



Chapter 7

Techniques for Evaluating and Improving the Effectiveness of Online Courses


Jamila Khurshid

 <https://orcid.org/0000-0002-7812-3372>
University of Poonch, Rawalakot, Pakistan

Sadia Shaheen

 <https://orcid.org/0000-0001-8690-1181>
Government College University, Faisalabad, Pakistan

Sehar Zulfiqar

 <https://orcid.org/0000-0002-8377-4524>
National University of Modern Languages, Islamabad, Pakistan

ABSTRACT

Online learning, also referred to as e-learning or distance learning, is an educational approach that utilizes digital technologies and the Internet to deliver educational content and facilitate learning remotely. It eliminates geographical constraints, making education accessible to individuals who may have limited opportunities for on-campus learning due to location or other factors. Although many common learning and teaching activities, like lecturing and communicating, can be easily handled by modern online learning technologies, others, like the evaluation of learning outcomes with closed-book exams, are difficult. Among other issues involving students and educators, these difficulties concern educators' capacity to guarantee academic integrity when an exam is taken remotely and from a private location in the absence of a live proctor. The objective of this chapter is to highlight the issue of online learning particularly in developing countries.

DOI: 10.4018/978-1-6684-8332-9.ch007

INTRODUCTION

Since 2019, the sudden COVID-19 outbreak has had an impact on people's lives all over the world therefore Several schools had to close temporarily due to health and safety concerns (Tadesse & Muluye, 2020; Shaheen et al., 2022). As a mitigation measure Globally, governments have imposed social distancing measures to prevent the spread of the virus. Lockdowns and a cessation of personal contact with anyone outside of one's immediate family. As a result of the pandemic, educational activity is massively affected. An entire education system can be transformed in a matter of weeks Education had to undergo a complete transformation from elementary to higher education Online (Mishra et al., 2020)

(Marinoni et al., 2020) stated that a total of 185 higher education institutions (HEIs) have closed in 185 countries in April 2020, affecting more than 1,000 million learners worldwide. In the result of this situation as educators worked to make sure students received their formal education programs, the demand for online learning quickly outgrew the traditional face-to-face learning mode (Carolan et al., 2020). The increased use of online education following the COVID-19 epidemic has highlighted the importance of understanding the success of online courses as well as the techniques and tools employed to analyze and enhance them. Many institutions had to make a quick switch to online learning and encountered difficulties with scalability, student engagement, formative and summative assessment methodologies, and assessment technique improvement along the process (HAMAD, 2022). There is a growing corpus of research on the effectiveness of online learning, but there is a need for a thorough study that summarizes these results and offers guidance on how to assess and enhance online courses.

Since 2019, the sudden COVID-19 outbreak has had an impact on people's lives all over the world therefore Several schools had to close temporarily due to health and safety concerns(Chaturvedi et al., 2021). As educators worked to make sure students received their formal education programs, the demand for online learning quickly outgrew the traditional face-to-face learning mode.

The increased use of online education following the COVID-19 epidemic has highlighted the importance of understanding the success of online courses as well as the techniques and tools employed to analyze and enhance them(Li, 2022).

In a recent survey that was conducted by the National Center for Education Statistics, 48% of undergraduate and graduate students that were enrolled in degree-granting institutions had taken at least one online course during their course duration (De Brey et al., 2021). This trend of online education is expected to continue in the coming years because of the technological advancements seen progressing at a high pace, some of the estimates keep on suggesting that the global e-learning market will surpass \$325 billion by 2025 (De Brey et al., 2021; Pandita et al., 2021). This

23 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/techniques-for-evaluating-and-improving-the-effectiveness-of-online-courses/337165

Related Content

From Crisis to Vision: Educational Leadership, Globalization, and Inequality

Alan Bruce (2022). *Leadership and Management Strategies for Creating Agile Universities* (pp. 29-44).

www.irma-international.org/chapter/from-crisis-to-vision/292560

Blooming Where We Land: HBCU Writing Programs and Literary Legacies

DuEwa M. Frazier (2022). *Contributions of Historically Black Colleges and Universities in the 21st Century* (pp. 130-149).

www.irma-international.org/chapter/blooming-where-we-land/309366

HBCUs Are Economic Engines in Their Local Economies and the Nation, Fantasy or Reality?: Economic Contributions of HBCUs

Joseph Onyeocha (2022). *Contributions of Historically Black Colleges and Universities in the 21st Century* (pp. 68-90).

www.irma-international.org/chapter/hbcus-are-economic-engines-in-their-local-economies-and-the-nation-fantasy-or-reality/309362

Faith Goes to College: The Religious Factor in the Founding and Development of HBCUs

Harry Singleton (2022). *Contributions of Historically Black Colleges and Universities in the 21st Century* (pp. 1-20).

www.irma-international.org/chapter/faith-goes-to-college/309359

The Public Institution Presidency: Navigating the Legislature

Arleene P. Breau (2021). *Handbook of Research on the Changing Role of College and University Leadership* (pp. 296-312).

www.irma-international.org/chapter/the-public-institution-presidency/276613