AN EVALUATION ON THE ADOPTION OF E-LEARNING IN THE SCHOOL OF BUSINESS AT UNISIM

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Let UniSIM School of Business help you create the path.
The Context

Understanding:

- UniSIM Mission: *To create excellence in lifelong education through a uniquely-designed learning experience, equipping learners for a better future*
- UniSIM’s student profile is predominantly working adults and thus commuting students
- Anytime, Anywhere
- Preparing for tomorrow’s workplace
Our E-learning Journey

- Convert course content to E-learning mode
- Embark on Blended Learning
- Focus on Flipped-classroom pedagogy

50% of our School’s courses have been converted to e-courses.

Journey has not ended and is continuing ....

2008  2011  2013  2015 & Beyond
Phase 1: Approach to E-Learning

Objectives:

• Support “Anytime, Anywhere”
• Add value to learning
• Inject multimedia into lecture materials
• Digitize learning materials
• Promote online interactions [graded discussions]
• Promote online transactions [downloading materials/assignment submissions/completing assessments such as quizzes]
Phase 2: Embracing Blended Learning

Objectives:

- Cut Face-to-Face Classroom sessions to half
- Encourage case discussions
- Introduce more formative assessments in course to promote reflection
- Encourage independent learning
- Align with Community of Inquiry framework
Supporting Community of Inquiry by leveraging on e-learning

Holistic Education Experience:

- Social Presence
- Cognitive Presence
- Teaching Presence

Ref: Garrison and Vaughan
Phase 3: Implementing Flipped Classroom Pedagogy

Objectives:

• Transfer all classroom lectures to online by converting lectures into digitized “chunked lectures”
• Support Independent learning [Online “discussion corners”]
  • Interest Corner and “example”
  • Topic Clarification Corner
Phase 3: Implementing Flipped Classroom Pedagogy [Cont’d]

Objectives:

• Encourage Acquire Knowledge [*Study*] before class session and Practice Application of Knowledge during class session
• Introduce “pre-class” summative quizzes
• Promote interactions during f2f classes and practicing of 3 key skills:
  • *Creative thinking*
  • *Logical in-depth analysis*
  • *Confident and responsive Communications*
A pause at Phase 3: Evaluating Student Performance before and after Introduction of E-learning

Comparison:

• Look at end-of-course assessment performance for various courses [before and after e-learning]
The e-courses

UniSIM Structured Approach to E-Course Development and Qualification:

• Criteria to qualify as a UniSIM e-course”
  • Must have chunked lectures [no more than 15 minutes per chunk]
  • Must have summative and formative quizzes
  • Courses cannot have more than half its class sessions being face2face
  • iStudy Guide and all student’s learning materials to be online
  • Submissions of assignments have to be online
Our Course Classification and Strategy for e-development
E-Course Implementation History

Number of students who have taken final assessment and number of semesters presented after conversion to e-course

Top 10 SBIZ e-courses based on number of students who have taken final assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Rank along Table (Down)</th>
<th>Number of students who have taken final assessment after conversion to e-course</th>
<th>No of semesters presented after conversion to e-course</th>
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## Looking at “Weak” Student Performance – Before and After “e”

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<th>Course Title</th>
<th>E-learning E (as of latest semester)</th>
<th>ECA/Exam</th>
<th>No of semesters presented</th>
<th>No of student failed twice</th>
<th>% of students failed twice</th>
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<th>No of semesters presented after conversion to e-learn</th>
<th>No of student failed twice</th>
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Looking at Overall Student Performance – Before and After “e”
Phase 3: Comparison Results

Observations:

• No significant difference in number of repeated failures before and after e-conversion
• No discerning trend in % failures in courses before and after e-conversion
• There was no significant difference in student feedback rating for courses before and after e-conversion [although feedback comments from some students indicate they prefer f2f, but the majority in the course did not provide such comments]
Phase 4: Leveraging on current progress

Objectives:

• Able to mount full-e degree programs [no f2f contact sessions]
• Reinforce culture of learning to support flipped classroom pedagogy
• Change culture of teaching to support flipped classroom pedagogy
Summary: Key Success Factors to leverage on Elearning in Higher Education

- Top management commitment
- Clear directions and target
- Faculty Buy-in
- Development support
- Standardized criteria in developing e-learning materials
- Scaffolding development
- Cultivate Learning culture [independent learning and online discussions]
- Support Faculty Training to complement e-learning [flipped classroom pedagogy training]
- Start as a supplement to teaching and learning