Towards the E-learning Document Proceduralisation in Sport

Souâd EL HARRASSI(1)(2) Patrizia LAUDATI(1)

(1)Univ. Lille Nord de France, F-59000 Lille, France; UVHC, LSC-DeVisu, F-59313 Valenciennes, France;
(2)Ministère de la Jeunesse et des Sports, Avenue IBN Sina, Agdal-90100-Rabat-Maroc

Abstract

The Work of this research currently underway, (S. EL HARRASSI, P. LAUDATI. 2012) to improve e-learning dispositif in the field of sport, we conducted a field study to the Faculty STAPS FSMS learner's of the University of Valenciennes UVHC in France. We thus found that access to an e-learning document is still very limited, despite the availability of tools for designers on the part of the University. We then tried to understand the reasons by interviewing other actors involved in the process of development and design e-learning document. For this, two protocols of investigation have been implemented, each responding to a different logic: the first based on semi-structured interviews, from educational designers of the FSMS; the second based on a free interview with makers of the UVHC. The intersection of these two logics (designer - maker) with logic "learner", helped us to identify the levers and the constraints of the e-learning document accessibility and to propose the possible solutions for improvement.

Keywords: E-learning; e-learning document; quality; approach quality; protocol; learner; designer; maker;...

Résumé

Dans le cadre d’un travail de recherche actuellement en cours, (S. EL HARRASSI, P. LAUDATI. 2012) visant à améliorer les dispositifs e-learning dans le domaine du sport, nous avons conduit une étude de terrain auprès des apprenants de la faculté STAPS-FSMS de l’Université de Valenciennes UVHC en France. Nous avons ainsi constaté que l’accès à un cours à distance reste encore très limité, malgré la mise à disposition des outils nécessaires aux concepteurs de la part de l’université. Nous avons alors essayé d’en comprendre les raisons en interviewant les autres acteurs concernés par le processus d’élaboration (conception et édition) des cours à distance. Pour cela, deux protocoles d’enquête ont été mis en place, chacun répondant à une logique différente : le premier basé sur des entretiens semi-directifs, auprès des concepteurs pédagogiques de la FSMS ; le deuxième basé sur un entretien libre auprès des décideurs de l’UVHC. Le croisement de ces deux logiques (concepteur – décideur) avec la logique « apprenant », nous a permis de dégager les leviers et les contraintes de l’accessibilité aux cours à distance et de proposer ainsi des solutions possibles d’amélioration.

Mots clés: Cours à distance; qualité; approche qualité; apprenant; concepteur; décideur; protocole;...
1. Introduction

In the field of e-learning, the abundance of terms, acronyms competitors - and for most practically synonymous - used by actors in the field to designate a new way of training or training support, can not fail confusion and doubt in the minds: e-learning document, online courses, resources, course materials .... as many variations of terms used today to denote both a content and media training mode or learning different from traditional training (commonly known as "face training").

Four different terms, under various names, transmission media and acquisition of knowledge and skills. Which to move? It should be noted that in French, "over" may be used as a double meaning: the perspective of the professor offering the course (and its support) and from the perspective of the student receives the course (and) support.

Often when designing a distance course, instead of questioning the user needs, efforts were made to provide the latest technology and most sophisticated may not be appropriate to the needs of learners nor those of teachers, but who meet purely "computer".

Some previous work has been published in the field of production (elharrassi & all. 2006), interoperability (elharrassi 2010), (elharrassi & all.2007) the media (elharrassi.2008), and e-learning content deployment: show all the benefits of adopting the logic of users in a quality approach. Thus, the aim of developing a conceptual modeling quality of distance courses, field surveys have proved indispensable in order to understand both the qualitative approaches of instructional designers and documents learner satisfaction in the use of those documents.

We then conducted field surveys in three logical: the student perspective, the view instructional designer and maker's point of view. We then established three protocols, each catering to a different logic. The first protocol involved approximately 200 students of the industry sports STAPS-FSMS, University of Valenciennes and it is based on the technical questionnaires. The first results of these questionnaires showed that e-learning materials are not easily accessible to learners. In fact, the field survey, conducted during the first half of 2012 helped to highlight that only a very small percentage of learners had access to a distance learning course (only 1% from 201 learners interviewed)

The table below shows the partial results of the questionary including the answers to the first question: Did you follow a distance learning course in Sport?, If so, which?

