14,8
	good	44	38,6	40,7	55,6
	understandable	33	28,9	30,6	86,1
	poor	11	9,6	10,2	96,3
	not at all	4	3,5	3,7	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 29: Learning outcomes for each course are summarized in a clear statement.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	18	15,8	16,8	16,8
	good	46	40,4	43,0	59,8
	understandable	24	21,1	22,4	82,2
	poor	13	11,4	12,1	94,4
	not at all	6	5,3	5,6	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Question 30: Students are instructed in proper methods of effective learning.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	12	10,5	11,1	11,1
	good	49	43,0	45,4	56,5
	understandable	28	24,6	25,9	82,4
	poor	14	12,3	13,0	95,4
	not at all	5	4,4	4,6	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 31: Courses are divided into modules that can be used to assess student mastery before moving forward in the course program.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	21	18,4	19,6	19,6
	good	52	45,6	48,6	68,2
	understandable	22	19,3	20,6	88,8
	poor	10	8,8	9,3	98,1
	not at all	2	1,8	1,9	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Question 32: Each module requires students to engage themselves in analysis, synthesis and evaluation as part of their course assignments.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	10	8,8	9,3	9,3
	good	38	33,3	35,2	44,4
	understandable	37	32,5	34,3	78,7
	poor	19	16,7	17,6	96,3
	not at all	4	3,5	3,7	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 33: Courses are designed to require students to work in groups utilizing problem-solving activities.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	6	5,3	5,5	5,5
	good	41	36,0	37,6	43,1
	understandable	34	29,8	31,2	74,3
	poor	19	16,7	17,4	91,7
	not at all	9	7,9	8,3	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total			100,0		

Questions 34 to 40: Development

Most of the answerers say that courses conform to usability standards and guidelines, almost 57 % find this good or excellent.

The updating of course content is good or excellent in 55 % of the answers.

53 % find that interactivity of the courses is good or excellent, but 29 % find it understandable. This could be interpreted that they would like to have more interactive elements.

Very high with 75 % good or excellent is the approval to the question if the course content is easy to access, use and navigate.

Also high ranks get that the question if the Visual display of the content structure is included. 63 % answer with good or excellent.

Very low was the approval to the question if users can control the level and modes of interactivity with only 36 % finding it good or excellent.

Audio and visual material is adaptable to technology of learners is good or excellent in 47 % of the answers.

Question 34: The course content conforms to usability standards and guidelines.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	12	10,5	11,3	11,3
	good	55	48,2	51,9	63,2
	understandable	29	25,4	27,4	90,6
	poor	7	6,1	6,6	97,2
	not at all	3	2,6	2,8	100,0
	Total	106	93,0	100,0	
Missing	not answered	8	7,0		
Total		114	100,0		

Question 35: The course content is regularly updated.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	13	11,4	12,4	12,4
	good	50	43,9	47,6	60,0
	understandable	28	24,6	26,7	86,7
	poor	13	11,4	12,4	99,0
	not at all	1	,9	1,0	100,0
	Total	105	92,1	100,0	
Missing	not answered	9	7,9		
Total		114	100,0		

Question 36: The course content is interactive.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	15	13,2	14,0	14,0
	good	45	39,5	42,1	56,1
	understandable	33	28,9	30,8	86,9
	poor	12	10,5	11,2	98,1
	not at all	2	1,8	1,9	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Question 37: The course content is easy to access, use and navigate.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	36	31,6	33,3	33,3
	good	49	43,0	45,4	78,7
	understandable	18	15,8	16,7	95,4
	poor	4	3,5	3,7	99,1
	not at all	1	,9	,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 38: Visual display of the content structure is included.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	16	14,0	14,8	14,8
	good	56	49,1	51,9	66,7
	understandable	21	18,4	19,4	86,1
	poor	11	9,6	10,2	96,3
	not at all	4	3,5	3,7	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 39: Users can control the level and modes of interactivity.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	7	6,1	6,5	6,5
	good	34	29,8	31,8	38,3
	understandable	27	23,7	25,2	63,6
	poor	21	18,4	19,6	83,2
	not at all	18	15,8	16,8	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Question 40: Audio and visual material is adaptable to technology of learners.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	15	13,2	13,9	13,9
	good	39	34,2	36,1	50,0
	understandable	32	28,1	29,6	79,6
	poor	18	15,8	16,7	96,3
	not at all	4	3,5	3,7	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Questions 41 to 49: Delivery (Teaching/Learning Process)

Delivery of the training seems to be the core competence of elearning providers. Almost every question in this field gets high approvals. High approval means that the questions are answered with “good” or “excellent”.

A very good approval gets the question if the learners are provided with general information at the beginning of the course. 35 % find this excellent and 42 % good, together 77 %. This is the highest approval in the whole questionnaire.

