

Evaluating an eLearning module: methods and tools for feedback collection and analysis

Megan Deacon . Amy Han . Melanie Thorn . Steven Yates

Methods used for feedback collection



Questionnaire - Targeted emails were sent out asking groups of Library staff to look at particular sections of the Copyright Module and fill out a Google Form with their feedback (Figure 1). Later Qualtrics (qualtrics.com) was used to develop a more comprehensive feedback form that all users of the module could access.

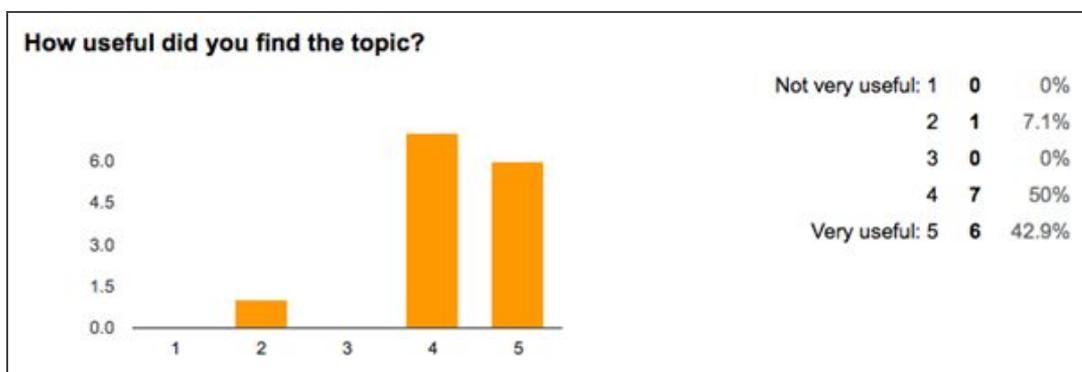


Figure 1: Response from an early survey of a targeted group of library staff. Evaluated their perception of a topic which is directly relevant to their daily activities.



User observation - A group of Library Readings & Reserve staff (who answered a call for volunteers) completed one of the Module's main activities while the developers observed. Close attention was paid to any problems navigating to the required section or in the comprehension of the questions.



Email feedback - Received in response to the early targeted emails and then throughout the process. These communications were carefully reviewed, summarised, documented and changes were implemented accordingly.



Focus group - Extensive preparation included targeting academics and professional staff with connections to copyright and the library and developing a table of questions to evaluate different aspects of the module which we were most interested in. Users were observed, followed by discussion guided by the questions.

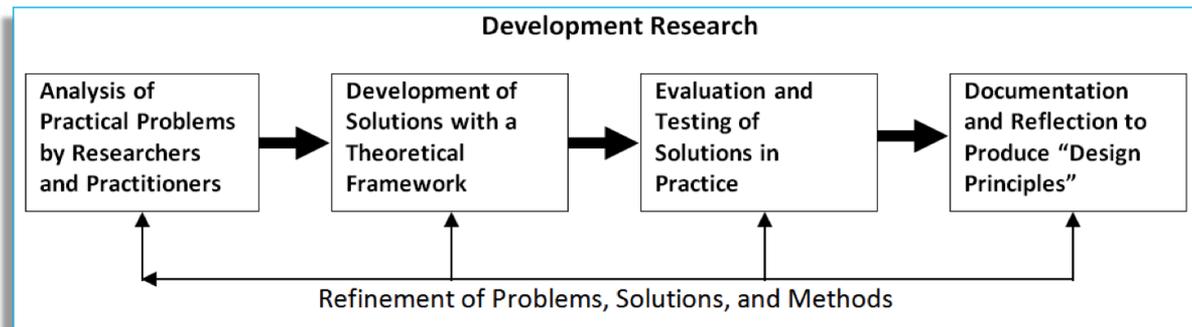


Interview - An interview was conducted with one of the educational designers to gain a deeper insight into responses to the expert rating scale. A learning skills adviser was also interviewed to gather further feedback about the usefulness of the content.



Expert rating scale - Three educational designers provided a rating and feedback across a number of dimensions to determine if the project group met the design goals.

Development research approach



Source: Reeves & Hedberg, (2003, p.274)

Figure 2: Model developed by Reeves & Hedberg (2003, p.274)

Development research (also known as design research or educational design research) is a pragmatic way of evaluating and developing complex learning interventions involving multiple stakeholders. The copyright module was a large and complex project and the team felt that there was a synergy between the approach and the project.

References

- Bannan-Ritland, B. (2003). The Role of Design in Research: The Integrative Learning Design Framework. *Educational Researcher*, 32(1), 21-24.
- Deacon, M., Han, Y., Thorn, M., & Yates, S. (2016). Learning by (more than) doing: developing staff capability through the collaborative creation of an eLearning module. In *VALA2016*, Melbourne, Australia, February 9 - 11. doi: [10.4225/03/57BBF18680B18](https://doi.org/10.4225/03/57BBF18680B18).
- Deacon, M., Han, Y., & Yates, S. (2015). The neverending story: A continuing professional development approach. In *MoodleMootAu15*, Melbourne, Australia. doi: [10.4225/03/57BBF36463688](https://doi.org/10.4225/03/57BBF36463688).
- Reeves, T. C., & Hedberg, J. G. (2003). *Interactive learning systems evaluation*. Englewood Cliffs, N.J. : Educational Technology Publications.

For further information please contact us:



Megan Deacon: megan.deacon@monash.edu
Amy Han: amy.han@monash.edu
Melanie Thorn: melanie.thorn@monash.edu
Steven Yates: steven.yates@monash.edu