

AAOU 2016, MANILA



Guiding Assignment Writing for ODL Learners with e-Learning Courseware

The Case of
Open University Malaysia (OUM)

TickMeng Lim
Safiah Md Yusof
Zainuriyah Abd Khatab
Noral H. Alwi ¹

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Assignment Writing Issues at OUM

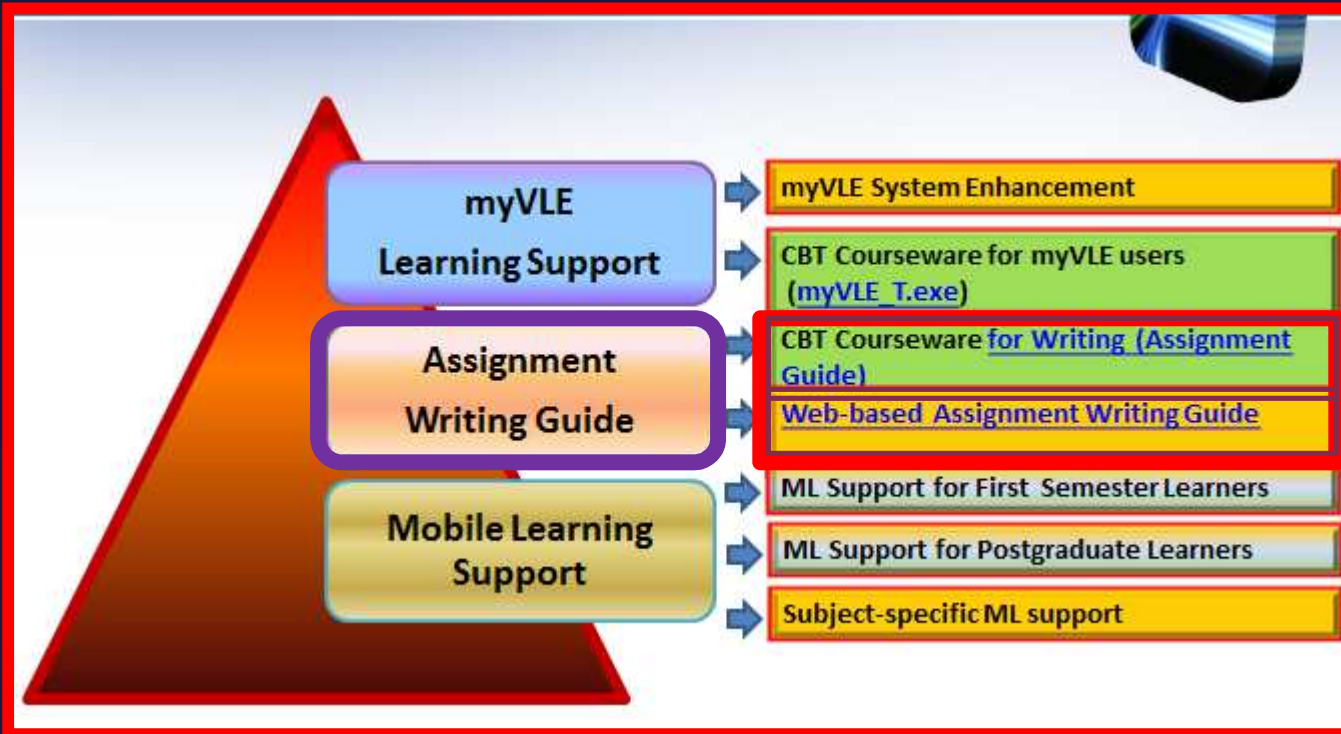
Issues that lead to the need for additional learning support for OUM learners

