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

Making *e*-Learning Work for Us

e-Learning
- Scope, Objectives, Motivation and Impact

Chiba, Japan

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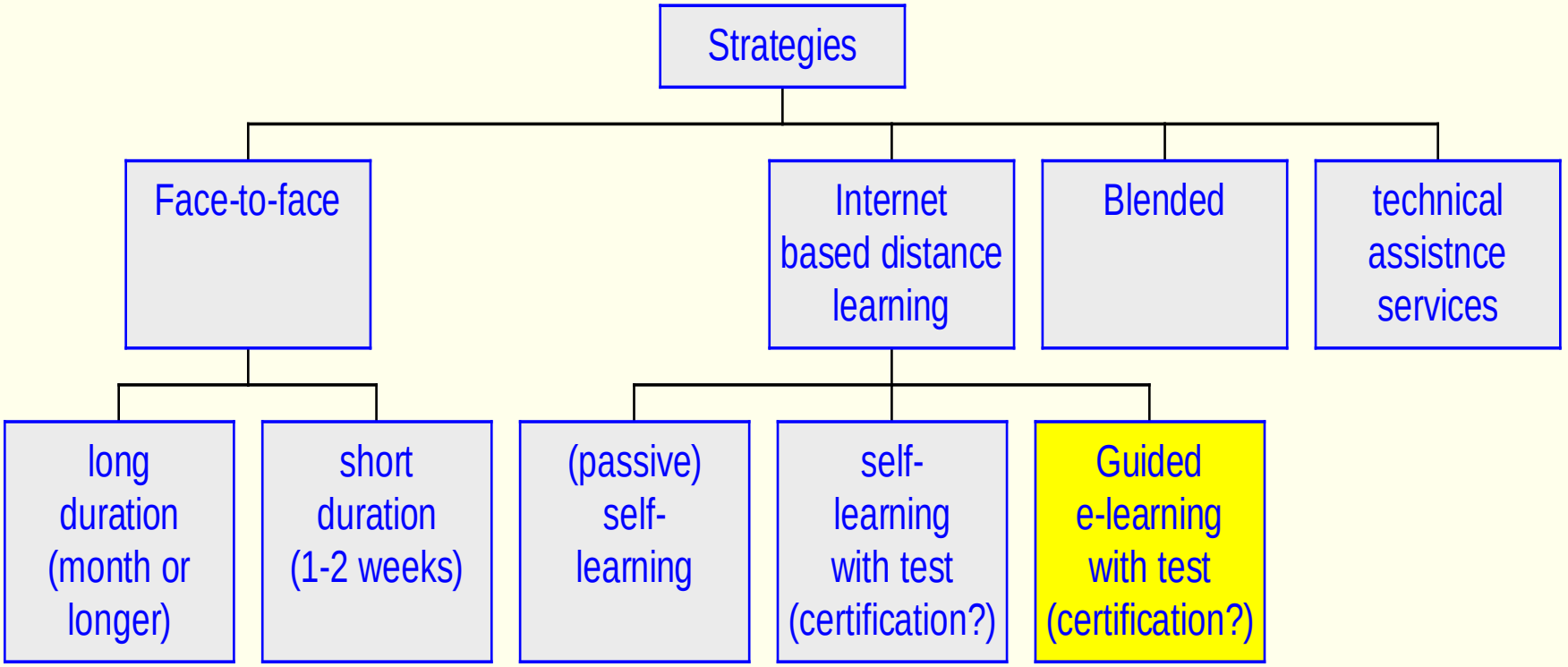
Contents

- Introduction
- Setting Objectives
- Identifying Scope
- Motivating Participants
- Assessing Impact [not considered for present]

General Training Strategies



Guided e-Learning – possible roles

- Reaching a larger and broader group of official statisticians in a cost-effective way
  - ➢ thus moving closer to meeting the unmet training needs.
- Covering topics that are much wanted but rarely provided,
  - ➢ such as basic statistical tools and practices for official statisticians.
- As a preparatory stage for a blended-modality training course.
- As a constituent of a structured training programme leading to academic / professional certification.

Setting Objectives – Prerequisites

- Defining the ultimate goal: coverage and time frame
- Understanding
  - existing training needs and
  - users' collective needs
- Identifying
  - comparative advantages of Guided e-learning
  - likely constraints – what could be the limiting factors?
  - revealed and implicit training needs
- Understanding the scope: "how close can this mode of training take us to the goal?"

Setting Objectives – main elements

- The needs envisaged to be met, in terms of
  - areas / topics of official statistics
  - targeted recipients and skill level
  - coverage: official statisticians only?
  - time frame
  - defining phases of attainment
- Supplementing and follow-up courses in alternative training modes necessary, if any.

Scope – Subject areas / topics

- Recognizing existing training needs for diverse topics
- Prioritization of topics by revealed training needs
  - How basic / obligatory are the needs?
  - How large the number requiring training?
  - Who would be the recipients?
    - only official statisticians working in the specified field by skills level
    - only official statisticians by skills level
    - open to all those who are technically capable of taking the course.

Scope – Subject areas / topics (contd.)

Criteria for setting priority by availability of resources

- Availability of existing training materials
- Availability of resources for developing new materials
- Effectiveness of guided e-learning courses

Scope – Subject areas / topics (contd.)

Effectiveness of guided e-learning courses – some conjectures for consideration:

- Topics involving simple derivative logic (such as basic concepts of descriptive statistics, index numbers, simple sample selection methods, statistical software) – easier to handle at the basic levels.
- Topics mainly using inductive logic (such as national accounts, poverty analysis, etc.) – relatively more difficult even at the basic levels.
- Topics involving descriptions of process / procedure / policies – these are perhaps better suited for passive distance learning with limited guidance.

Scope – Subject areas / topics (contd.)

Issues for considerations:

- Which topics?
- Contents
  - Simple text
  - Interactive e-lessons
  - Assignments & mentoring
- At what level?
  - Basic or advanced
- Whether blended with a follow-up face-to-face training?

How to draw participants?

- Adapting *MOOC* entail (amongst others) open participation, which requires motivating participation.
- Options for consideration:
  - Issuing certificates of successful completion
  - Introducing credit systems leading to certification from (having established tie up with) academic institutes

    [example: USP]
  - Other incentives like opportunity of taking advanced course(s) in reputed academic institution.

Thanks