Also quite high with almost 60 % good or excellent is that specific expectations are set for students with respect to a minimum amount of time for study and homework assignments.

The question if feedback to student assignments and questions is provided in a timely manner is answered by 68 % with good or excellent, and also the question if forums (e-mail systems) are provided to encourage students to work with each other and their tutors, mentors by 67 %.

Easily accessible technical assistance is available to all students throughout the duration of the course gets the same approval of 67 %.

With 61 % are the answers with good or excellent a little bit lower for the question if mentoring resources are available.

Only 53 % approval gets the question if students are provided with hands-on training and information to aid them in securing material through electronic databases.

Also high with 67 % is estimated the question if learner records are sufficient, accurately maintained and up to date.

Question 41: At the beginning of the course the learners are provided with general information

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	40	35,1	37,0	37,0
	good	48	42,1	44,4	81,5
	understandable	17	14,9	15,7	97,2
	poor	2	1,8	1,9	99,1
	not at all	1	,9	,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 42: Specific expectations are set for students with respect to a minimum amount of time for study and homework assignments

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	16	14,0	14,8	14,8
	good	52	45,6	48,1	63,0
	understandable	31	27,2	28,7	91,7
	poor	7	6,1	6,5	98,1
	not at all	2	1,8	1,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 43: Feedback to student assignments and questions is provided in a timely manner

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	20	17,5	18,5	18,5
	good	56	49,1	51,9	70,4
	understandable	24	21,1	22,2	92,6
	poor	5	4,4	4,6	97,2
	not at all	3	2,6	2,8	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 44: Forums (e-mail systems) are provided to encourage students to work with each other and their tutors, mentors

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	29	25,4	26,6	26,6
	good	47	41,2	43,1	69,7
	understandable	23	20,2	21,1	90,8
	poor	5	4,4	4,6	95,4
	not at all	5	4,4	4,6	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 45: Easily accessible technical assistance is available to all students throughout the duration of the course

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	23	20,2	20,9	20,9
	good	53	46,5	48,2	69,1
	understandable	22	19,3	20,0	89,1
	poor	11	9,6	10,0	99,1
	not at all	1	,9	,9	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 46: Mentoring resources are available

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	21	18,4	19,4	19,4
	good	49	43,0	45,4	64,8
	understandable	26	22,8	24,1	88,9
	poor	9	7,9	8,3	97,2
	not at all	3	2,6	2,8	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 47: Students are provided with hands-on training and information to aid them in securing material through electronic databases

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	18	15,8	17,0	17,0
	good	42	36,8	39,6	56,6
	understandable	27	23,7	25,5	82,1
	poor	13	11,4	12,3	94,3
	not at all	6	5,3	5,7	100,0
	Total	106	93,0	100,0	
Missing	not answered	8	7,0		
Total		114	100,0		

Question 48: Learner records are sufficient, accurately maintained and up to date.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	17	14,9	15,7	15,7
	good	59	51,8	54,6	70,4
	understandable	23	20,2	21,3	91,7
	poor	7	6,1	6,5	98,1
	not at all	2	1,8	1,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 49: The technology being used to deliver course content is based on learning outcomes

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	7	6,1	6,5	6,5
	good	58	50,9	53,7	60,2
	understandable	27	23,7	25,0	85,2
	poor	15	13,2	13,9	99,1
	not at all	1	,9	,9	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
	Total	114	100,0		

Questions 50 to 72: Student Support

“Appropriate administrative and academic advice and guidance is available to all learners” is estimated good or excellent by 67 %.

Only 45 % say good or excellent for the question if “quality standards for the delivery of the course are determined”.

The question “The institution has functioning systems to follow up and support of its students through the duration of the study” gets 45 %, but more than 30 % find it acceptable.

Quite good with 57 % is the approval to the question if the technology being used to deliver course content is based on learning outcomes.

The learning support of students is estimated good or excellent by only 49 %.

“The institution has a system for quality assurance of teachers work” is estimated good or excellent also by only 49 %.

“Teacher’s tasks include real teaching and guidance of students” is answered with good or excellent by 52 %, but also 30 % find it understandable.

The support of lessons and activities is good or excellent for only 47 %.

Opportunities for learners to discuss issues are good or excellent in 70 % of the answers.

54 % answer with good or excellent if learners are informed about group-work activities.

Providing the opportunity to take part in online discussions is good or excellent in 57 %.

Availability of technical support is good or excellent in 61 % of the answers.

Very few, only 38 %, answer that learners are guided to web sites that help them determine whether online education is appropriate for them. With “poor” answer 18 % and with “not at all” 17 % to this critical question.

A similar result do we get for the question if learners are directed to a source for answers to frequently asked questions, 42 % answer with good or excellent.

56 % answer with good or excellent if an accessible support-desk is available.

55 % find it good or excellent if learners are able to track their own progress.