<table>
<thead>
<tr>
<th>Q.1. follow e-learning document</th>
<th>Occurrences 201 documents</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (course of physiologie, anatomie, )</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>No</td>
<td>198</td>
<td>99%</td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table. 1 : Results of the learners analysis questionnary (question n°1) (S.EL HARRASSI, P .LAUDATI.2012)
Table 1 and Figure 1 show that out of a total of 201 students, only 1% (3 events) answered that having taken an e-learning document and in particular as regards the field of sport, of course physiology and / or anatomy.

Analysis of responses to other questions we can make two assumptions which, according to the views of learners, have been an impediment to access to distance learning courses:
- The availability of e-learning documents in the Sport-FSMS STAPS-UVHC, for lack of technological infrastructure or because of budgetary constraints;
- Lack of interest from the learners themselves, or lack of interest among teachers to design e-learning documents.

Literature searches showed that this situation is present also in other French universities, despite the development of ICT and ODL (UVR, UVT, UVED ...), and the funding committed by the state to achieve this type of project. We question these results: why so few students use e-learning? We then turned on the side of the designers and makers, through two other protocols, to validate or invalidate the assumptions made and to understand why the university did not implement distance courses for learners.

The second protocol, with instructional designers STAPS of FSMS, University of Valenciennes in France, is based on semi-structured interviews, the third protocol targeted the makers of UVHC, and is based on interviews free. The intersection of three logical (learner / designer / maker) allowed us to identify factors that promote or, conversely, limit access to distance learning, and propose possible solutions to develop a quality course. A quality e-learning document is a document which the development takes into account the communication processes between learners, and appears likely to help them overcome barriers both technical understanding of content and mastery of the medium.

The objective of the quality approach is to know ahead STAPS learner needs and satisfy them. The assessment with the instructional designer allows a qualitative assessment of the design model of distance education courses in order to determine if it is able to meet the specified requirements, and improve it if
necessary.
The description of the experimental approach led, for knowing the needs of different actors, is the subject of the first part of this contribution. In the second part, crossover and results analysis are performed with the aim to provide some answers.

2. Experimental study

The experimental study presented in this section, allows both:
- To have some answers to questions raised by the results of the counting protocol learner: only 1% of a workforce of 201 learners have completed a distance learning course in sport;
- Identify the needs of the head of the Digital University in Region North-Pas de Calais, and Director of Informatics of the UVHC, in terms of decision support.

2.1. Collection methods adopted

Instructional Designer for the protocol, a qualitative survey method was used to collect data using a semi-directive. The views considered here are those of instructional designers. It is indeed very important to understand their perception to understand the reason for the lack of distance courses, and probably for a possible return of experience essential to educators for future planning. Based on the work of Griffin and Hauser on the choice of target audience to interview, we spoke with 20 teachers of the FSMS, University of Valenciennes, who designed one or more modules of distance courses. Decider for the protocol, the objective is to determine the stress and motivation of teachers to design courses or non remote one hand. On the other hand to see if a topic has been scheduled training on the five-year plan UVHC on conceptual modeling of distance courses, A method of qualitative survey was used to collect data using a maintenance free. In our case, the decision maker is represented by the Director of Informatics at the University, responsible for the digital university.

In both cases, the responses were transcribed faithfully as text, so they may be analyzed by the method and the following

2.2. Method of counting

Several data extraction tools exist. The choice depends on the objectives and the data collected. We opted for the use of software for qualitative data analysis Weft QDA,. This creates the software category names: these are words or symbols that are associated with passages of the original text, knowing that many of them may be associated with the same passage. Over 20 interviews, one-hour average, it is to note all the sentences pronounced by the auditor, although they seem to have little bearing on the subject. It is indeed in expressions at first sight the most preposterous that the resident often latent functions most radically new. The phrases most often expressed, and in this sense marginal, also possess the highest potential for innovation (Leleu-Merviel, 2008). Primary data were then transcribed verbatim (with punctuation to bring out the emotions or tones of voice, even with notes [laughs, smiles etc..]). The transcription was performed immediately after each interview, before the memory of details is cleared to facilitate the decoding of the notes taken in a hurry and sometimes difficult to read when the time lapse is too long, or that of Further talks came immediately clear memory of the expression of "the heart". The corpus of transcripts, recordings converted into digitized data is secondary. Before coming to the examination, some additional data on the length of interviews and profiles of participants are specified.
Further note that a search function helps locate passages containing a word or phrase. Thus, we extract the voices of teachers / designers and makers of salient results will be analyzed in the next chapter.

