

Advancing Equity and Access to Higher Education through Open and Distance Learning (BUKA project)

Final report, September 2023

External evaluators: Satia Zen and Fiona Crozier

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Executive summary

The Advancing Equity and Access to Higher Education Through Open and Distance Learning (BUKA) project is funded through the European Commission's Erasmus Plus programme and was initiated with a lifespan of three years, from November 2019 to October 2022. Due to the pandemic, the lifespan of the project was extended by one year to October 2023.

The main aim of the project is to promote equity and access to higher education in Malaysia, Indonesia and Philippines through the use of inclusive instructional design (ID) and learning analytics (LA) in online and blended learning, especially in the context of Open and Distance Learning (ODL).

Eight partner institutions (two each from Europe, Indonesia, Malaysia and the Philippines) participate in the project, with coordination provided by the European partners.

The focus of this final evaluation report is the success of the project in terms of the final achievement of its outcomes overall, the value of those outcomes in the short, medium and long-term future (i.e. sustainability) and on the success of the project in meeting the timeline set for the project (taking into account the impact of Covid-19). The report builds on the interim evaluation which took place during the summer of 2022 and which focused on the impact of the Covid-19 pandemic on the project. The report draws on updated and final documentation and the results of a questionnaire which was provided to project partners in June 2023.

The interim evaluation concluded that there were some positives to the impact of the pandemic, particularly as it provided a 'real-life' learning environment in which to pilot many aspects of the project's goals in a context of support from BUKA; the interest in the project within the pilot project was much broader as colleagues realised that they could benefit from their institution's involvement in the project and concepts such as inclusivity, diversity and equity were highlighted as areas for focus in the short rather than the longer term. The prospect of enhanced sustainability of the project was also assisted in the form of alliances forged during the pandemic among diverse stakeholders in HEI institutions. This final evaluation concludes that the extension to the timeline of the project was, in fact, beneficial, not just for the reasons above but also because it allowed the project to adapt some of its mechanisms for reporting and monitoring during the final year.

Final recommendations and suggestions for any follow up project include the need to ensure that the objectives set for any future project are not over-ambitious and build on the existing community and alliances that have been forged during the project to date; that consistency of project staff is maintained as far as possible; that project management and administration remain the responsibility of the project leaders and that an effective communication and monitoring tool is sourced and implemented.

1. Introduction and purpose of the report

The *Advancing Equity and Access to Higher Education Through Open and Distance Learning* (BUKA) project is funded through the European Commission's Erasmus Plus programme and was initiated with a lifespan of three years, from November 2019 to October 2022. Due to the Covid-19 pandemic, the lifespan of the project was extended by one year to October 2023.

Background and aims of the project

The aim of the project is to promote equity and access to higher education in Malaysia, Indonesia and Philippines through the use of inclusive instructional design (ID) and learning analytics (LA) in online and blended learning, especially in the context of Open and Distance Learning (ODL).

The project's objectives are:

- to build capacity in inclusive ID and LA,
- to improve students' learning engagement, active learning and study skills with the help of ID and LA based interventions,
- to improve pedagogical and technical accessibility of digital learning materials, and
- to use LA for more effective, personalised support for distance learners.

The expected outcomes of the project are:

- tried and tested recommendations and guidelines for using inclusive ID and LA for promoting equity and access to higher education and
- the dissemination of the results of the project both regionally and more widely in the ASEAN region through multiple channels, including an international conference and a Handbook which will be published online with a Creative Commons licence.

There are eight project partners:

Europe

- Tampere University of Applied Sciences (TAMK) (Finland) (coordinator)
- Dublin City University (Ireland)

Malaysia

- Open University Malaysia
- Wawasan Open University

Indonesia

- Universitas Terbuka – Indonesia Open University
- Universitas Negeri Padang – Padang State University

The Philippines

- University of the Philippines – Open University
- Mindanao State University – Iligan Institute of Technology

This report represents the final evaluation of the project. Its purpose is to draw final conclusions on the project, particularly in relation to the overall achievement of the project's stated outcomes and also in relation to the success of the pilot projects in contributing to specific outcomes.

