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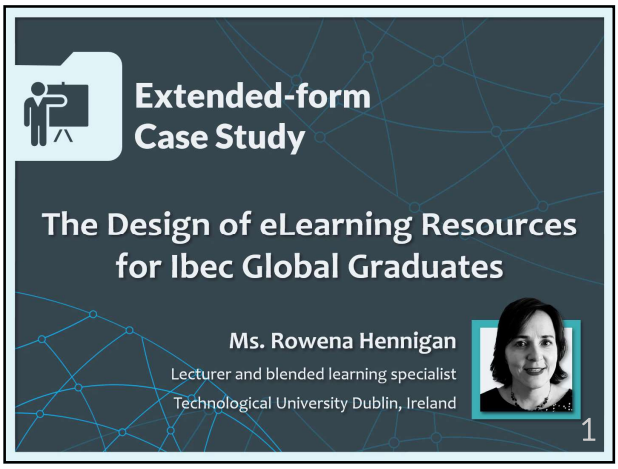

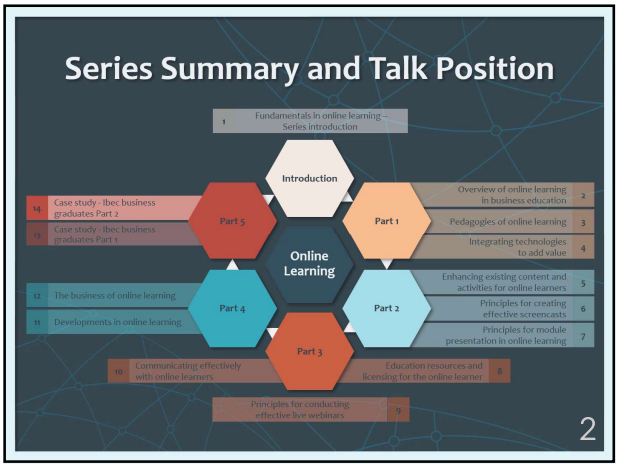

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Ibec Global Graduates (IGG) Programme

The Ibec Global Graduates (IGG) programme:
"Connects the best companies with the best and brightest graduates"

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Programme Overview
The Ibec Global Graduate Programme (IGG)

- The IGG programme places graduates on international paid work placements over 12-24 months, combining on-the-job experiential learning and academic study leading to a TU Dublin accredited Postgraduate qualification
- Sponsoring companies receive funding and access to a pre-screened network of the brightest graduates
- The first stage of the academic programme requires 2 weeks of lectures delivered in person at the TU Dublin campus in Dublin, the rest of the content is delivered by distance learning (VLE) and learning happens at a distance for the students

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Academic Programme
Distance Delivery

- IGG students accessed the VLE (Virtual Learning Environment) using Blackboard LMS* (Learning Management System)
- 'DIT Webcourses' was the name of this environment and it was used by over 20,000 staff and students
- Webcourses functionality and features were implemented at an IGG programme master level, after that individual subject "modules" were managed by their respective lecturers

* TU Dublin currently uses Brightspace for its LMS

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Research

Please see link in the links tab

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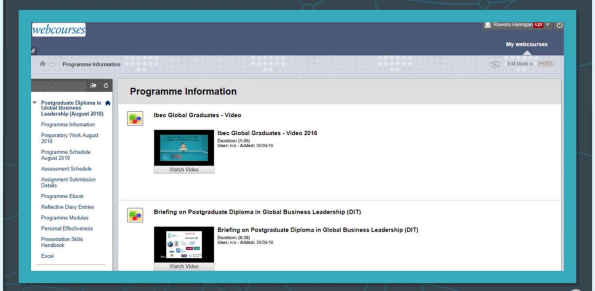
Research

Aim: Assess the eLearning VLE provision for IGG

Part One

- Audit undertaken of the existing VLE provision on Webcourses
- Discussions with staff and student users of the VLE, to ascertain their views
- Review of eLearning literature, *inc.* QQI Ireland guidelines [Quality and Qualifications Ireland (2015) Statutory Quality Assurance Guidelines for Flexible and Distributed Learning]

Part One
Audit of Webcourses VLE



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Summary of Audit

Group	Date	Assessment Schedule	Assignment Submission Details	Programme Information	Programme eBook	Programme Modules	Presentation skills
IGG	Oct.15	X	X	X	X	X	X
Food & Drinks	Jan.16		X		X	X	X
Food & Drink	Jun.16	X	X			X	X
IGG	Aug.16	X	X	X	X	X	X
IGG	Oct.16	X	X	X	X	X	X

