

## APPENDIX 1

# SURVEY QUESTIONNAIRE

## FACULTY OF EDUCATION UNIVERSITI MALAYA

### A RESEARCH PROJECT ON 'QUALITY ASSURANCE MODEL OF E-LEARNING FOR ACADEMIC MANAGEMENT IN A PRIVATE HIGHER EDUCATION INSTITUTION'

#### INSTRUCTIONS:

1. This is a questionnaire for obtaining your perception of quality assurance in e-learning environment.
2. There is no right or wrong answer. Please answer all the question items as honest as possible, reflecting your best judgement.
3. For Part A, please tick ( ☐ ) in the appropriate boxes.

For Part B and C, please circle the appropriate number (1, 2, 3, 4, 5) on the scale for **each** of the item.

For Part D, please state your opinion to enhance the quality assurance in e-learning.

4. You are advised to spend approximately 30 minutes to answer the questionnaire.
5. Thank you for your time and co-operation.

**Part A: Respondent's Background.**

**Instruction:** Please tick (✓) correctly.

1. Highest qualification  
PhD ( )      Master degree ( )      Bachelor degree ( )
2. Job Function  
Academic Head ( )      Lecturer ( )      Coordinator ( )
3. Branch Location  
Kuala Lumpur ( )      Melaka ( )      Petaling Jaya ( )

## Part B: Importance of Benchmarks In The E-learning Environment

Instruction: Please answer these questions as honest as possible to reflect your best judgment.

Not  
Important

Very  
Important

<b>Management Support</b>						
1.	Professional supports are provided to encourage any innovation in development of e-learning courses.	1	2	3	4	5
2.	Rewards are offered to encourage effective teaching in e-learning courses.	1	2	3	4	5
3.	A documented technology plan which include the electronic security measures to ensure quality, integrity and validity of information.	1	2	3	4	5
4.	Measures to ensure the reliability of technology is failsafe at all time.	1	2	3	4	5
5.	Centralised system to provide support and maintenance of e-learning infrastructure.	1	2	3	4	5
<b>Course Development</b>						
6.	Guidelines exist regarding minimum standards for course development, design and delivery.	1	2	3	4	5
7.	Instructional materials are reviewed periodically to ensure they meet the minimum standards.	1	2	3	4	5
8.	Courses are designed with a consistent structure, easily comprehend to students	1	2	3	4	5
9.	Course development managed by a team which consists of content expert, instructional designers and evaluation personnel.	1	2	3	4	5
10.	Student's learning style is considered during the course development.	1	2	3	4	5

<b>Teaching / Learning Process</b>						
11.	Student's interaction with the academic staff is facilitated through a variety of ways.	1	2	3	4	5
12.	Feedback to student assignments and questions is provided in a timely manner.	1	2	3	4	5
13.	Each module required students to be involved in the analysis and synthesis as part of the course objectives.	1	2	3	4	5
14.	E-mail system to encourage students to work with each other and academic staff.	1	2	3	4	5
15.	Feedback to students is provided in the manner that is constructive and non-threatening.	1	2	3	4	5
<b>Course Structure</b>						
16.	Sufficient library resources are made available to students.	1	2	3	4	5
17.	Learning outcomes for each course are summarised in a clearly written, straightforward statement	1	2	3	4	5
18.	Specific expectations are set for students regarding time needed to completion the assignment.	1	2	3	4	5
19.	Students are provided with course information that outlines the course objectives, concepts and learning outcomes via student's handbook.	1	2	3	4	5
20.	Academic staff is to grade all student's assignment with a certain time period.	1	2	3	4	5
<b>Student Support</b>						
21.	Students can obtain assistance to help them use electronically accessed data easily.	1	2	3	4	5
22.	Students are provided with hands-on training and information to help them in accessing material through other sources i.e. Internet.	1	2	3	4	5
23.	Questions directed to student service personnel are answered accurately and timely.	1	2	3	4	5

Student Support (continued)						
24.	A structured system to address student's complaints.	1	2	3	4	5
25.	Written information about the type of services provided via student's handbook.	1	2	3	4	5
<b>Academic Support</b>						
26.	Training and assistance is provided to academic staff concerned throughout the progression of e-learning courses.	1	2	3	4	5
27.	Academic staff is assisted in the transition from classroom teaching to e-learning instruction.	1	2	3	4	5
28.	Academic staff is provided with written instructions on deal with issues arising from the students.	1	2	3	4	5
29.	Technical assistance is available for academic staff at all time.	1	2	3	4	5
30.	Peer mentoring or any other form of support is available to academic staff.	1	2	3	4	5
<b>Evaluation and Assessment</b>						
31.	Effectiveness of any courses is evaluated using more than one method.	1	2	3	4	5
32.	Evaluation process is aimed to improve the teaching and learning process.	1	2	3	4	5
33.	Specific standards are in place to improve student's learning objectives.	1	2	3	4	5
34.	Intended learning objectives of any courses are reviewed regularly to ensure utility and appropriateness in the current market.	1	2	3	4	5
35.	Information on student's enrolment, costs and innovative uses of technology are used to evaluate the effectiveness of the courses.	1	2	3	4	5

## Part C: Presence of Benchmarks In The E-learning Environment

Instruction: Please answer these questions as honest as possible to reflect your best judgment.