This final evaluation report is cognisant of the interim evaluation carried out in summer 2022 and which analysed the impact of the Covid-19 pandemic on the project.

2. Evaluation methodology for the final evaluation

Two external evaluators, Satia Zen (Education and Learning Specialist/PhD Researcher at Tampere University) and Fiona Crozier (Higher Education Consultant - Quality Assurance and International) were appointed to carry out the interim and the final evaluations of the project. Their focus overall was on the success of the project in terms of the achievement of its outcomes overall, the value of those outcomes in the short, medium and long-term future (i.e. sustainability) and on the success of the project in meeting the timeline set for the project (taking into account the impact of Covid-19).

The final evaluation made use of the following resources:

- The Terms of Reference set for the external evaluation
- The detailed project description as submitted in the application
- The project website
- The project's Excel monitoring tool
- Draft outcomes of the project such as the Handbook and the programme for the final conference.

As well as a desk-based analysis of documentation, the final evaluation drew on the results of a questionnaire (attached at annex one) which was developed to elicit the final views of project participants on the final outcomes of the project and its success in achieving its goals. The report was produced in time for the project team to consider its content at the final conference in Malaysia in October 2023.

3. Analysis of the documentation and information

The external evaluators scrutinised the documentation and resources concerning the project that were available to date. Much of this analysis is impacted by the discussions under section 4 below. However, a brief commentary on the main resources examined is contained in this section.

The Terms of Reference and the project proposal

The original project proposal that was approved for funding through the Erasmus Plus scheme provided the external evaluators with a significant amount of background detail and information about the project. In fact, the original timing of the project was profoundly impacted by the pandemic since only the kick-off meeting in Penang, Malaysia (February 2020), was possible as a face-to-face meeting before the world closed down. This meant that the normal, reasonably swift follow-up actions to cement a new project partnership were not possible and had to be carried out on-line.

The revised work and travel plan was considered in detail in the interim report, and recommendations and suggestions were made as to how the project team might ensure that the final year of the project was as impactful as possible. In this final report, the external evaluators can state that many of the recommendations and suggestions made were implemented with positive outcomes, although there were still some areas where the timeframe was too short, in particular to implement the complete cycle of the pilot projects.

The project website

The BUKA project hosts a clear and accessible website with links to descriptions of the partner pilot projects and also to news, events and a BUKA blog. Participants who responded to the final questionnaire cited the website as a key means for internal and external communication. In line with the recommendation made in the interim report, a schedule was created for all participants to contribute with the result that further information is now available on the website, although this could still be improved if the website is to remain one of the sustainable deliverables of the project. The evaluators assume that the project Handbook will also be added to the website and, if this can continue to be updated and revised, will constitute a 'living handbook' at the heart of the website.

The Digma online platform and the replacement Excel monitoring tool

At the time of the interim report, the BUKA project availed of an online platform hosted by TAMK (the project coordinator). The aim was to provide a location for project partners to share updates and timelines, the challenges (and opportunities) that they faced and the

presentation of updated project plans with encouragement from the project coordinators to remember the need for dissemination of the project.

However, Digma proved not to be a useful resource and was not one that was well-populated by the partners. In part this was due to some inaccessibility problems, and also the fact that only those closest to the project were interested. The interim evaluation suggested that there was a need to reconsider how asynchronous learning and communication in a project may have different dynamics to learning and communication that occur during a course. At the time of the final report the evaluators learned that, in fact, the Digma platform had been closed for all users, not just the BUKA project and had been replaced by an Excel monitoring tool. The evaluators noted that not all participants had completed the monitoring tool, and it was not mentioned in any responses to the final questionnaire. However, it is clearly more accessible than the Digma platform and so resolved that particular problem. On the other hand, the purpose of such a tool was to provide a platform that allowed participating HEIs to showcase their learning processes. It is unclear to the evaluators whether the Excel monitoring tool achieved that goal. For example, those participants who used the monitoring tool highlight the challenges that they faced during various points in the project; these are clearly accessible to all but there is no indication of how the challenges might have been overcome, although this may well have happened through other means during the project, including the Handbook.