The learning is based on interaction is good or excellent for 51 % of the answerers.

Better is the approval if the system records the learner usage time, 64 % find this good or excellent.

Guidance notes for tutors are good or excellent in 54 %.

A very low approval of only 37 % gets the question if there are regular meetings for

tutors.

Guidance for tutors in special requirements of eLearning gets 42 % good or excellent.

47 % estimate the administrative backup or tutors good or excellent.

Monitoring of the competence of all staff is estimated very low with only 35 % good or excellent.

“Time limits are set for responding to external approaches, marking and returning assignments to learners, or reviewing course materials” gets 40 % good or excellent answers.

Question 50: Appropriate administrative and academic advice and guidance is available to all learners

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	24	21,1	21,8	21,8
	good	52	45,6	47,3	69,1
	understandable	22	19,3	20,0	89,1
	poor	9	7,9	8,2	97,3
	not at all	3	2,6	2,7	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 51: Quality standards for the delivery of the course are determined

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	13	11,4	11,8	11,8
	good	39	34,2	35,5	47,3
	understandable	27	23,7	24,5	71,8
	poor	23	20,2	20,9	92,7
	not at all	8	7,0	7,3	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 52: The institution has functioning systems to follow up and support of its students through the duration of the study

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	14	12,3	12,7	12,7
	good	48	42,1	43,6	56,4
	understandable	37	32,5	33,6	90,0
	poor	8	7,0	7,3	97,3
	not at all	3	2,6	2,7	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 53: The institution makes sure that the students receive the learning support they need

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	10	8,8	9,1	9,1
	good	61	53,5	55,5	64,5
	understandable	26	22,8	23,6	88,2
	poor	11	9,6	10,0	98,2
	not at all	2	1,8	1,8	100,0
	Total	110	96,5	100,0	
Missing	not answered	4	3,5		
Total		114	100,0		

Question 54: The institution has a system for quality assurance of teachers work

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	16	14,0	14,7	14,7
	good	40	35,1	36,7	51,4
	understandable	29	25,4	26,6	78,0
	poor	13	11,4	11,9	89,9
	not at all	11	9,6	10,1	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 55: The teacher's tasks include real teaching and guidance of students in a way that takes care of the individual student's needs.

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	13	11,4	11,9	11,9
	good	47	41,2	43,1	55,0
	understandable	34	29,8	31,2	86,2
	poor	12	10,5	11,0	97,2
	not at all	3	2,6	2,8	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 56: All lessons and activities are facilitated, adapting to learner needs and course conditions

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	10	8,8	9,3	9,3
	good	43	37,7	39,8	49,1
	understandable	35	30,7	32,4	81,5
	poor	16	14,0	14,8	96,3
	not at all	4	3,5	3,7	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 57: Learners are given opportunities to discuss issues and concerns

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	17	14,9	15,6	15,6
	good	63	55,3	57,8	73,4
	understandable	19	16,7	17,4	90,8
	poor	7	6,1	6,4	97,2
	not at all	3	2,6	2,8	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 58: Learners are informed about group-work activities

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	23	20,2	21,3	21,3
	good	39	34,2	36,1	57,4
	understandable	27	23,7	25,0	82,4
	poor	14	12,3	13,0	95,4
	not at all	5	4,4	4,6	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 59: Participating in online discussions are provided

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	24	21,1	22,0	22,0
	good	41	36,0	37,6	59,6
	understandable	29	25,4	26,6	86,2
	poor	10	8,8	9,2	95,4
	not at all	5	4,4	4,6	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 60: The availability of technical support is stated and links to online technical information are provided

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	24	21,1	22,0	22,0
	good	45	39,5	41,3	63,3
	understandable	29	25,4	26,6	89,9
	poor	8	7,0	7,3	97,2
	not at all	3	2,6	2,8	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 61: Learners are directed to a web site that helps them determine whether online education is appropriate for them

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	7	6,1	6,6	6,6
	good	36	31,6	34,0	40,6
	understandable	24	21,1	22,6	63,2
	poor	20	17,5	18,9	82,1
	not at all	19	16,7	17,9	100,0
	Total	106	93,0	100,0	
Missing	not answered	8	7,0		
Total		114	100,0		

Question 62: Learners are directed to a source for answers to frequently asked questions pertaining to online learning

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	14	12,3	13,0	13,0
	good	34	29,8	31,5	44,4
	understandable	29	25,4	26,9	71,3
	poor	18	15,8	16,7	88,0
	not at all	13	11,4	12,0	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 63: An easily accessible support-desk is available

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	19	16,7	17,6	17,6
	good	44	38,6	40,7	58,3
	understandable	24	21,1	22,2	80,6
	poor	13	11,4	12,0	92,6
	not at all	8	7,0	7,4	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 64: Learners are able to track and evaluate their own progress

