

A MELP approach for Open edX: evaluating the impact of open courses



Esteban Etcheverry
CEO & Co-Founder



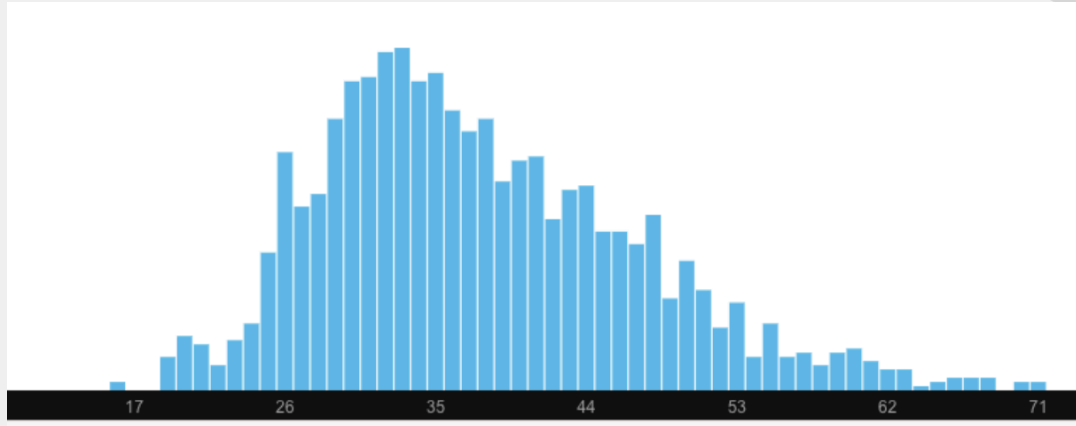
Open Learning

Sawubona

Challenge

**Measuring the qualitative
impact of online courses**

Traditional approach



533,926
Total Enrollment

441,952
Current Enrollment

3,170
Change in Last Week

160
Verified Enrollment

Deep analysis @ scale

MELP framework

Deep analysis @ scale

Quantitative Data

MELP framework

Deep analysis @ scale

Qualitative Data

Quantitative Data

MELP framework

Monitoring and Evaluation of the Learning Process (MELP)

MELP framework

Understand the goals of the teaching initiative

Identify the audiences to which courses are aimed to

Set the course goals.

Set the expected outcomes, in concrete terms: define indicators.

Define success outcomes

Measure & analyze outcomes

Monitoring and Evaluation of the Learning Process (MELP)

MELP framework

3 key Surveys, that aim to capture the “film” and not only the “static picture”.

**Student Profile
Survey**

**End of course
Survey**

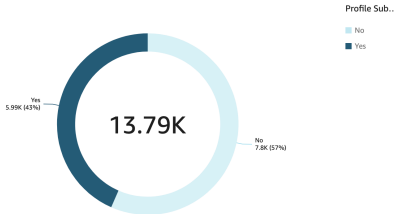
**12 Month after the
course end
Survey**

Quantitative data

Quantitative Data

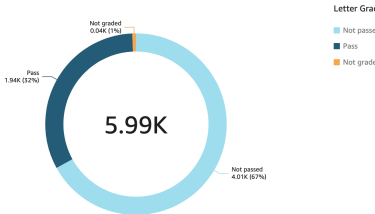


Count of Enrollment_id by Profile_submitted



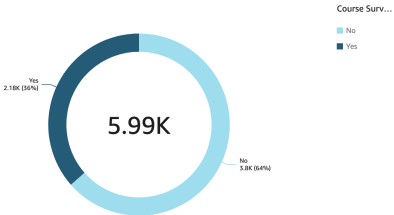
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Size: enrollment_id (Count)

Count of Enrollment_id by Letter_grade_v2



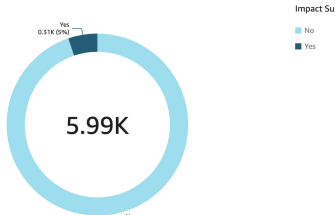
Group By: letter_grade_v2
Size: enrollment_id (Count)

Count of Enrollment_id by Course_survey_submitted



Group By: course_survey_submitted
Size: enrollment_id (Count)

Count of Enrollment_id by Impact_survey_submitted



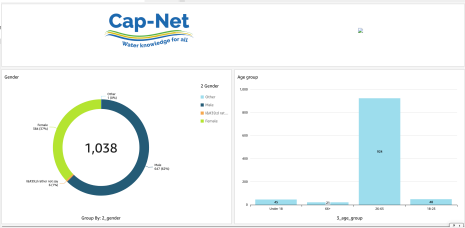
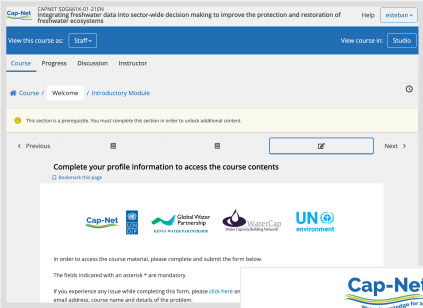
Group By: impact_survey_submitted
Size: enrollment_id (Count)



Qualitative data

Qualitative Data

Advanced forms with open questions that can be reflected in a dynamic analytic engine.



