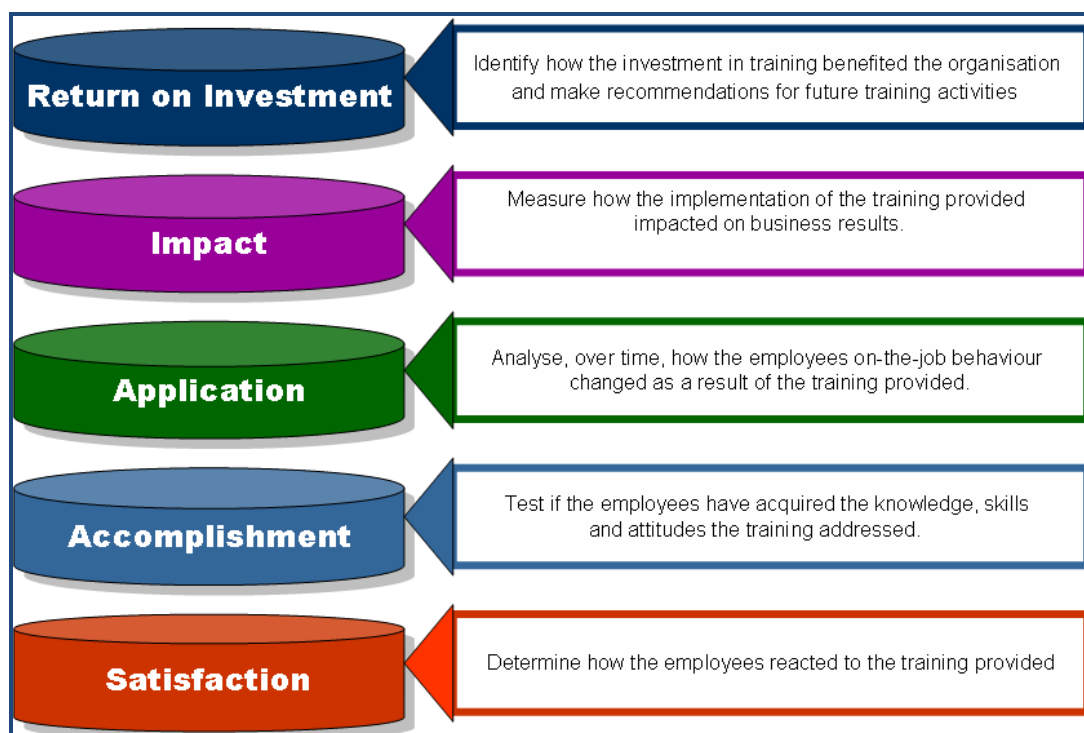


Development a conceptual model to evaluate effectiveness and impact of e-learning.

In 2008 the Ministry of Education of New Zealand funded a project titled *Using e-learning to build workforce capability* (Clayton, Elliott, Saravani, Greene & Huntington, 2008). The project team found measuring and proving the value of e-learning was a complex task dependent on the “model selected” (Wilson, 2004). The team argued the evaluation of the effectiveness and impact of e-learning should focus on two levels of analysis firstly, the individual level investigating competency and accomplishment and secondly, the organisational level investigating strategic alignment and business impact.

At an individual level it is important to ascertain if the employee has “learnt” something from the training provided. For example, have they acquired a new skill, or are they “happier” in their workplace. At an organisational level it is critical to understand how effectively the learning and training opportunities presented to employees have contributed to improving the organisation. For example, has quality of product improved, is there an increase in customer satisfaction, or is plant being used to optimum capacity.

In general the literature argued a comprehensive measurement model, based on slight modifications to the widely-applied Kirkpatrick-Philips evaluation model, would be more in keeping with existing evaluation practices and would be more readily accepted by industry (Skillsoft, 2005). Using the Kirkpatrick-Philips model as a framework an evaluation model based on five levels (satisfaction, accomplishment, application, impact and return on investment) was developed by the project team and this is illustrated in the figure below.



Evaluating the effectiveness and impact of e-learning

References

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