Internal and external Quality assurance plan

An internal and external quality assurance plan is mentioned in the project proposal. The external evaluators understood this plan to be one that would provide a monitoring framework from the very start of the project. However, they were unable to find any overarching QA or monitoring plan for the project as a whole. The evaluators suggested that this was an area that could be improved in the final year of the project. However, such a plan does not appear to have been created.

In addition, the evaluators became aware during the interim period of evaluation that aspects of the quality assurance of the project had been designated to project participants which led to delayed administration in certain areas. This report recommends that, if there is to be a second phase of the BUKA project, the quality assurance package should remain the responsibility of the project leads.

4. Achievement of the objectives and outcomes for the project

This section will describe in more detail the achievement of objectives for the BUKA project, specifically how the pandemic may have influenced the implementation of pilot projects for each HEI partner. The section will begin by updating the impacts of pandemic to project implementations and efforts implemented post-interim report. Then the section will

describe how each objective and outcome set out in the initial plan was achieved. And in the last section, it will describe the overall achievement of the project.

Impacts of Pandemic on Project Implementation

In the interim report, the evaluators made several points regarding the impact of pandemic to the project implementation. Moving online for working and learning during this phase reinforced the point for the partner institutions about the importance of inclusivity and equity in online learning. In some HEIs who are not primarily a distance learning organisation, the pandemic accelerated the adoption of online learning. This may support the sustainability of implementing inclusive and equitable online learning as more institutions become more aware of how hybrid learning is becoming a reality in higher education. The pandemic also positively impacted on some initial challenges such as resistance from faculty members and teachers toward online learning. However, the pandemic also influenced the implementation of the pilot projects as it needed to take into consideration the emergency responses taken by the partner HEIs and the additional accompanying workload. In this final report, some of HEI were able to overcome the impacts of pandemics previously described in the interim report.

The interim report describes several impacts of pandemic on the project implementation. The first is related to modification in delivery for work packages originally planned prior to pandemic. The preparation phase related to physical setting for the pilot project implementation is significantly delayed (first work package). The project availed of a one-year extension which provided additional time for HEIs to continue their pilot project after the emergency learning phase was over. Toward the end of the timeline, HEI partners were able to deliver the work packages set out in the project within the modified time frame. Some activities were not implemented based on the initial timeline. However, responding to the need during emergency learning may support wider adoption and reduced resistance from other teachers and faculty members.

The second impact is related to the design of the pilot projects. Most HEI partners adjusted some elements of their pilot projects such as the target area, for example, or the targeted respondents and populations as well as adjusting the equipment needed due to logistical delays. Despite these modifications, most of the partner HEI's were able to implement and achieve their pilot project goals based on the objectives set in the initial plan. They were able to see the implementation of their pilot project and learn from each other. This emphasised the diversity of approaches adopted by HEI partners and reflected the interpretation of inclusive and equitable learning for their own context that enriches the overall learning process from the project.

Some limitations and downsides from the pandemic were highlighted in the interim report. The first limitation is time constraint and additional workload. Some HEI partners already highlighted this as part of their initial challenges and the pandemic exacerbates this challenge. Institutional support is needed to overcome this challenge. Some HEI's partners were able to get institutional backing due to the emergency learning phase that made it mandatory for teachers and faculty to learn how to teach online. However, for other HEIs, the situation did not lead to satisfactory solutions and is still cited as an obstacle in the project implementation.

The second limitation is related to decreased opportunities to have intense interactions during meetings and training that were originally designed as on-site interactions. After the emergency lockdown was eased and most of the HEI partners could travel, the project resumed some onsite interactions and meetings alongside the online meetings. The communication channel through WhatsApp is also cited as one tool that supports better communication.

The third limitation is related to the delay in procurement of equipment and tools due to slower global supply chain during the pandemic. Some HEI partners were able to use existing LMS and tools during pandemic and experimented using these available resources. After significant delay, most HEI partners were able to set up their physical learning centres that were used to implement their pilot project. The learning centres were tested by faculty members and students and led to the data used by HEI partners to improve the inclusivity and equity of their online learning process.