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	24	21,1	22,2	22,2
	good	39	34,2	36,1	58,3
	understandable	27	23,7	25,0	83,3
	poor	13	11,4	12,0	95,4
	not at all	5	4,4	4,6	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 65: The learning is based on interaction (forums and chat), case studies

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	14	12,3	12,8	12,8
	good	44	38,6	40,4	53,2
	understandable	31	27,2	28,4	81,7
	poor	16	14,0	14,7	96,3
	not at all	4	3,5	3,7	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 66: The system records the learner usage time for each module

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	30	26,3	27,5	27,5
	good	43	37,7	39,4	67,0
	understandable	17	14,9	15,6	82,6
	poor	10	8,8	9,2	91,7
	not at all	9	7,9	8,3	100,0
	Total	109	95,6	100,0	
Missing	not answered	5	4,4		
Total		114	100,0		

Question 67: There are guidance notes for tutors

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	12	10,5	11,1	11,1
	good	49	43,0	45,4	56,5
	understandable	25	21,9	23,1	79,6
	poor	16	14,0	14,8	94,4
	not at all	6	5,3	5,6	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 68: There are regular meetings for tutors

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	8	7,0	7,4	7,4
	good	34	29,8	31,5	38,9
	understandable	35	30,7	32,4	71,3
	poor	19	16,7	17,6	88,9
	not at all	12	10,5	11,1	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 69: Guidance for tutors in the special requirements of eLearning

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	11	9,6	10,2	10,2
	good	36	31,6	33,3	43,5
	understandable	33	28,9	30,6	74,1
	poor	21	18,4	19,4	93,5
	not at all	7	6,1	6,5	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 70: Adequate administrative backup is provided for tutors

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	13	11,4	12,0	12,0
	good	40	35,1	37,0	49,1
	understandable	26	22,8	24,1	73,1
	poor	20	17,5	18,5	91,7
	not at all	9	7,9	8,3	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 71: Monitor and review the continuing competence of all staff on a regular basis

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	8	7,0	7,5	7,5
	good	32	28,1	30,2	37,7
	understandable	37	32,5	34,9	72,6
	poor	22	19,3	20,8	93,4
	not at all	7	6,1	6,6	100,0
	Total	106	93,0	100,0	
Missing	not answered	8	7,0		
Total		114	100,0		

Question 72: Time limits are set for responding to external approaches, marking and returning assignments to learners, or reviewing course materials

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	8	7,0	7,6	7,6
	good	38	33,3	36,2	43,8
	understandable	42	36,8	40,0	83,8
	poor	12	10,5	11,4	95,2
	not at all	5	4,4	4,8	100,0
	Total	105	92,1	100,0	
Missing	not answered	9	7,9		
Total		114	100,0		

Questions 73 to 76: Evaluation, Assessment

Only 37 % answer with good or excellent if the program’s educational effectiveness is measured using several methods, but 36 % answer with “understandable”.

40 % find it good or excellent that “specific standards are in place to compare and improve learning outcomes”.

An evaluation process is used to improve the learning process is estimated good or excellent by 46 %.

The question if “feedback on the assessments is build in” is answered with good or excellent by 48 %.

Question 73: The program’s educational effectiveness is measured using several methods

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	7	6,1	6,5	6,5
	good	35	30,7	32,4	38,9
	understandable	41	36,0	38,0	76,9
	poor	17	14,9	15,7	92,6
	not at all	8	7,0	7,4	100,0
	Total	108	94,7	100,0	
Missing	not answered	6	5,3		
Total		114	100,0		

Question 74: Specific standards are in place to compare and improve learning outcomes

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	8	7,0	7,7	7,7
	good	37	32,5	35,6	43,3
	understandable	27	23,7	26,0	69,2
	poor	20	17,5	19,2	88,5
	not at all	12	10,5	11,5	100,0
	Total	104	91,2	100,0	
Missing	not answered	10	8,8		
Total		114	100,0		

Question 75: An evaluation process is used to improve the learning process

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	7	6,1	6,5	6,5
	good	45	39,5	42,1	48,6
	understandable	32	28,1	29,9	78,5
	poor	20	17,5	18,7	97,2
	not at all	3	2,6	2,8	100,0
	Total	107	93,9	100,0	
Missing	not answered	7	6,1		
Total		114	100,0		

Question 76: Feedback on the assessments is build in

		Fre- quency	Percent	Valid Per- cent	Cumula- tive Per- cent
Valid	excellent	12	10,5	11,4	11,4
	good	43	37,7	41,0	52,4
	understandable	25	21,9	23,8	76,2
	poor	20	17,5	19,0	95,2
	not at all	5	4,4	4,8	100,0
	Total	105	92,1	100,0	
Missing	not answered	9	7,9		
Total		114	100,0		

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