We have solved this requirement integrating LimeSurvey with Open edX and with PANORAMA



Cap-Net



Student Profile Survey

Cap-Net CAPNET SDG661K-01-21EN Integrating freshwater data into sector-wide decision making to improve the protection and restoration of freshwater ecosystems

View this course as: Staff View course in: Studio

Course Progress Discussion Instructor

Course / Welcome / Introductory Module

This section is a prerequisite. You must complete this section in order to unlock additional content.

Previous Next

Complete your profile information to access the course contents

Bookmark this page

Cap-Net UN DTP Global Water Partnership WaterCap environment

In order to access the course material, please complete and submit the form below.

The Fields indicated with an asterisk * are mandatory.

If you experience any issue while completing this form, please click here and open a ticket for support. Please indicate your email address, course name and details of the problem.

Scope of work *

- Global
- Regional
- National
- Other

If you selected other scope of work, please specify:

Type of Institution/Affiliation *

- Government
- UN/Inter-Governmental Organisation
- Academia/Research/Education
- Non-Governmental Organisation/Civil Society
- River Basin Organisation
- Water Utility Entity
- Private Sector
- Independent Professional/Community Member

Name of Organization *

Are you a member of any of the Cap-Net affiliated networks? If yes, which one? If not, choose None *

How would you rate your current level of knowledge/expertise related to this course's theme and contents? *

- None
- Low
- Medium
- High

End of course Survey

Cap-Net CAPNET SDG661K-01-21EN Integrating freshwater data into sector-wide decision making to improve the protection and restoration of freshwater ecosystems

View this course as: Staff View course in: Studio

Course Progress Discussion Instructor

Course / Course closure / Share your opinion

This section is a prerequisite. You must complete this section in order to unlock additional content.

Previous Next

Share your opinion

Bookmark this page

Cap-Net UN DTP Global Water Partnership WaterCap environment

Thank you for participating in our survey. Your feedback is important.

We invite you to complete this course-evaluation form to help us in the design of online courses.

Your opinion is valuable to us and will be considered in the preparation of future activities.

Share your course opinion

1 point possible (graded)

Can you please rate your overall experience using Cap-Net's Virtual Campus (i.e., functions, features, user-friendliness, problem troubleshooting, etc.)? *

- Poor
- Fair
- Good
- Excellent

Comments:

Which of the following words would you use to describe Cap-Net's Virtual Campus? *

- Buggy or not great
- Fine, but there are some issues
- Great
- Life-changing
- N/A

Comments:

How beneficial was the course to your overall learning objectives? *

- Not beneficial
- Somewhat beneficial
- Very beneficial

12 Month after the course end Survey

Cap-Net CAPNET SDG661K-01-21EN Integrating freshwater data into sector-wide decision making to improve the protection and restoration of freshwater ecosystems

View this course as: Staff View course in: Studio

Course Progress Discussion Instructor

Course / Impact Survey / Impact Survey

Previous Complete the course

Impact Survey

Bookmark this page

Cap-Net UN DTP Global Water Partnership WaterCap environment

Impact Survey

1 point possible (ungraded)