F2F tutorials not compulsory for learners

Learners prefer self-managed learning

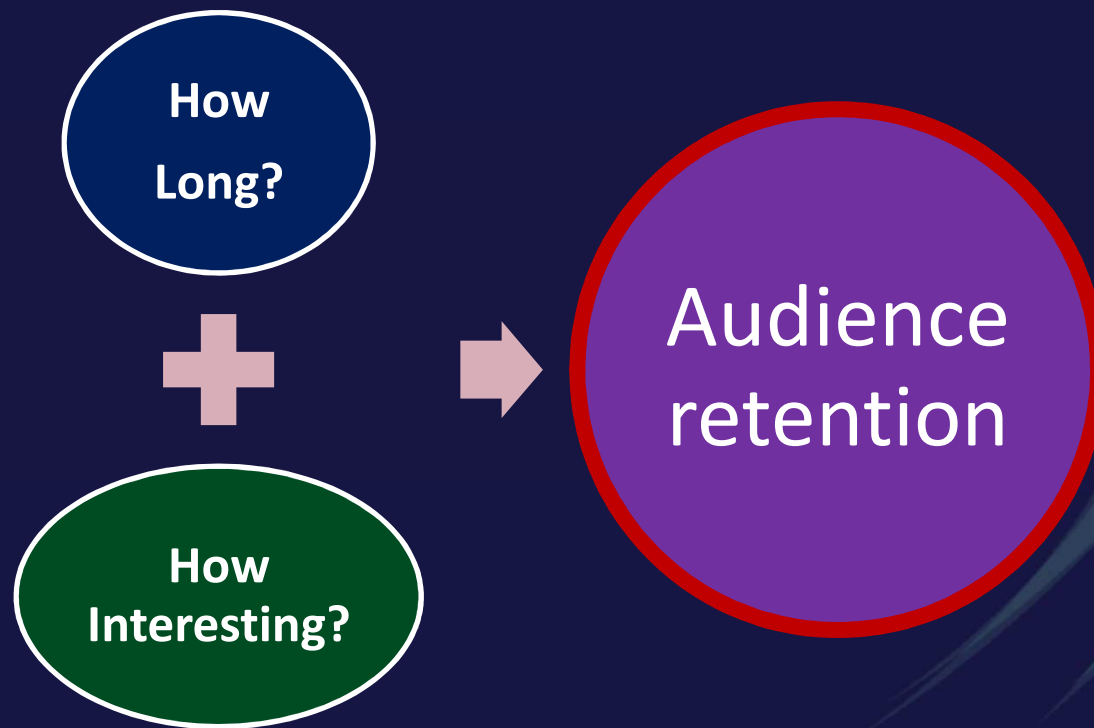
Learners get different information about assignment writing from F2F tutors and Online Tutors

Assignment Guide is one of the many innovations to help learners in their learning



←
2015 – Version 1
2016 – Efficacy Study
2017 – Version 2
(SOIL Model)

Two main factors that affect “Audience Retention” in Online Learning Activities



Digital Courseware Project to Guide Assignment Writing

**Audio + Video
+ PowerPoint (VAP)**

Day, Foley & Catrambone (2006)

video + audio+ PowerPoint slides (VAP) - outperform other forms

Audio + PowerPoint slides (AP)

PowerPoint slides _ text-based transcription (PT)

PowerPoint only (PO)

