

ONLINE EDUCATION PILOT IMPLEMENTATION: Challenges, Insights and Implications

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GENERAL OBJECTIVE:

Gain actual experience in online distance education.

SPECIFIC OBJECTIVES:

Determine readiness by looking into the:

1. Institutional implementation challenges
2. Faculty and students' readiness
3. Online Education Program
4. Factors that could impede or facilitate
5. Implications

METHODOLOGY:

Participants: 4 faculty, 52 students (CTP)

Research Design: Descriptive Research

Instruments:

- Documentation data from CETDE
- Students' Evaluation of Teaching
- Online Education Program Evaluation
- Online Course Evaluation
- Online Faculty Survey
- Students' Information Sheets

PROCEDURE:

Phase I: Planning and Preparation (2nd sem 07-08)

- Needs analysis – infrastructure, LMS
- Target Program, faculty
- series of trainings, seminar-workshops and lecture-forum
- delivery method, enrollment and evaluation procedures, policies and guidelines of program, dissemination, screening

Phase II: Implementation (Summer 2008)

- Delivery Mechanism: **blended**
(70-80% online and 20-30% face-to-face)
- **AERVLES** (Bulletin Board, Course Contents, Posted Files, Class Discussion, Web References, Class Members, Grade Check, Online Users)

- **Support** - VLES, telephone (landline/mobile), available synchronous technologies, f2f conference
- **Teaching strategies:** discussion, article review, film-viewing and analysis, reading and writing activities, data organization and presentation, research/ inquiry, case analysis, reaction paper, digital portfolio, collaborative activities, e-notebook, chat, web site exploration and development, blogging and critiquing one's work

Phase III: Evaluation (end of Summer 2008)

- Students – Teaching, Program, Course
- Faculty – Survey Questionnaire
- CETDE – DE Components,
interviews – faculty and students

RESULTS AND DISCUSSION

1. Institutional Challenges:

- need to improve ICT infrastructure, technical support, staffing, funding, management support, faculty and student support, course development and quality assurance, marketing and promotion, research and evaluation

2. Faculty Readiness:

Students' Evaluation: moderate to strong
(subject matter and teaching, instructor, attitudes and manner of handling the course)

Faculty Self-Evaluation:

- positive attitude toward online teaching, aware of nature and challenges of the delivery mode and how to address them, would recommend the mode to students and faculty, aware of requisites and equipped with strategies

Students' Readiness:

- Majority were technologically proficient
- possessed suitable qualities – generally mature, responsible, reflective, independent, flexible and open-minded
- aware of nature, advantages and demands of the program

3. Online Education Program:

- Course design - moderate
- Learning Environment - moderate

Factors that facilitated success

- faculty, students and VLES

3. Factors that could impede success

- **institutional challenges:** ICT infrastructure, internet connection; inadequate administrative, faculty and student readiness and support; content development, quality assurance; inadequate technical support; poor marketing and promotion; research and evaluation

CONCLUSIONS

- online learning success due to **faculty** and **students** with appropriate characteristics; friendly **VLES** – easy to learn and use
- consider important components of distance education to sustain program

RECOMMENDATIONS

1. Promote careful planning and understanding of distance education components.
2. Build awareness to strengthen acceptance of roles and responsibilities by stakeholders.
3. Provide support structures.
4. Provide funding, staffing, state-of-the ICT infrastructure.

RECOMMENDATIONS

5. Provide good internet connection.
6. Build capacity in ICT, ICT-integration, online teaching strategies, ethical practice, web-based course development.
7. Foster proper coordination among administrative and academic units.
8. Facilitate wider marketing and promotion.

RECOMMENDATIONS

9. Conduct research and evaluation for policy recommendations.
10. Address issues related to change, management and administration of distance education.

Thank you!