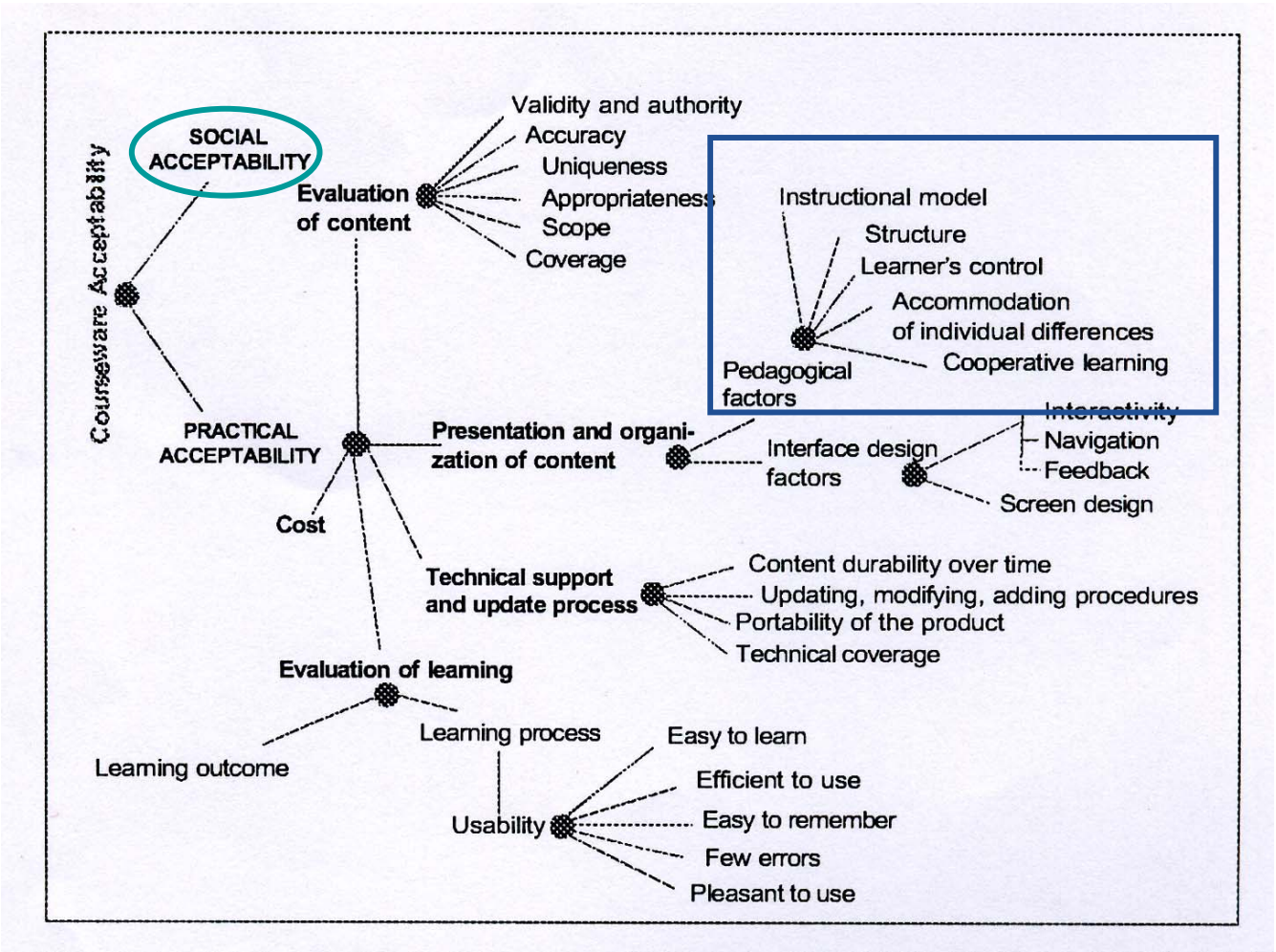
Evaluation of online courses at Warsaw School of Economics

Ewaluacja kursów online w Szkole Głównej Handlowej

Diagram of evaluation framework



Practical acceptability

- Content
- Presentation and organization of content
- Technical support and update process
- Evaluation of learning

E-learning at WSE (SGH)

Programme for Common Supplementing of Extramural Studies

- Step I – some „volunteer” teachers support their traditional lectures with elements of online education
- Step II
  - Phase I – 20 online lectures/seminars (X.2005)
  - Phase II – next 10 courses are added (II.2006)

Subject of research

- Phase I – attitude towards e-learning
- Phase II
  - quality of e-learning content
  - quality of online classes
  - efficiency of learning process

Attitude towards e-learning

- Teachers have their own teaching habits
- They often do not know what tools are offered by the e-learning platform
- But generally they appreciate such form of educational support
- Students present different expectations
- But generally they are interested in e-learning

Students' expectations

„Passive" attitude – online classes give the students access to studying without the necessity to travel – e-learning materials are only an electronic form of a traditional handbook and should be „printer ready"

•Both groups complain about difficult access to the Internet

„Active" attitude – students expect more attractive content than that offered in printed handbooks - they would like to discuss and exchange their opinions – online courses should allow them to extend basic knowledge

What is next ?

- Evaluation of e-learning materials
- Best practices of online classes
- Individualization of learning process based an learning styles theory

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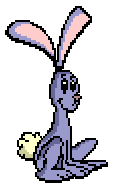

Social acceptability

- the software that provides high level of learner control and undermines teacher role is socially unacceptable
- the courseware that limits student's potential for independent discovery is socially unacceptable