Apply the famous 80/20 rule in content selection

Extract the essential content (20%) from a typical one hour classroom lesson

Pareto Principle

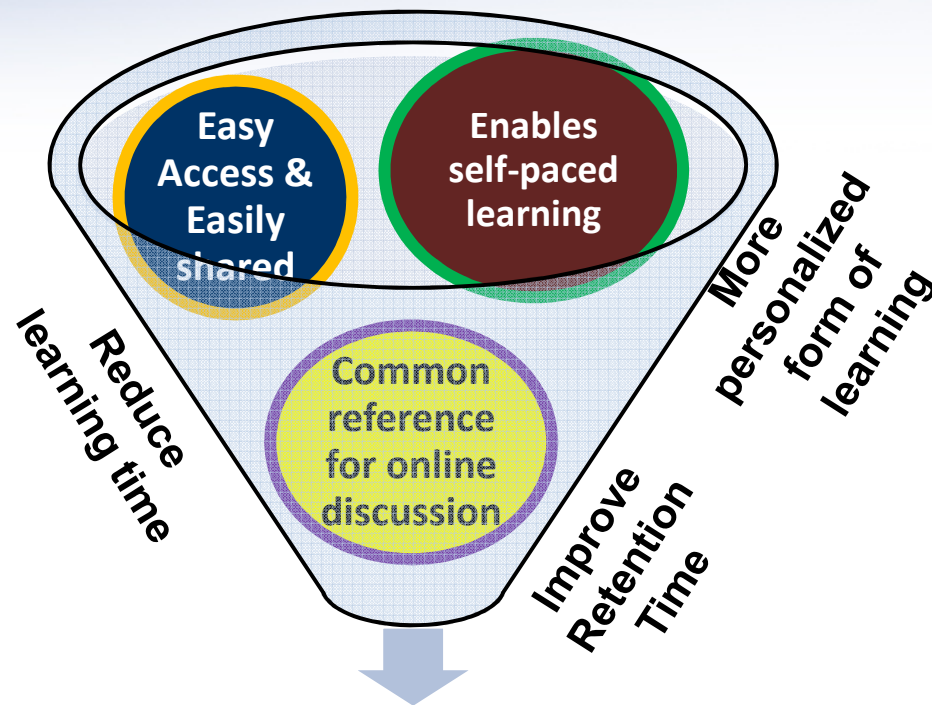
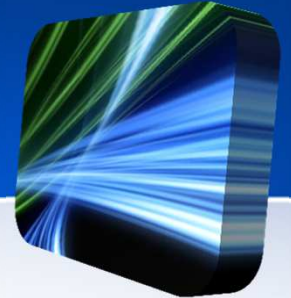
Principles of Digital Courseware Design of for Self-Paced Learning

Miller (1956) , (Baruque, Porto and Melo, 2003; Baker, 2010),

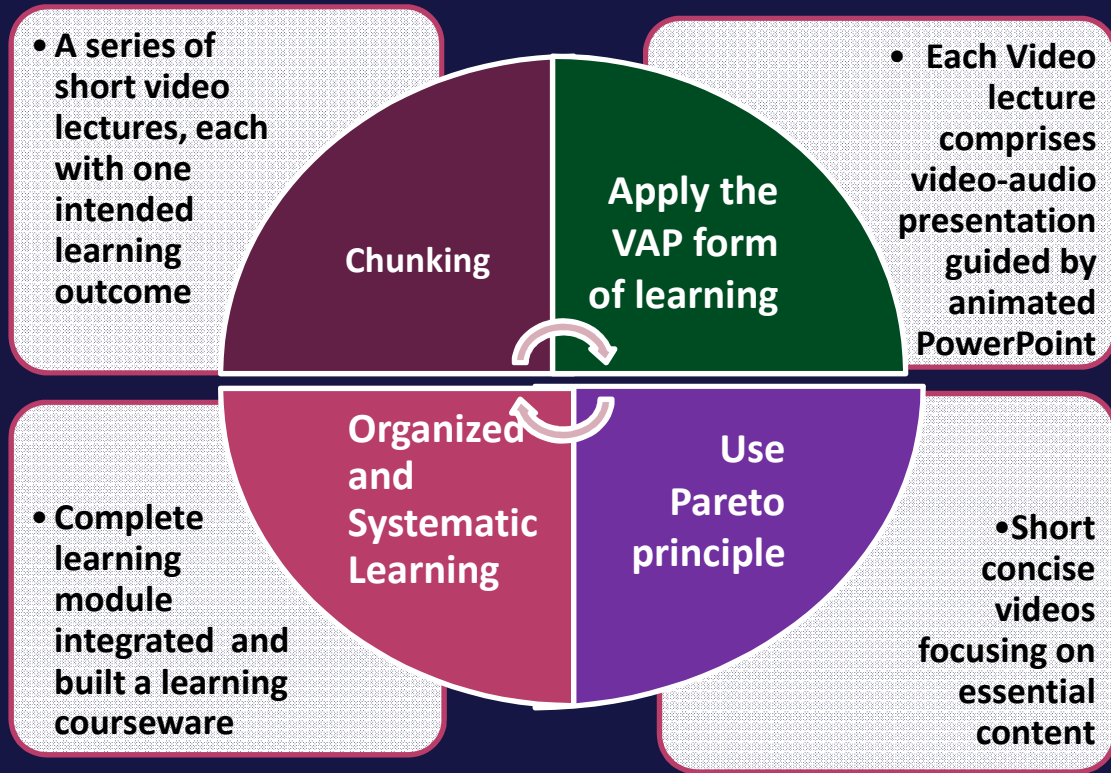
Breaking down learning content into "byte-size pieces"
One learning outcome per video clip

