



**Open University Malaysia**

**CRI's Seminar Series**

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**OUM Students' Learning Outcomes:  
Findings from Qualitative Perspectives**

**Dr. Soon Seng Thah**



# Presentation Outline

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- 1 Introduction
- 2 Research questions
- 3 Research Methodology
- 4 Key Qualitative Findings
- 5 Recommendations based on Qualitative Findings



## Introduction: OUM as an ODL Institution

### CPD

Continuous Professional Development for working class

### Enrolment

Since its establishment in 2002, OUM has enrolled 150,000

### Outcomes

Outcomes must be evaluated to determine worth of programmes



# The OUM Learner Experience

## Reinvention

- Compete with conventional universities

## LMS - myINSPIRE

- Ubiquitous
- Comprehensive
- Multi-purpose

## Local Learning Centres

- 34 LCs
- Good infrastructure



# The Research Problem

## Client-Centred Approach

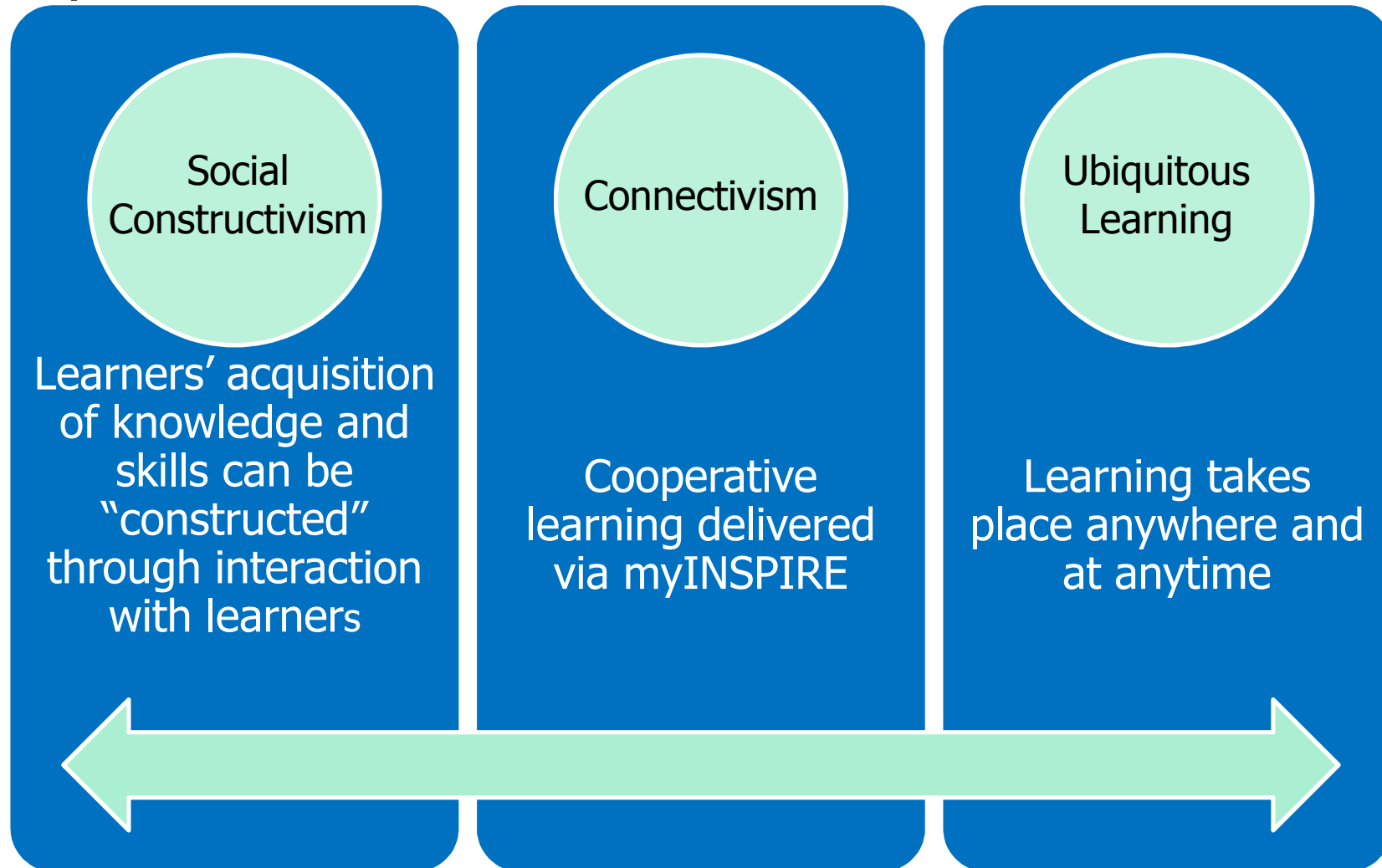
Programme  
Effectiveness

Acquisition  
of  
Knowledge &  
Skills

Delivery  
System



# OUM's Approach to Teaching & Learning





# Research Questions

To what extent do socio-demographic indicators affect OUM's learning outcomes?