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Key Elements

Module Content
The detail and quality of content on Webcourses

User Experience
Format and structure of content on Webcourses

Updating of Module Content
Timeliness and being kept up to date

Interactivity of Content
Variety including videos, eBooks, web links *etc.*

Assessment Methods
The detail and quality of content on Webcourses

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Part Two
Survey

- In April 2017 a student survey was conducted with the following objectives:
  - Measure student satisfaction with the current Webcourses provision
  - Ask students to rate and rank the proposed five key elements
  - Obtain general feedback on the current Webcourses provision
- The research sampled 39 students across multiple cohorts and 17 responses were received

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Qualitative Feedback

- Qualitative feedback was gathered by requesting comments during the survey which were gathered and compiled
- Also, *via* the regular programme committee review meetings with student representatives
- Ultimately the research findings would feed into the guidelines on a **student-centric design** for the programme and VLE

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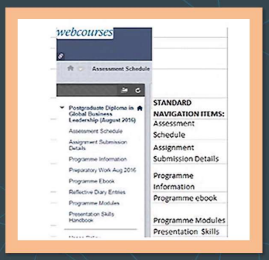
Output from Audit
Navigation

Standardise programme navigation items across all cohorts in stream



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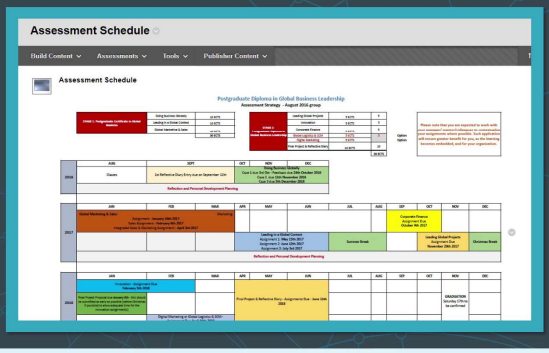
Output from Audit
Assessment Schedule



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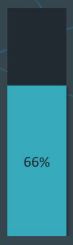
Outputs from Survey

Satisfaction level
66% of respondents were either extremely or moderately satisfied with the current Webcourses provision

Key Elements and their importance



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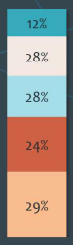
Outputs from Survey

Respondents **ranked the five key elements** (using the rank position of number 1):

- **Module Content** The detail and quality of content on Webcourses
- **Interactivity of Content** Variety including videos, eBooks, web links *etc.*
- **User Experience** Format and structure of content on Webcourses
- **Assessment Methods** The detail and quality of content on Webcourses
- **Updating of Module Content** Timeliness and being kept up to date



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Respondents Ranked
The 5 Key Elements

Table of responses

#	Question	1		2		3		4		5	Rank	Total
1	Assessment Methods - detail and quality	18%	3	24%	4	12%	2	24%	4	24%	4	17
2	Module Content - detail and quality	29%	5	24%	4	24%	4	18%	3	6%	1	17
3	Interactivity of content - including eBooks, webinars and videos ect.	24%	4	12%	2	18%	3	35%	6	12%	2	17
4	User Experience on Webcourses - format and structure of content	18%	3	18%	3	12%	2	18%	3	35%	6	17
5	Updating of module content - kept fresh and up to date	12%	2	24%	4	35%	6	6%	1	24%	4	17

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Recommendations

- Continue to **support the five key elements,** noting their levels of priority
- **Provide support material** to assist programme and teaching staff in their activities in relation to The VLE *i.e.* how to guides and sessions on eBooks
- Continue to **review and improve** eLearning design
- Regularly **collect student feedback** specifically on the eLearning/LMS provision for the IGG programme

The project found the use of the **VLE audit process an important and efficient** way to assess and review the overall distance learning offering, which was a clear recommendation to other teams and departments at TU Dublin

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THANK YOU!

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References/Links

- *The Design of E-Learning Resources for Part-time Distance Education Students*, Rowena Hennigan DIT 2017
  https://arrow.dit.ie/fellow/53/
- Quality and Qualifications Ireland (QQI) (2015) Statutory Quality Assurance Guidelines for Flexible and Distributed Learning Retrieved from:
  https://www.qqi.ie/Publications/Publications/QA%20Guidelines%20for%20Flexible%20and%20Distributed%20Learning.pdf

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