



# Evaluating Open and Distance Learning (Longman Open Learning Series)

Thorpe, M.

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# Evaluating Open Distance Learning 2nd Edition

**Mukerji, Siran, Tripathi, Purnendu**



## Evaluating Open Distance Learning 2nd Edition:

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**Evaluating Open and Distance Learning** Mary Thorpe,1988

**Assessment in Open, Distance, and e-Learning** Jessica Evans,Sally Jordan,Freda Wolfenden,2020-05-06 Universities across the globe are attempting to change assessment practices to address challenges in student engagement and achievement and to respond to a global employability agenda demanding evidence of a broader range of skills and competencies In the UK this has acquired urgency given the shift of higher education over the last 20 years from the prerogative of an elite minority to mass participation in a highly diversified market system Integral to this interrogation of objectives for assessment is the identified need to develop and improve academics assessment practice Strategies frequently focus on attendance at formal Continuous Professional Development events and or implementation of institutional blueprints This book showcases how scholarship as part of academics practice can be part of an academic toolkit for change that expands awareness and knowledge of the purposes and effects of the pedagogy of assessment The case studies ranging from assessment in Massive Open Online Courses MOOCs to assessment design for students whose first language is not English to the effectiveness of peer learning to support academic integrity and programme level assessment strategies are framed by an introduction that explores a communities of practice approach to the institution wide improvement of assessment It argues through a case study from The Open University OU that academics professional expertise is best deepened through participation in authentic activities of teaching and scholarship The discussion identifies what is involved in such an approach including the role of an enabling principles based framework the constraints on implementation and the implications for leaders of teaching and learning This book was originally published as a special issue of the Open Learning journal

*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 2nd Dubai International Conference in Higher Education** Lulett Escarpe-Ibarra, [The Educational Technology Handbook](#) Steven Hackbarth,1996 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t

**Resources in Education** ,1999-04

*Evaluating e-Learning* Rob Phillips,Carmel McNaught,Gregor Kennedy,2012-03-22 How can novice e learning researchers and postgraduate learners develop rigorous plans to study the effectiveness of technology enhanced learning environments How can practitioners gather and portray evidence of the impact of e learning How can the average educator who teaches online without experience in evaluating emerging technologies build on what is successful and modify what is not By unpacking the e learning lifecycle and focusing on learning not technology Evaluating e Learning attempts to resolve some of the complexity inherent in evaluating the

effectiveness of e learning The book presents practical advice in the form of an evaluation framework and a scaffolded approach to an e learning research study using divide and conquer techniques to reduce complexity in both design and delivery It adapts and builds on familiar research methodology to offer a robust and accessible approach that can ensure effective evaluation of a wide range of innovative initiatives including those covered in other books in the Connecting with e Learning series Readers will find this jargon free guide is a must have resource that provides the proper tools for evaluating e learning practices with ease Connotative Learning ,2004 *Secondary, Higher Secondary and Higher Education - Reference Book* Prin. Dr. Jayshree A. Airekar,2019-12-02 Explore Educational Progression Secondary to Higher Education by Dr Ananya Kapoor for a detailed examination of the seamless transition and challenges across secondary higher secondary and higher education levels *Assessing Media Education* William G. Christ,2013-02-01 This component of Assessing Media Education is intended for those who would like to know how other schools have grappled with implementing assessment initiatives and who have used assessment to improve their programs **The Handbook for Learning and Development Professionals** Dr. K. Dave Crowder,2020-01-09 K Dave Crowder Ed D stumbled into learning and development in the usual way He developed a reputation of doing such a great job training new people that he became a trainer The chemical plant he worked for gave him a three day train the trainer course and that was it Eventually he earned a bachelor of education degree a master s degree and doctor of education degree and now he s written the book he wishes existed when he entered the field Drawing on more than twenty five years of working in and managing learning and development in industry and corporate settings he covers the basics from a corporate and industry learning perspective He answers questions such as What can be done with instructional design to improve learner motivation Why can a person can be good at one thing and not very good at another How can competency profiles help trainers effectively develop a needs analysis What can person do to be a more effective teacher or coach He also challenges myths related to learning Other topics include curriculum design motivating learners learner assessment and program evaluation Evaluating Teaching and Learning David Kember,Paul Ginns,2012-03-12 Every semester colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken For many universities it is a requirement that all courses be evaluated every semester The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum thus enhancing the quality of student learning In spite of this there is little evidence that it does improve the quality of teaching and learning Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling *Evaluating Teaching and Learning* explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation This guide explains how to develop questionnaires and protocols which are valid reliable and diagnostic It also contains proven instruments that have undergone appropriate

testing procedures together with a substantial item bank The book looks at the specific national frameworks for the evaluation of teaching in use in the USA UK and Australia It caters for diverse methodologies both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels from classrooms to programmes to departments and entire institutions With detail on all aspects of the main evaluation techniques and instruments the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project With a companion website which has listings of the questionnaires and item bank this book will be of interest to those concerned with organising and conducting evaluation in a college university faculty or department It will also appeal to those engaged in the scholarship of teaching and learning

**Ipsative Assessment and Personal Learning Gain** Gwyneth Hughes,2017-02-28 This innovative book offers a new approach to assessment in which learners can follow their own learning journey using cumulative feedback or measurements of distance travelled from different starting points Education currently mirrors the values and practices of a highly competitive world with testing grading and monitoring of standards becoming its driving forces Competition may stimulate high achievers but may also demotivate or even damage the rest Ipsative feedback on progress and personal learning gain measurements are often hidden A range of global case studies from school and higher education illustrate four themes the benefits of ipsative feedback making good use of learning gain measurement the challenges of implementing these novel practices and how to combine new approaches with traditional assessment methods Exploring the difficulties of turning the tables on hierarchies based on achievement and whether it is fair to elevate progress this book will be the start of conversations about a future that is not obsessed with testing and grades

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**Cases on Technology Enhanced Learning through Collaborative Opportunities** Mukerji, Siran,Tripathi, Purnendu,2010-03-31 The collection of cases in the book analyzes and evaluates how

organizations and institutions of learning in the developing and developed world are adapting to technology enhanced learning environments and exploring transnational collaborative opportunities Provided by publisher Higher Education Management and Operational Research Gary Bell,Jon Warwick,Peter Galbraith,2013-02-11 Higher Education in the UK operates in a rapidly changing and highly complex environment Universities need to adapt quickly to this environment and managers must begin to explore new angles and approaches in addressing the challenges they are now facing This book offers a tool box of metaphors and associative Operational Research OR approaches Metaphors are a powerful way of seeing but also a way of not seeing Furthermore the OR discipline has significantly evolved over the last 30 years which has led to the emergence of three distinctive intellectual areas namely Hard OR Soft OR and Methodological Pluralism OR Drawing on these intellectual areas and on the experience of educational and OR practitioners the book highlights the use of various OR approaches to a variety of complex and uncertain problems encountered in higher education management The book aims to explore new perspectives in HE management thinking and to describe and illustrate the use of OR methodologies methods and techniques in helping HE managers to make informed management decisions *Resource Based Learning* Sally Brown,Brenda Smith,2013-11-05 Resource based learning has emerged as a response to the changing expectations of students This text provides strategies for its implementation development evaluation and discusses the implications for resource centres

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