

**Fifth Workshop on Forging Partnership in Statistical Training in
Asia and the Pacific**

Making e-Learning Work for Us

**Courses under
SIAP-Tokushima University
e-Learning Programme**

Chiba, Japan

24 – 26 June 2013

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Courses under the Programme

- Courses are now conducted under the SIAP-Tokushima University e-Learning Project
- Course conducted in the past:
 - Three basic-level courses on SNA (2008 SNA)
- Being conducted now:
 - First Intermediate-Level Course on 2008 SNA
- Planned to be conducted shortly:
 - Regional Training on Using Population Census Data for Planning and Decision Making [15 July - 29 July 2013]
 - Preparatory course on Basic Statistics for 4-month SIAP-JICA Group Training Courses [15 July - 16 August 2013]

Underlying rationale for e-learning

- The most promising alternative for meeting the training needs.
- Structured Internet-based e-learning courses can cover
 - a number of different topics
 - a large group of official statisticians, spread over a wide geographical area
 - officials can select from among the courses offered.
- SIAP envisages to conduct such courses on selected subjects as a part of its regular programme
 - either as a series of e-learning courses or
 - as a blended learning programme.

General Features of the SNA Courses

- Internet-based *guided* training course, utilizing the distance training system developed by **Tokushima University**, a national university in Japan.
- The contents and guidance modalities of these courses were developed by the SIAP.
- The term ‘*guided*’ is used to indicate that
 - these are not Internet-based (passive) ‘self’ learning
 - the participants are required to
 - take lessons in a prescribed sequence,
 - take short tests immediately after each lesson
 - submit assignments and
 - interact with the instructor through ‘question & answer’ forum

Participation [Based on 2nd & 3rd Courses]

- Target participants:
 - Junior-level government statisticians
 - engaged in national accounts compilation or
 - using economic statistics or
 - performing tasks relating to compilation of national accounts.
- Nominations received: more than **150**
- Number selected: just over **50**
- Dropout rate: about **25 %**
- Number successfully completing the course: about **35**

Organisation of Courses

- Participants were required to register
- Once registered, they could access the training materials
 - at anytime during the course and
 - from any place with connectivity to the Internet
- Participants were required to
 - go through the course materials lesson-by-lesson
 - take tests after each lesson
 - complete and submit assignments as per time-schedule
 - take a final test at the end of the course
- Final evaluation was based on performance in assignments and final test, with **60%** as the success criterion.

Course materials

- Covered six main topics of national accounting in nine lessons.
- The course materials consisted of
 - a compilation of reading notes, called “Reading Material”
 - PowerPoint presentations for each lesson
 - Assignments.

Guidance mechanism

Mainly four means of guiding the participants were used:

- Guidelines on how to take the course – the sequence in which the materials were to be used.
- Lesson-completion test after each lesson – a fixed set of questions – unlimited number of attempts permitted.

[Only after securing 80% or more they could move to the next lesson.]

- Carrying out assignments – commented upon by the instructor
- Q&A (question & answer) corner provided by the system for each lesson.

Feedback from Participants

Feedback obtained through an evaluation form – on line

Consisting of two parts:

- Course evaluation
- Ease of using the system

Participants' (mostly with little experience) Responses:

- Generally encouraging
- Found the materials useful, engaging & interesting
- Guidance mechanism judged effective by the less experienced

Success Factors

- In general, the courses served the purpose
- Successfully completion rate: about 70% (of registered)
- Accessibility appreciated
- Materials generally found simple and interesting
- Could establish fairly effective communication
- Recognized comparative advantages:
 - Possibility of rolling back & repetition
 - Handling heterogeneity more effectively – the more advanced need not wait for those who are not.
- Received couple of technical job-related queries later

Challenges

- **High dropout rate** – about 25%
- **Language** – more dropouts among those NOT using English regularly
- **Interaction** – [particularly for hands-on](#)
- **Understanding learners' needs** – skill-level & interests
- **Personalization** – understanding individual needs
- **Internet connection** – limited accessibility in some countries

Thanks