What are the factors which determine effectiveness of OUM's outcomes?

How do these factors mediate learners' experience in OUM's academic programmes?



# Research Methodology

## **Cross-Sectional Survey**

An institutional web-based survey research conducted by CRI, OUM

## **Sample**

Sample of 397 learners from fully online and blended modes

## **Research Locale**

All Learning Centres offering subjects from 3 Clusters – Education & Social Science, Business Management and Applied Sciences

## **Data Analysis**

Factor Analysis - Principal Component Method  
Structural Equation Modeling using SPSS AMOS  
Deductive Approach using framework analysis for Qualitative Strand





## Qualitative Findings:

What are the most helpful aspects of fully online course?

Qualitative findings can be organised into 5 categories

- 1 Student learning outcomes
- 2 Tutor perspectives
- 3 Students' understanding of lessons
- 4 Forum mediation
- 5 Information dissemination



# Findings from Qualitative Perspectives

## 1. Student learning outcomes (6 responses)

Students prefer the blended mode over the online mode

OUM has good e-tutors who can provide good learning experience

Students lack precision in learning

OUM's approach allows for freedom of time and flexibility

Preference for face-to-face interaction

Online learning allows "real" distance learning



# Findings from Qualitative Perspectives

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## 2. Tutor perspectives (3 responses)

E-forum tutor reply  
was fast and  
information was clear

There was good  
understanding from  
tutors

E-tutors were quite  
engaging and good  
inputs resulted in  
effective learning



# Findings from Qualitative Perspectives

## 3. Students' understanding of lessons (2 responses)

Allows for discussion  
and understanding of  
module

Students understand  
lessons when they  
participate actively in  
virtual classrooms

There is a need for  
good explanation for  
better understanding  
of concepts



# Findings from Qualitative Perspectives

## 4. Forum mediation (3 responses)

Need for interactive  
forum

Forum must be active

Participation must be  
good



# Findings from Qualitative Perspectives

## 5. Information dissemination (5 responses)

Searching compatibility  
is helpful

Useful and more  
information is needed

Easy access to  
information

Fast tutor reply and  
clear information must  
be given



## Qualitative Findings:

How do you think this fully online course might be improved?

Qualitative findings can be organised into 6 categories

- 1 Student-related issues for improvement
- 2 Tutor-related issues for improvement
- 3 Improvement on how classes were to be conducted
- 4 Questions posed in LMS
- 5 Online collaboration
- 6 Timeliness of information



# Findings from Qualitative Perspectives

## 1. Student-related issues for improvement (17 responses)

Students need more examples to understanding meanings

More student-tutor interaction to enhance learning experience

Fewer students in groups

Positive reinforcement needed

Responsive e-tutors

Compel students to participate in forums





# Findings from Qualitative Perspectives

## 2. Tutor-related issues for improvement (11 responses)

Tutors must be knowledgeable

Exams must be aligned with module

Active participation among students

Need to have online chats for more support

More and variety of activities



# Findings from Qualitative Perspectives

## 3. Improvement on how classes were to be conducted (5 responses)

Avoid online courses if possible

Have more face-to-face sessions

Need to have more information on course, assignment and materials

“Live” or recorded lectures for every course



# Findings from Qualitative Perspectives

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## 5. Online collaboration (3 responses)

Need for more notes to  
guide students

Knowledgeable e-tutors  
who can give clear  
guidance



# Findings from Qualitative Perspectives

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## 6. Timeliness of information (5 responses)

Need to upload more information to LMS especially those related to course, final exam and practicals



# Recommendations

Recommendations based on Qualitative Findings

#1 Need for “well-endowed” e-tutors who can provide the necessary support to students

#2 Face-to-face interaction is imperative in learning

#3 Alignment between what is taught and what is expected

#4 Timeliness of information needed for more effective learning



Thank You  
Email: [soon@oum.edu.my](mailto:soon@oum.edu.my)