The Principle of Chunking

Advantages of chunked - digitised Videos in the form of VAP



Digital Assignment Guide Courseware Development



WHAT AN ASSIGNMENT RUBRIC LOOKS LIKE

Aspects to check when marking	Weightage *	Levels of Achievement,				Score = Weightage x level Achieved
		Level 1	Level 2	Level 3	Level 4	
Aspect 1						
Aspect 2						
Aspect 3						
Aspect 4				3		
						TOTAL MARKS

Note: A 'List of Criteria for' box is shown pointing to the rubric table.


Some Screenshots of the Courseware

Assignment Writing Guide
(ITLA Production)

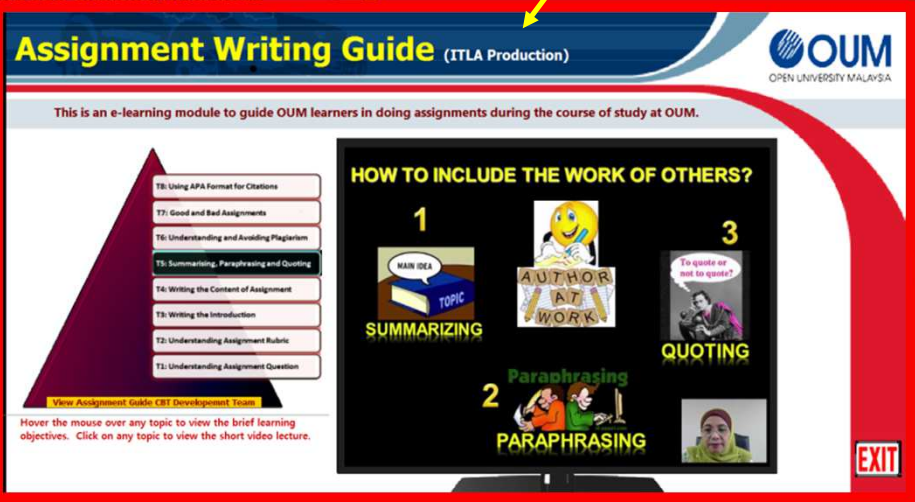
TOPIC	
TOPIC 1	Understanding Assignment Question
TOPIC 2	Understanding Assignment Rubric
TOPIC 3	Writing the Introduction
TOPIC 4	Writing the Content of Assignment
TOPIC 5	Summarising, Paraphrasing and Quoting
TOPIC 6	Understanding and Avoiding Plagiarism
TOPIC 7	Good and Bad Assignments
TOPIC 8	Using APA Format

Web-Based Version

Stand-alone Version

Assignment Writing Guide (ITLA Production) 

This is an e-learning module to guide OUM learners in doing assignments during the course of study at OUM.



HOW TO INCLUDE THE WORK OF OTHERS?