2.3. Results

1. Results of the protocol designer STAPS-FSMS-UVHC-Valenciennes-France

The voices of teachers and researchers of the FSMS, we extracted the results highlight the following:

* Availability of distance courses

Availability and accessibility of distance learning are fundamental. They appear as a major factor in the appropriation or rejection of content. Teacher researchers add to this effect:

"... No, I ss not get into the logic of the distance course, I'm entering the logic of a privileged moment to-face with their teacher to change the very notion of taking notes to truly enter the student active in their learning. With this special moment where there is a teacher who is there to answer students' questions and better understand certain issues, certain things, which I find not necessarily tangible in a lecture where the teacher ... " [CONSTAPS 07]

"... Courses available online, this being it's interesting to understand, but if the student is absent then it will find support for almost do not miss anything! St be PDF of resources, I saw patterns in anatomy in PDF, ppt, ... "

CONSTAPS04 [6792-7466]

* Deficiencies in infrastructure and technological challenges of Use

Technological infrastructure is a pull factor of e-learning as a teacher points out: The interviews first, that no difficulties related to the availability of technological infrastructure arises. But access to these technological tools is valid for all teachers. A professor who has his hand on the budget, expressed implicitly saying:

"... The flow is not very good and even the student displays video and audio without any problems, podcasts too ..." [CONSTAPS04]

Another was upset, saying explicitly:

"... Pictures + images + movie, but it's a project, and we are not currently afford to shoot and do things like that ..." CONSTAPS05

* The teacher versus the digital document

This item has been much written, since the concern to be replaced by machines and to change jobs was implicitly highlighted in the transcript of the auditees. The priority of the teacher in class is another push factor in e-learning system:

Another teacher added:

"... I am entering the logic of a privileged moment to-face with their teacher to change the very notion of taking notes to get really active in the student's learning" CONSTAPS07 [12635-13217]

And he adds: "... the very notion of taking notes to get really active in the student's learning, with this

Distance course=e-learning document
special moment where there is a teacher who is there to answer student questions and understanding of issues, certain things, which I find not necessarily tangible in a lecture or a teacher ...

Another teacher explicitly expresses his views:
"... Students become much less interested in my progress. Only the first two rows of the auditorium after the other are here physically as evidence and that's it. No interest is shown to follow my progress! I do not know what I can do. But I will not give my lectures to students, they must follow in the classroom or lecture hall ... "[CONSTAPS 15]

* User’s Satisfaction

Concerning the user’s satisfaction, two users are taken into account.
-First, the learner which all the teacher are not asked about it their learners, before editing their courses. The following question to the teacher interviewers show this as follow:
"do you take into account the expectations and needs of learners on how to design your course,
Almost all the teachers researchers said they n have not thought of learner satisfaction in the design of content.
-Second, the teacher the same question has been asked to the maker university. All the teachers and researchers said that the training load and volume of their schedule will remain a constraint to design a distance learning course.

* Difficulties encountered and solutions proposed

About the difficulties a teacher has demonstrated the resilience of learners as follows:
"... I encourage students to become active, by visiting the front yard and enjoy the moment face to face with the teacher thinking and asking questions so that all students benefit and for the course is interactive, unfortunately it's not here, it does not yet have that culture. I do not know is that my course is not good, or it is the student ... "[07 CONSTAPS ]

Another teacher adds to this effect: "... and you think it's because of what? This is because of our education system, because are not proactive, they are consumers, "[CONSTAPS 09]
And it bounces, "... for a workforce of 100% of students? It may be two, three people who look at my online courses, but not most ... 

After these analysis, we don’t find any e-learning document have been created in the FSMS-STAPS, and the digital documents which are available to the FSMS, are only to educational resources, as of course materials and not being the e-learning documents.
The analysis of designer’s interviewers STAPS confirmed the hypothesis raised in the learner protocol, in fact, no distance courses have been designed. 50% of teachers did not file that course materials online. We also found that 30% of teachers STAPS remain skeptical of the digital document, fearing, among others, to be replaced by machines.

From the interviewers analysis teachers STAPS, we found a second problem:
Often teachers are confident to provide a distance course, without distinguishing between courses and course materials to place on an e-learning platform, and they think that students are not interested in the process.
Analysis of the designers responses allows us to raise some hypotheses that, according to the views of these teachers, showed a restriction on the design of distance learning courses:
- Lack of training of teachers in this area
- The load volume schedule for teachers
-Teacher motivation
To answer these questions, we wanted to launch a third protocol to a decision maker in this matter within the UVHC.

