Roadmap of a Learner-Centered Program using a Customized Learning Management System

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Roselle S. Basa
Program Coordinator for IT, University of the East
2010

- UE made its initial attempt to organize its institutional e-learning program;

- An ad-hoc committee implemented e-learning platform with learner-centered content in tertiary level;

- AC 2011 – 2012 → first blended learning course was developed and delivered.
2013

-Office of Curriculum Development and Instruction (OCDI) was formed;

(OCDI is in charge of enforcing the university policies and procedures pertaining to the promotion, development, and implementation of blended learning courses in the university.)
Blended Learning

It is an approach to e-learning where a combination of offline and online sessions comprise its content delivery.

**Offline sessions** involve the traditional classroom-based, instructor-led techniques of teaching, while **online sessions** are made possible through the power of the Internet (Singh, 2003).
OBJECTIVES

1. What is the contribution of UE in e-learning in terms of development and implementation of blended learning courses?

2. What are the features of the customized learning management of UE?

3. What are the future directions of the blended learning program of UE?
1. documentary evidences were retrieved from OCDI:
   - capacity-building training
   - involvement of faculty members in the development and implementation of blended learning courses
   - engagement of students enrolled in blended learning classes
2. informal interviews were conducted:
   - OCDI personnel
   - teachers and students involved in blended learning classes

3. features and capabilities of the customized learning management system were analyzed.
The training program facilitated by OCDI equip the faculty members with the following:

- **pedagogical techniques** necessary to facilitate a learner-centered content delivery

- **syllabi re-engineering** since **outcomes-based education** is now a requirement in tertiary education

- **learner-centered strategies** in facilitating online and offline content delivery

- appropriate **assessment tools**, both traditional and alternative styles

- **Moodle**’s capabilities
RESULTS AND DISCUSSIONS

Table 1. Participation in Blended Learning Seminar-Workshop per Batch

<table>
<thead>
<tr>
<th>Seminar-Workshop</th>
<th>Date</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batch 2</td>
<td>February 2013</td>
<td>37</td>
</tr>
<tr>
<td>Batch 3</td>
<td>June 2013</td>
<td>16</td>
</tr>
<tr>
<td>Batch 4</td>
<td>February 2014</td>
<td>37</td>
</tr>
<tr>
<td>Batch 5</td>
<td>August 2014</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>
## RESULTS AND DISCUSSIONS

### Table 2. Participation in Blended Learning Seminar-Workshop across Colleges

<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>CALOOCAN CAMPUS</th>
<th>MANILA CAMPUS</th>
<th>SUBTOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>19</td>
<td>38</td>
<td>57</td>
</tr>
<tr>
<td>Business</td>
<td>10</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Information Technology</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Engineering</td>
<td>15</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Graduate School</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>44</strong></td>
<td><strong>86</strong></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>
# RESULTS AND DISCUSSIONS

## Table 3. Development and Implementation of Blended Courses

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>DEVELOPMENT</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty Developers</td>
<td>Faculty Implementors</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1st: 1 2nd: 3</td>
<td>1st: 1 2nd: 1</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1st: 2 2nd: 2</td>
<td>1st: 2 2nd: 2</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1st: 5 2nd: 7</td>
<td>1st: 4 2nd: 5</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1st: 4</td>
<td>1st: 8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>22</td>
</tr>
</tbody>
</table>
Quality Assurance

Courses developed for blended learning modality are evaluated by a group of experts, scrutinizing the following:

- Instructional Design
- Content
- Information Technology
- Language quality of the material
Incentives

For course development
-faculty member is deloaded of teaching assignment, but continues to receive equivalent compensation

For course implementation
-faculty member is given an honorarium at the end of the term, equivalent to 10% of the hourly rate multiplied by the total number of contact hours for the course delivered
Moodle provides dynamic interaction between teachers and students through different activities such as discussion forums, wikis, file sharing, messaging, exercise and quizzes, and a lot more. Video, audio, and animated components can also be integrated. Teachers can easily monitor student performance and can immediately provide necessary feedback to further guide students as they perform the directed activities.
Moodle is hailed as the best learning management system, as voted by over a thousand learning professionals from 61 countries in a recent survey conducted by the Centre for Learning and Performance Technologies (Foster, 2014).
RESULTS AND DISCUSSIONS

Figure 1. First Customized Version of UE Moodle (Homepage)
RESULTS AND DISCUSSIONS

Figure 2. First Customized Version of UE Moodle (Login Page)
RESULTS AND DISCUSSIONS

Figure 3. Current Version of UE Moodle (Home Page)
RESULTS AND DISCUSSIONS

Figure 4. Current Version of UE Moodle (Login Page)
Immediate plans of OCDI

• review curricular offerings of UE, brought about by the upcoming implementation of K to 12 program in 2016

• set up a separate unit in charge of creating high quality instructional materials for blended learning delivery
CONCLUSIONS and RECOMMENDATIONS

1. It was apparent that UE is committed in pursuing its mandate of providing a more dynamic and flexible learning platform for the students.

2. It was evident that the establishment of OCDI brought out structure, organization, and quality to the processes involved in the e-learning program.

3. A rise in the number of equipped faculty members to develop and implement was evident.

4. Students’ acceptance of this new learning modality has improved.
Based on the findings, the following recommendations are proposed.

1. Further investigation can be pursued to understand the low involvement and interest of the faculty members to develop and implement blended learning courses.

2. Evidence of students’ level of satisfaction on their experience in blended learning courses may also be sought.

3. Finally, priority courses for blended learning modality may be identified, as affected by the K to 12 implementation.
Thank You!!