- 1 SUMMARIZING
- 2 PARAPHRASING
- 3 QUOTING

EXIT

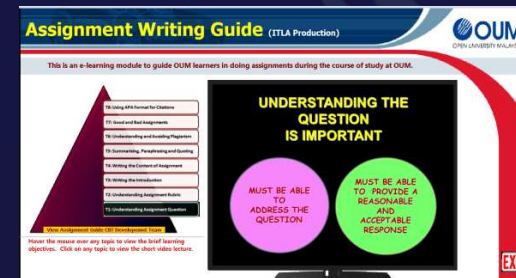
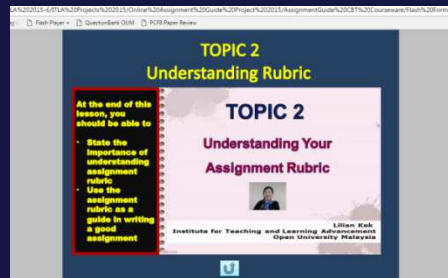
Study on User Perceptions of the Courseware

- A questionnaire survey was conducted to determine the users' perceptions from the perspectives of usefulness, quality, and satisfaction level . The Study also compares the Perceptions of Tutors versus Learners

	Learners	Tutors	t- value
Perceived Usefulness	(M=3.67, SD=.81)	(M=4.08, SD=.52)	$t(166)=3.70, p=.001.$
Perceived Quality	(M=3.44, SD=.92)	(M=3.97, SD=.64)	$t(166)=4.12, p<.001$
Satisfaction Level	(M=3.54, SD=.77)	(M=3.96, SD=.68)	$t(166), p=.25.$

Study of Preferences

-Web-based version Versus Standalone Version-



Preference level	Learners	%	Tutors	%
	n = 122		n = 38	
Standalone courseware	45	36.8%	13	34.2%
Web-based courseware	77	63.2%	25	65.8%



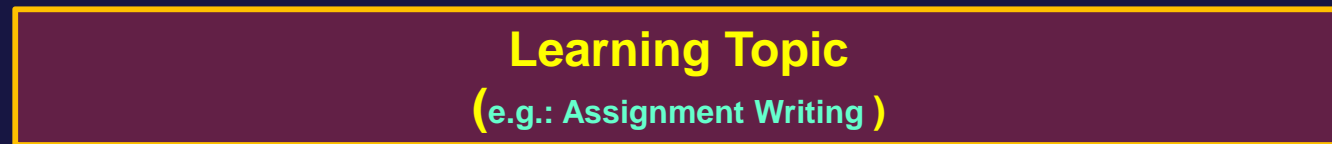
Possible reason for lower learner rating (compared to tutor rating)

- Some learners might not have used the courseware fully to guide their assignment writing task before providing the feedbacks via the evaluation survey
- Some learners are still incompetent in their English language (this can be deduced from their request for the Malay Language version video lectures in the courseware)
- To motivate active self-managed learning, there may be a need to make clear what learning outcomes the learner will be expected to achieve in the next small learning unit (chunk) of learning.

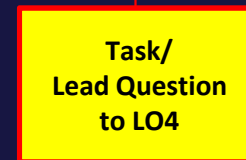
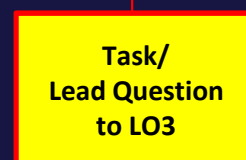
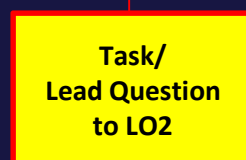
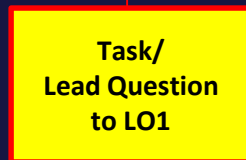
The revised SOIL Model :-

SOIL (Segmented Outcome-Based Interactive Learning)

Phase 1



Phase 2



Conclusion

- **Assignment courseware design and development project is one of the many projects in OUM all aimed towards making ODL learning and learning support more flexible but effective**
- **The same idea can be applied to provide learning and learning for many other courses in various faculties**

Thank You