2. Results of protocol UVHC Decider:
The protocol maker allowed us to examine and identify needs for assistance in decision making of the head of the Digital University in Region North-Pas de Calais, and the director of the department of UVHC,. Voice of the following makers was highlighted;

* In terms of availability of distance learning, decision makers confirm the following:
  "... It is not in the sense of distance courses, besides 4% for all French universities ... they are installed in Bretagne, we know they are masters of several universities that make distance learning courses, learning QNAM in continuing education, so there necessarily there are distance learning, after the area of law among lawyers that make lifelong learning ... "CONSTAPS04
  "... So they do not want to follow x digital resources, they ultimately want the resource that the teacher calls! ca is a point that has noticed Yes they like this ... "[CONSTAPS04]

* In terms of satisfaction of learners and teachers, these makers add:
  "... students expect in terms of service, digital services, and students in these surveys is that they appear here is that finally they expect of the course materials from their teachers or external supports but which are recommended by their teachers Recovery ah agree While in master classes, so if I say in this catalog you will find resources to deepen my course ... "" [CONSTAPS 04]
  "... The team ICT's mission is to be with teachers to analyze their needs precisely, consider the following scenarios provide educational tools just to make course materials online and then after the methodologies for setting training platforms so that students can access these courses according to their progress in their training ... "CONSTAPS16

* In terms of motivation of teachers, policymakers implicitly explain that:
  "... With a project, it works well, because there is a motivation, for use against a platform like Moodle, the I will say is different, it is training, there was one last week, well it are some teachers who come to see, they have never used or they started to use, have issues, how is deposited ... "[CONSTAPS04]

In this work have been identified, but not limited to, the levers that must be taken into account in developing a design model of distance education courses, such as:
- The role of social and cultural environment of the learner
- The difficulties in using the technical platform
- The provision of services in the matter: teacher training on conceptual modeling of a distance learning course

* ..... 

3. Intersection of the results of three protocols Learner, Designer & Decider
A distance learning course quality, uses all the educational aspects: forums, mentoring, online educational concepts, practical’s works.

We performed a comparative analysis of verbatim STAPS teachers and the adjudicator. This study confirmed our hypotheses about the lack of relevant training of teachers, number of hours charged to the teachers and their motivation to develop a distance learning course, the protocol designer STAPS.
Following interviews with policy makers, it follows that only 4% of distance courses have sprung up in certain areas of application, but not in Sport. Instructional designers of the FSMS themselves as fortunate to place course materials on the Moodle platform: which is neither a distance learning course nor an online course, but only of course materials online?

We also found a resistance of a large number of learners and teachers. The first look the e-learning as an "inferior education" intended for learners who have failed to formal education, or their social environment is not encouraging. The second fear, among others, to be replaced by machines.

Indeed, the results show that the question of conceptual modeling is installed backwards. Instead of questioning the needs and expectations of learners, the instructional designer STAPS strives to provide the latest technology and sophisticated, which may not be suitable for end users who are their students. As a result, the adoption of a quality approach requires a reversal of perspective, where the satisfaction of the need outweighs any form of technological determinism,..

Such a project can be implemented without knowing the constraint and the motivation that drives the players for a commitment of this type. It is well to define the specific objective of the project, to ask the question: Why this new approach to distance learning courses?

4. Conclusion

This study aims to contribute to ongoing university reforms in favor of a policy to encourage greater responsiveness of education to the expectations and needs of learners and society. The study results show that almost all experts agree that the audited is not taken into account the expectations and needs of learners. This finding challenges the design process meet the requirements of mediation in the context of e-learning. We can not ignore any longer the learner, as co-player in the development of any device for distance learning or personal attendance. You can not further neglect the contribution of the teacher's profession is changing, of course. He will have to do anything other than the machines will not like content design, evaluation, expertise. Already today's teachers are not the same work as those of the last century. Once freed the teacher from routine tasks that the machine supports, profitability increases. This debate arose so strong and aggressive during the interviews. It shows that e-learning is not an end in itself but is complementary to traditional training. Now the stakes are high: it is, of course, design quality documents, but also to satisfy user expectations expressed or implied in their verbatim.

We recommend policy makers to integrate immediately learners and teachers in the conceptual modeling of distance courses, and not retrospectively. The technical support comes as a service dedicated to a given target. This means that before imposing a solution, we must listen to end users in a structured way to the solution and to meet its needs, to avoid complexity of use or risk of developing a device unsuitable. Teacher training on the process of conceptual modeling of a distance learning course in Sport, is essential.

It should also not neglect the limitations and difficulties of such studies: survey also says that said expenditure commitments. In fact, the preparation of the survey must also include a financial component. Because it is experiments in an academic world with which we must interact before, during and after the investigation.

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