Achievement of pilot projects

There are four objectives set in the initial proposal of the project namely: Goal 1: to build capacity in inclusive ID and LA, Goal 2: to improve students' learning engagement, active learning and study skills with the help of ID and LA based interventions, Goal 3: to improve pedagogical and technical accessibility of digital learning materials, Goal 4: to use LA for more effective, personalised support for distance learners. This section will describe how the achievement of these objectives was impacted by the pandemic.

Based on the documentation analysis that the evaluators conducted, most of the HEI partners were able to articulate how these goals can be achieved through their pilot project. Some goals were achieved beyond their initial target population (goal 1). This achievement is supported by opening the training to a wider audience in their regions as well as organising the capacity building during this time. This led to most of the HEI partners to achieve goal 2. Evidence for the achievement of this goal is described in the handbook which highlights the way inclusive design is being implemented through diverse media that will support online learning. Some obstacles caused by delay in setting up physical learning

centres may limit the achievement of goal 3. However, most HEI partners were able to utilise existing equipment or gather local support from their own institutions while waiting for the BUKA equipment to arrive.

Although the training for Learning Analytics was included and most HEI partners were able to gain initial understanding of its principles, the implementation may be limited due to time constraints that did not allow for more iterations for the pilot projects. That is probably the reason behind the limited achievement of goal 4. Some HEI partners describe initial attempts at gathering data and initial analysis process, however further analysis for development of the course design is limited. More detailed information regarding the achievement for each pilot project as well as students' objectives can be seen in Appendix 2 and 3 (NB: it should be remembered that materials accessed by the evaluators were those that were available in August 2023; they be be revised or supplemented during the final month(s) of the project).

Overall Achievement of the projects based on the BUKA framework

The initial objectives set by the project and the quality of the achievement were initially based on the principles of Authentic Learning (Herrington, Reeves and Oliver, 2010) and the ADDIE model (Analysis, Design, Development, Implementation, Analysis) as a framework. This framework was used to connect the Partners' development targets and pilots with the capacity building training and BUKA online platform support. During the interim evaluation, there was acknowledgement that the overall framework that tied all the pilot projects together was quite loose. After the interim meeting, several efforts were made to create tighter relationships and connections between HEI partners and the pilot projects. These efforts seem to have created better cohesion while improving communications and collaborations toward the end of the project. The learning outcomes for HEI partners during the project is summed up by the following quote from one of the HEI partners:

The variety of models available to promote appropriate learning designs. The inter-institutional approach of working together to promote a common cause. The merging of ideas that work in one context which can be applied in different contexts. The experiences of all the members who bring different ideas, different approaches to the table (Respondent from HEI partners)

The quote highlights how each HEI partner achieved inclusivity and equity in online learning while responding to the needs in their context. The process of learning in their own pilot project implementation as well as from implementation of other HEI partners in the project, highlight the diversity of strategies and models that will enrich their resources going forward.

Furthermore, during the interim evaluations the pilots in all the HEI partners are already ongoing with some modifications to the timeline and objectives. The modifications are due to the shorter timeline and delay in creating the physical environment that was initially planned prior or alongside to the capacity building phase. Therefore, the efforts made after the interim report support better cohesion between pilot projects reflecting to a certain degree the connection between HEI partners' development targets and pilots and the BUKA capacity building training and support.

In relation to implementing principles of authentic learning and ADDIE model, there has been reflection of these principles and models throughout the pilot projects' implementation to a certain degree. The impacts from this implementation may be evidenced in diverse learning experiences for the HEI partners during pilot project implementation as described in their responses to the questionnaire. Although the DIGMA platform that was initially designed to support this process was no longer used in the final phase, some online meetings and other communication channels described earlier may have replaced some functionalities that this platform initially served. Furthermore, the iteration of the principles and models may be limited due to impacts of pandemic described earlier. Additionally, less emphasis on Learning Analytics may also limit the tools that can be used in the 'analysis' phase in the pilot project.

The implementation of the pilot projects also leads to overall improvement in learning experiences for the students that are more inclusive and accessible as described in the handbook (see Appendix 3). Developing faculties' capacities to design and implement courses online through training and seminars may have contributed to this improvement. It is further enhanced by the way some HEI partners were able to develop the community among their participants or link it to existing communities where their project is implemented.

