

The demand for quality in eLearning: a case study of Mindanao eLearning Space

Abstract

The greater demands placed on business by customers, forces of globalisation and information and communication technology combined with increasing dissatisfaction with traditional command and control management paradigm demand greater flexibility and adaptability through continuous organisational learning (Creech 1994, Denton 1998, Juran 1979). Drucker (1993) contends that a fundamental challenge for organizations is to build systematic practices for managing self-transformation. These include continuing improvement in every activity, development of new applications from its own success and continuous innovation in an organised process. Therefore, there is a recognised need for organisations to continually improve and accelerate learning and knowledge creation so that they can compete effectively in a constantly changing operating environment.

This paper examines how the Mindanao eLearning Space consortium has developed and implemented a quality management system to support continuous improvement in meeting the learning needs of the Department of Education. It begins by providing a brief background to the establishment of Mindanao eLearning Space and the impetus for change. A review of literature on quality, continuous improvement and organisational change follows which serves as the underpinning rationale for the quality approach taken to the instructional design process of eLearning products. Discussion of the process also analyses how participatory techniques and opportunities for learning have been structured at each step to maximise learning and enhance the outcomes of eLearning products.

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Mr Scott Cawrse is the Training Manager of the Philippines-Australia Basic Education Assistance for Mindanao Project. He has postgraduate qualifications in education majoring in human resource development which is complemented by his experience in development assistance projects in India, East Timor, Indonesia and the Philippines.

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