Email *

3. Age group *

- Under 18
- 18-25
- 26-65
- 66+

4. Location *

Country in which you work/are based

5. Scope of work *

Mark only one

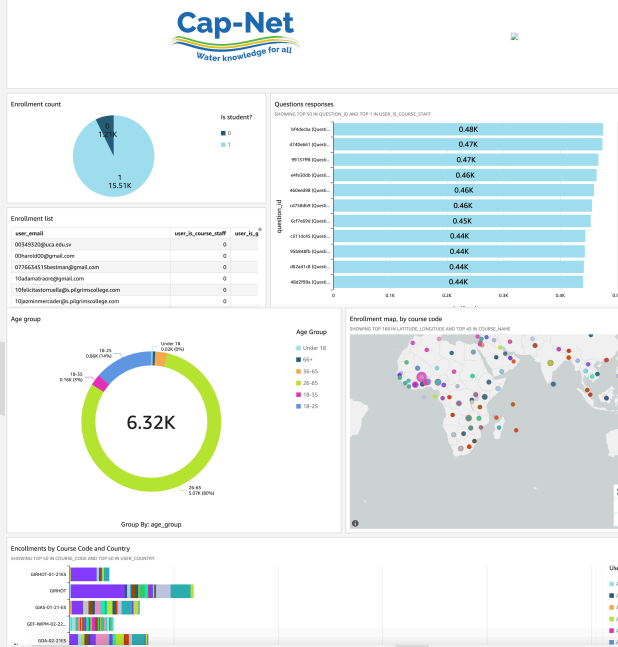
- Global
- Regional
- National

Student Profile Dashboard

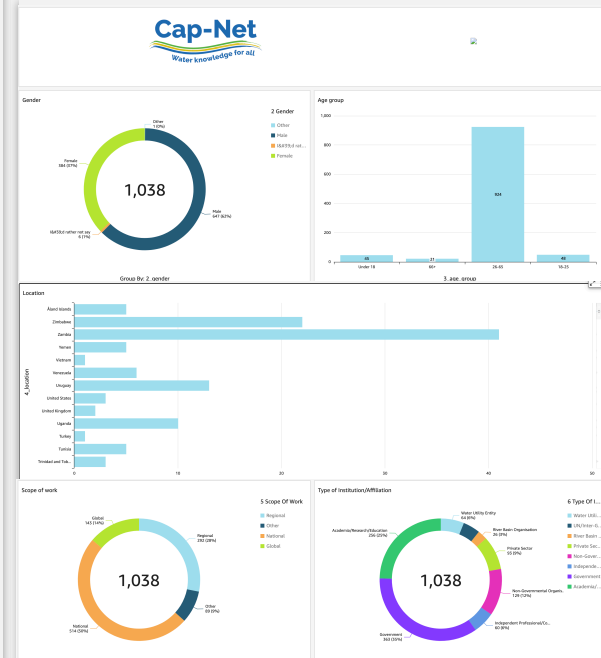
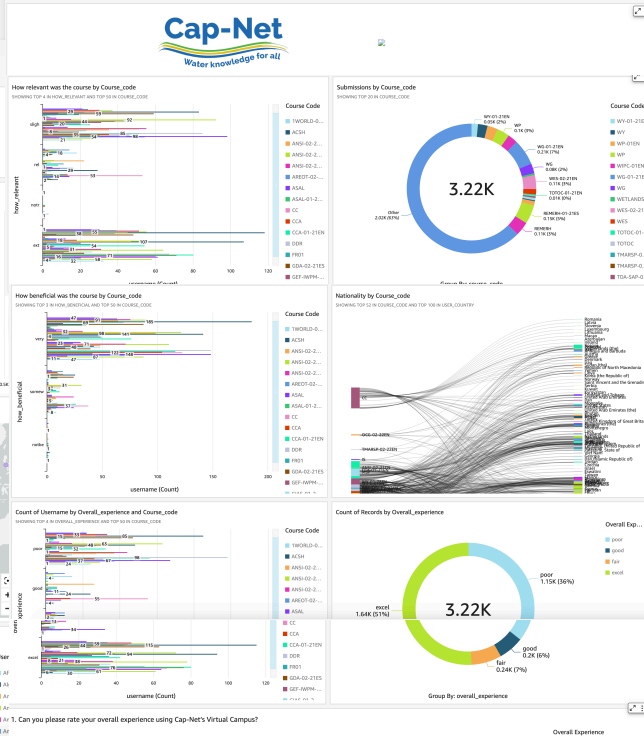
End of course Dashboard