Furthermore, given that the project coincided with pandemic, it was able to support a smoother transition to emergency learning in HEI partners, as well as their networks in the region. This supporting role may stimulate wider and more sustainable adoption of ODL that is inclusive and equitable in their institutions.

In the end, given the timeline of the projects and the massive disruptions that all HEI partners experienced including the lead institutions, the achievement of the project is remarkable. The project was able to utilise the momentum to stimulate wider adoption of inclusive ODL and alliance within their institution as well as those outside their institutions.

5. Conclusions, observations and recommendations for any future continuation project

The following headings represent the final conclusions of the external evaluators. This section also sets out some recommendations that might be considered if there were to be a phase two of the project.

The BUKA project overall

At the time of the interim evaluation, the external evaluators noted that project participants were very clear about their own input into the project through the individual pilots but they were a less clear about the purpose of the BUKA project as a whole. It is clear now that outputs such as recognition of the website as a key communication tool as well as the development of the project Handbook as a key means of bringing together the overall project and the pilots have responded to this concern.

The overall goal of advancing equity and access of ODL in HEI and specific goals described in the TOR are, in the main, achieved and, indeed, as stated above, given the level of disruption caused by the pandemic, the achievements of the project are remarkable.

Responses to the final questionnaire suggest that the four specific goals outlined in the proposal are mainly achieved. Building the capacity within the Partner HEIs is mainly achieved, and in some areas, even goes beyond the HEI partners institutions. Some Partner HEI's also described how ID and LA based interventions through their pilot project improved students' learning engagement, active learning, and study skills. Additionally, Partner HEIs demonstrated in their pilot project, the use of various pedagogical strategies and models as well as increased technical accessibility of digital learning materials, although, a limited timeframe may not allow further iteration to fully implement Learning Analytics to support effective and personalised distance learning.

Results of each Work package

The initial design of the pilot project was based on Analysis, Design, Development, Implementation and Analysis (ADDIE). It is possible that the process analysis and design of the pilot project took another direction when pandemic hit. There is a need to map how the modified cycle actually occurred in the initial years of this project to help identify the partners on the learning process that actually emerge.

Partnership Dynamics

At the stage of the interim report, the turnover of team members in HEIs in Southeast Asia and within the EU BUKA project had impacted on the partnership dynamics. However, responses to the final questionnaire suggest that this improved in the final year and the

collaborative dynamic and feeling part of a community was, in fact, cited as one of the most positive outcomes of the project and that there has been real value in terms of sharing information, challenges and solutions.

Sustainability of the project

At the interim stage of the project, the pandemic had altered the way HEIs view ODL from something that supports on-site learning, to an integrative part of HE. BUKA partners capitalised this momentum and were able to disseminate knowledge about Instructional Design and Learning Analytics to a wider audience. However, according to some responses to the final questionnaire, there is a need to ensure that the durability of the lessons learned is still something to be worked on to ensure that the sustainability of the project outcomes do indeed impact institutionally as well as within the pilot project areas.

Specific outcomes

The key specific outcomes of the project are the website (discussed above) and the Handbook.

The external evaluators were able to read the draft final Handbook and were impressed by the level of detail and wealth of information available in the document. The evaluators make the following suggestions only in the spirit of enhancement of the document rather than any criticism: at the minute the Handbook is a blend of detailed report on the whole project and a practical tool. It is quite a long document, and its title currently suggests an operational manual. In fact, it provides a very detailed and thorough exploration of both the BUKA project overall, and of the individual pilot projects, the challenges they faced, and solutions found. It might be more accurately described as a set of 'Case Studies on Advancing Equity and Access to Higher Education through Open and Distance Learning.'

As suggested earlier in this report, if the Handbook is available on the website, and there is resource to ensure that it is regularly updated and curated, it might become more of a living document. It would at least be useful to consider hyperlinking the contents page so that a reader/user can easily jump to the required section. This could be further facilitated by the addition of an Executive Summary that provides indicators along the lines of, "If you are interested in...XX...jump to section XX."

The evaluators are aware that they saw a draft of the final document and that the suggestions above may already be in hand. They congratulate the project on such a comprehensive document and encourage as broad a dissemination as possible within the international HE community.