Strongly  
Disagree

Strongly  
Agree

<b>Management Support</b>						
1.	Professional supports are provided to encourage any innovation in development of e-learning courses.	1	2	3	4	5
2	Rewards are offered to encourage effective teaching in e-learning courses.	1	2	3	4	5
3.	A documented technology plan which include the electronic security measures to ensure quality, integrity and validity of information.	1	2	3	4	5
4.	Measures to ensure the reliability of technology is failsafe at all time.	1	2	3	4	5
5.	Centralised system to provide support and maintenance of e-learning infrastructure.	1	2	3	4	5
<b>Course Development</b>						
6.	Guidelines exist regarding minimum standards for course development, design and delivery.	1	2	3	4	5
7.	Instructional materials are reviewed periodically to ensure they meet the minimum standards.	1	2	3	4	5
8.	Courses are designed with a consistent structure, easily comprehend to students	1	2	3	4	5
9.	Course development managed by a team which consists of content expert, instructional designers and evaluation personnel.	1	2	3	4	5
10.	Student's learning style is considered during the course development.	1	2	3	4	5

Teaching / Learning Process						
11.	Student's interaction with the academic staff is facilitated through a variety of ways.	1	2	3	4	5
12.	Feedback to student assignments and questions is provided in a timely manner.	1	2	3	4	5
13.	Each module required students to be involved in the analysis and synthesis as part of the course objectives.	1	2	3	4	5
14.	E-mail system to encourage students to work with each other and academic staff.	1	2	3	4	5
15.	Feedback to students is provided in the manner that is constructive and non-threatening.	1	2	3	4	5
Course Structure						
16.	Sufficient library resources are made available to students.	1	2	3	4	5
17.	Learning outcomes for each course are summarised in a clearly written, straightforward statement	1	2	3	4	5
18.	Specific expectations are set for students regarding time needed to completion the assignment.	1	2	3	4	5
19.	Students are provided with course information that outlines the course objectives, concepts and learning outcomes via student's handbook.	1	2	3	4	5
20.	Academic staff is to grade all student's assignment with a certain time period.	1	2	3	4	5
Student Support						
21.	Students can obtain assistance to help them use electronically accessed data easily.	1	2	3	4	5
22.	Students are provided with hands-on training and information to help them in accessing material through other sources i.e. Internet.	1	2	3	4	5
23.	Questions directed to student service personnel are answered accurately and timely.	1	2	3	4	5

<b>Student Support (continued)</b>						
24.	A structured system to address student's complaints.	1	2	3	4	5
25.	Written information about the type of services provided via student's handbook.	1	2	3	4	5
<b>Academic Support</b>						
26.	Training and assistance is provided to academic staff concerned throughout the progression of e-learning courses.	1	2	3	4	5
27.	Academic staff is assisted in the transition from classroom teaching to e-learning instruction.	1	2	3	4	5
28.	Academic staff is provided with written instructions on deal with issues arising from the students.	1	2	3	4	5
29.	Technical assistance is available for academic staff at all time.	1	2	3	4	5
30.	Peer mentoring or any other form of support is available to academic staff.	1	2	3	4	5
<b>Evaluation and Assessment</b>						
31.	Effectiveness of any courses is evaluated using more than one method.	1	2	3	4	5
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33.	Specific standards are in place to improve student's learning objectives.	1	2	3	4	5
34.	Intended learning objectives of any courses are reviewed regularly to ensure utility and appropriateness in the current market.	1	2	3	4	5
35.	Information on student's enrolment, costs and innovative uses of technology are used to evaluate the effectiveness of the courses.	1	2	3	4	5



**Part D: Additional Features in Quality Benchmarks.**

List out *three* most important quality benchmarks that are not listed in the questionnaire that you feel relevant to e-learning.

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## **APPENDIX 2**

### **THE QUALITY ASSURANCE MODEL OF E-LEARNING FOR ACADEMIC MANAGEMENT**

#### **MANAGEMENT SUPPORT**

1. A documented technology plan which include the electronic security measures to ensure quality, integrity and validity of information
2. Measures to ensure the reliability of technology is failsafe at all time.
3. Centralised system to provide support and maintenance of e-learning infrastructure

#### **COURSE DEVELOPMENT**

4. Guidelines exist regarding minimum standards for course development, design and delivery.
5. Instructional materials are reviewed periodically to ensure they meet the minimum standards
6. Courses are designed with a consistent structure, easily comprehend to students

#### **TEACHING / LEARNING PROCESS**

7. Student's interaction with the academic staff is facilitated through a variety of ways
8. Feedback to student assignments and questions is provided in a timely manner
9. Each module required students to be involved in the analysis and synthesis as part of the course objectives
10. E-mail system to encourage students to work with each other and academic staff

#### **COURSE STRUCTURE**

11. Sufficient library resources are made available to students.
12. Specific expectations are set for students regarding time needed to completion the assignment
13. Students are provided with course information that outlines the course objectives, concepts and learning outcomes via student's handbook
14. Academic staff is to grade all student's assignment with a certain time period.

**STUDENT SUPPORT**

15. Students can obtain assistance to help them use electronically accessed data easily
16. Students are provided with hands-on training and information to help them in accessing material through other sources i.e. Internet
17. Questions directed to student service personnel are answered accurately and timely
18. A structured system to address student's complaints
19. Written information about the type of services provided via student's handbook

**ACADEMIC SUPPORT**

20. Training and assistance is provided to academic staff concerned throughout the progression of e-learning courses.
21. Academic staff is assisted in the transition from classroom teaching to e-learning instruction
22. Academic staff is provided with written instructions on deal with issues arising from the students
23. Technical assistance is available for academic staff at all time.
24. Peer mentoring or any other form of support is available to academic staff

**EVALUATION AND ASSESSMENT**

25. Effectiveness of any courses is evaluated using more than one method
26. Evaluation process is aimed to improve the teaching and learning process
27. Specific standards are in place to improve student's learning objectives
28. Intended learning objectives of any courses are reviewed regularly to ensure utility and appropriateness in the current market
29. Information on student's enrolment, costs and innovative uses of technology are used to evaluate the effectiveness of the courses