12 Month after the course end Dashboard

Cap-Net Student Profile Report



Cap-Net Exit Survey Report



Controls

Course Id

All

Course Code

ANSI-01EN

Course Edition

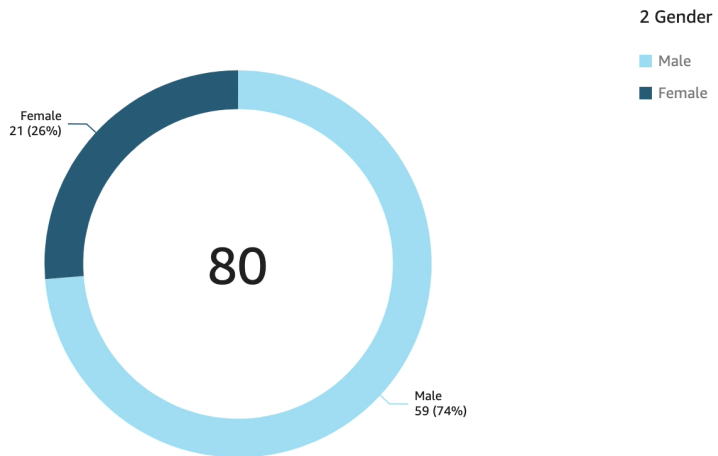
All

Course Name

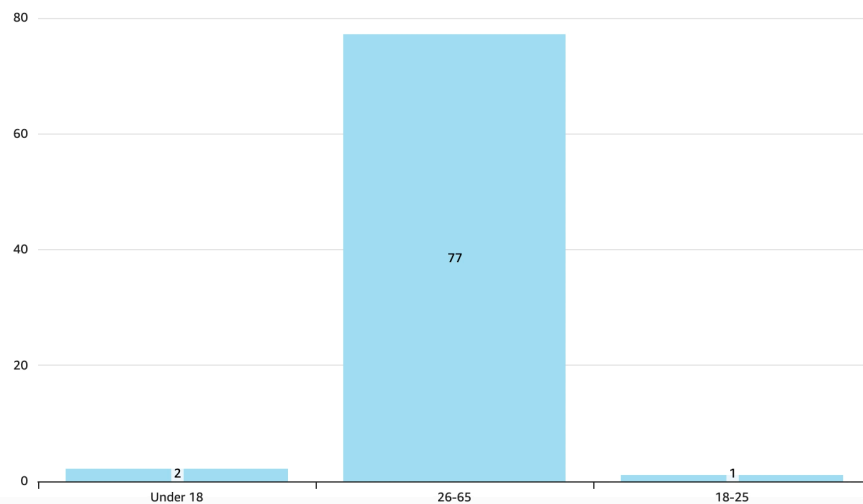
All



Gender



Age group

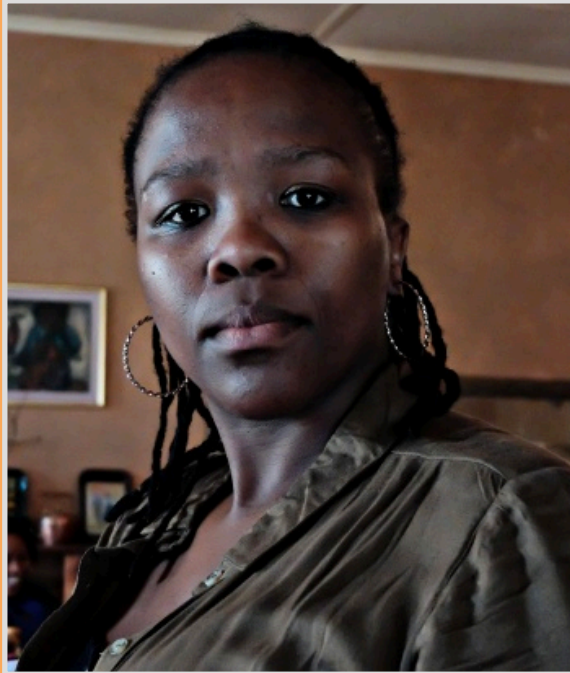


Sawubona



Zulu greeting that means “I see you.”

“I see the whole of you—your experiences, your passions, your pain, your strengths and weaknesses, and your future. You are valuable to me.”



Nachombe.

Lusaka, Zambia

“I was lead officer at Lusaka City Council in the development of the Onsite Sanitation and Faecal Sludge Management By-Law for the City of Lusaka (still in draft). Through this I have also participated in the development of the draft Statutory Instrument for Onsite Sanitation and Faecal Sludge Management. I have also participated in the Joint Implementation Team for the operationalization of the Lusaka Province Regulatory Framework on Rural Water and Sanitation, Urban Onsite Sanitation and Faecal Sludge Management for Lusaka Province.”



Bikram

Rural Area, Nepal.

The SDG No. 6 - Clean Water and Sanitation. We are implementing a project of WASH in Schools in rural area of Nepal and the knowledge gained from the course has been used in this project.



María de los Ángeles

Guatemala.

“I achieved the signing of the letter of intent between El Salvador and Honduras for the integrated and sustainable management of the Ocotepeque-Citalá transboundary aquifer that they share in the Trifinio region. I presented the initiative of law 53-16 to the Congress of the Republic of Guatemala for the creation of the authority for the integrated and sustainable management of the sub-basins of the Xayá and Pixcayá rivers that supply drinking water to the city of Guatemala de la Asunción with a volume of 85 million litres of water per day for human consumption. This initiative already has the endorsement of the environmental commission of the Congress and has been approved in the first two readings in the plenary of the Congress and only needs the third reading to become a law of the Government of Guatemala.”

Thank you!



aulasneo

esteban@aulasneo.com