Recommendations for a potential phase two project

Overall, final responses to the questionnaire suggest that the key benefits of the project were the community that it provided for sharing and working with colleagues and the insight provided into a variety of approaches to the topic in hand. Key challenges cited were a lack of sufficient time and limited interaction with each other, as well as the staff turnover

in the project team and its participants (although there was recognition that these had improved since the time of the interim report).

With those points in mind, if there is to be a second phase of the project, the evaluators recommend:

- A project proposal that is realistic and responds to the dynamics of post-covid realities which build on the existing community and knowledge. A number of achievable goals and that pick up on areas that participants felt that they did not have time for (e.g. Learning Analytics) along with a focus on areas such as student feedback and institutional integration should help to consolidate what has already been achieved.
- More consistency of project staff: as far as possible, ensure that the staff (both in the project management and the participants) can commit to the project in its entirety.
- Project administration: the evaluators believe that the work package that deals with the quality assurance of the project and matters such as the budget should remain the responsibility of the project leaders. The external evaluators were part of the external plan for quality assurance of the project but there should also be a plan for its internal quality assurance and monitoring.
- Develop an effective tool that allows for monitoring of project goals and learning from case studies: as can be seen from both the interim and final evaluation reports, neither the Digma platform or the Excel monitoring tool fulfilled both of these objectives. Such a tool is an essential part of the project infrastructure and will require participants to be aware of the need to use the tool for successful achievement of the project's goals.

Conclusion

Overall, based on the project's ability to pivot and to use the period of the pandemic to its advantage rather than as an overwhelming challenge, the external evaluators are of the view that the BUKA project achieved its goals. Certainly, the responses from participants to the final questionnaire suggest that all project partners found value in participating and appreciated the learning environment that was created. A desire for a second phase of the project is apparent. This would pick up on those areas where participants found that there was not enough time to go into the desired depth (e.g. Learning Analytics) and also to continue with a supportive, collaborative environment that is impacting positively on the work of institutions and the experience of students.

Appendix 1

Questionnaire used in the final evaluation to get the views of project participants.

BUKA project

Final evaluation questionnaire

Dear project participant

In order to help us effectively evaluate the final achievement of the BUKA project goals , we would like to provide some questions for you to reflect on and respond to briefly.

The questions focus on the achievement of the project's objectives, their impact on your work and the sustainability of the project's outcomes in the future.

We look forward to reading your responses .

Satia and Fiona

External evaluators

General questions: learning from the project implementation during the pandemic

In relation to the project:

- What were the key learning points from your participation in the project overall?
- What were the main challenges to your participation in the project?
- What are the key lasting benefits from your participation in the project?

Achievement of the project's goals

- How has participation in the BUKA project contributed to your institution's approach to equity and access in on-line and blended learning?
- How has your initial understanding about achieving this aim been challenged and reformulated during pandemic? (Specifically on the objective to improve technical accessibility to digital learning materials).

The project's goals in relation to the learners/students

- In the project background there are objectives to improve learning engagements, active learning and study skills of the students. How do you think the project has impacted on your students? How was feedback from students used in the pilot process?

Sustainability: the alignment with institutional goals

- How do you integrate the project to the wider institutional goals in the area of on-line and blended learning? Which institutional goals did the project support and how durable do you think the impact of the outcomes of the project will be at the level of your institution?

Communication

- How would you describe internal communication in the project?
- What platform and channel did you find most useful?
- How would you describe external communication in the project?
- What external communication channels did you find effective to disseminate the project to a wider audience?

Future support

- If there were to be a phase two of the project, what focus do you think would be most useful to continue to support you and your institution in this area?

Concluding questions

- Are there any project objectives that were not met in the timeline of the project? Is there a specific reason for this?
- What is the impact of this? Can they be taken on board by participants as part of their post-project implementation plans?
- Any other comments?

Appendix 2

Achievement of BUKA project objectives through pilot project implementation

| No. | Objectives | WOU | UT | OUM | UPOU | MSU IIT | UNP |
|-----|--|---|--|--|--|---|---|
| 1 | Goal 1: to build capacity in inclusive ID and LA | Achieved through training both at project and institutional level | Achieved through training on LA, ID, maintaining UT-akses infrastructure and Moodle platform | Achieved through training and focus group discussion. OER materials developed and licensed under CC licences | Achieved. Cycle of training for participants from HE finished. | Achieved through continuous training and mentor network | Achieved, 10 courses are supported to develop complete learning designs in blended learning environment |

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| 2 | Goal 2: to improve students' learning engagement, active learning, and study skills with the help of ID and LA based interventions | Achieved, indicated by improvement in students engagement through a community of inquiry framework. Active learning strategies were used in all the pilot studies. Partial use of LA. | Achieve within pilot project implementation (115 students, 5 pilot locations) | Partially achieved. Development and utilising new learning space. Development and implementation of OER. Analysis on how OER is used is ongoing. | Impact to students' engagement, active learning and study skills is achieved indirectly through network of HEI's that are participated in SIBOL project | Achieved through mentoring in each department on incorporating REACH framework | Achieved, students are involved in providing feedback on the types of resources used in the course and their learning outcome is also improving. |
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| 3 | Goal 3: to improve pedagogical and technical accessibility of digital learning materials | Achieved indicated by diversity of materials, a mixture of text, audio and video. AI generated video resources for the learning materials are also used. | Achieve through implementing ID adjusted to low bandwidth capacity and server infrastructure for remote locations | Achieved. Analytics laboratory is operated. Modules are developed and published under CC licences. | Partially achieved. Documentations and analysis of development is ongoing. | Achieve through trainings on the development of digital materials were conducted | Achieved, there are development of learning resources and varieties of media formats used as well as diverse assessments strategies implemented in the courses. The diversity supports accessibility for students with different learning needs as well as support access using different gadgets. |
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| 4 | Goal 4: to use LA for more effective, personalised support for distance learners | Partially achieved. Data about some student learning behaviour was collected, but LA was not extensively used in this project due to lack of time and training. | Achieved within the pilot project implementation, evidenced in self-paced learning design that support personalised learning and diverse needs | Partially achieved. The design of the data framework from the learning space is in process. Course revision not yet started. | Achieved through analysis of modules that are already developed and implemented by participating HEI in SIBOL network (currently ongoing). | Partially achieved, there are few courses who had implemented learning analytics and continuous sharing on this practice during BUKA talk | Achieved, the pilot project utilised different data from teachers and their peers, as well as students. The feedback is used to improve course design in a hybrid environment and quality of the resources. Initial data regarding users of LMS is also collected supporting the wide-spread of LMS by teachers. |
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Appendix 3

Achievement of BUKA goals in relation to students: (1) students' engagement, active learning and study skills and (2) how students' feedbacks are used to improve the courses in pilot projects.

| No. | WOU | MSU IIT | UT | OUM | UNP | OUP |
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| 1 | <p>Students' learning has visibly improved as can be seen in their assessment output. Students also provided good feedback on the redesigned pilot courses.</p> | <p>Improved students' engagement through increased utilisation of MOLE (Learning Management System, LMS)</p> | <p>1. access to online materials improved 2. able to complete self-pace course 3. Improved digital literacy 4. students who work as teachers can directly use materials developed during the course in their teaching for their own pupils</p> | <p>Modules are developed but not yet accessible for students. Data about students' engagement, active learning and study skills will be gathered once modules are accessible for students.</p> | <p>1. student engagement improved as they are involved in giving feedback for the design and quality of the resources. 2. their learning outcome is also improving</p> | <p>The focus is on developing higher education networks that will implement capacity development in their own institutions for their teachers. The networks will support courses redesign based on ID and LA principles.</p> |
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| 2 | Feedback used iteratively | The feedback of the students was gathered in conducting research in the implementation and was utilised on the improvement of the topics of capacity building topics | Feedback from students are used to include assessment, to improve on the access of UT-akses through mobile phones, increase the number of MOOC, accessible through other platforms (apple, android). | based on participants' feedback (teachers in faculties) there are evidence of authentic learning, experiential, transformative and | Feedback from students and teachers. There is a validation phase conducted by experts in learning design. | Feedback from students will be gathered from the higher education institutions and their faculties who attend the training. |
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