



Online Course on Early Language and Literacy (ELL) for the Capacity Building of Teachers and CACs

A Comprehensive Report on the Learnings from the Online Course

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INTRODUCTION

Language and Learning Foundation (LLF) conducted its first-ever completely online course from May-July 2020. This transition from blended courses to a completely online course has been initiated as a part of the primary COVID response. This report contains an in-depth analysis from the available data of 19,056¹ participants who have begun the 5-week course on the principles of Early Language and Literacy through LLF. The LLF course was conducted through an online Learning Management System, that was designed to capture the following data of course participants namely Quiz Scores, time spent on Quiz, Login data, time spent on the reading module, engagement of the course participants through uploading teaching-learning materials, children's work and activity links shared with parents during the pandemic.

To refer to the complete report please click the link below:

https://drive.google.com/file/d/1fRCoTLISrgi5vbxgIaTxWRZ_HXMElhU/view?usp=sharing

The objective of this analysis is to identify learnings that relate to participants behaviors, observe smaller sub-groups of participants within the population, identify elements of online courses that promote engagement and learning, and contribute to the repository of knowledge about short-term online courses for Teacher Professional Development.

LEARNINGS FROM THE ONLINE COURSE

The learnings from the LLF online course presented in this section are a compilation of our insights and understanding developed during course implementation, analysis of data generated through the LMS, and findings from a case study on participants' behavior.

1. There is a need for offline content in purely online courses

Lack of internet connectivity in the rural areas of Chhattisgarh became a significant issue for reading the modules online. As a backup, the PDF files of the modules and additional reading were given to the participants so that they can download and read at their convenience. Thus, the course portal consisted of two kinds of reading material to enable both offline and online reading, the online reading material was in the form of SCORM modules, while the offline content was downloadable PDF material accessible on smart phones. We found that 40% - 50% of all registered participants did not attempt any online SCORM files, online reading files.

¹ This number includes those participants who have dropped out through the course at modules 2,3,4,5. Hence, the number is higher than the completion Rate.

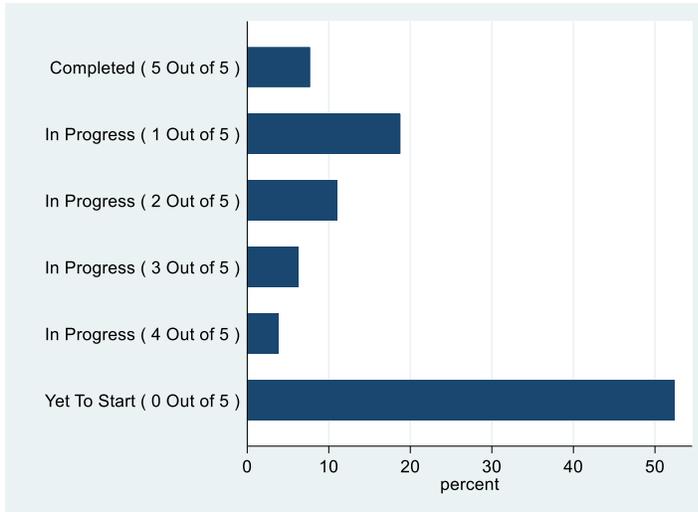


Figure 1: Usage of SCORM (online) Reading Material

In Fig.1, we see that about 40%-50% of the participants did not use any SCORM content (0 out of 5), **which signifies that easily accessible offline reading materials are needed for purely online courses.**

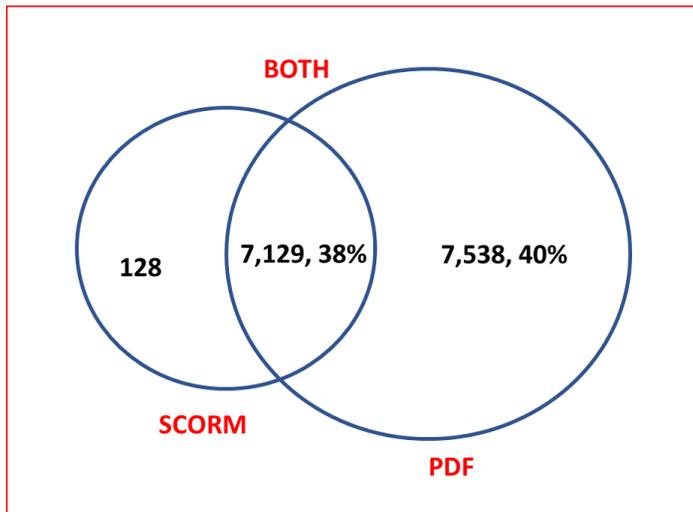


Figure 2: Online vs. Offline Content usage

²Fig.2 shows the distribution in the usage of offline content and online content. We see that while 38% of the of the course participants used both offline and online material, there were very few users of pure online content. The LLF course was beneficial in catering to the needs of all the participants, such that they had access to appropriate reading materials.

Description	Sample Size	Average time on SCORM (mins)	Avg. Quiz scores	Upload of TLM (10)	Children's work Upload (10)	Sharing Links to Parents (60)	Logins
Participants who did all offline content and no online content	7,538	-	73.56	0.47	0.43	4.86	19.38
Participants who attempted some offline content and some online content.	7,129	34.66	82.31	1.29	1.21	13.44	28

Table 1: Comparison of engagement between participants reading offline and online content

² Data is captured on the Online Learning Management System with an accuracy rate of 85%

In the table above, we see that participants who attempted both offline and online reading materials have higher quiz scores, greater logins, and higher engagement in supplemental activities.

Further, a case study conducted for analysing and understanding participant behaviour, with a sample of 100 participants, revealed that 36% found the lack of internet connectivity a challenging aspect related to the online course experience. Additionally, 12% participants also cited reading modules online – an aspect closely related to internet connectivity – as a major challenge they faced. Detailed findings from the case study are annexed as Annexure 2 ,titled ‘Analysis of Participants’ Motivation, Perception and Challenges in LLF Online Course.’

2. *Removal of conditionalities associated with the reading material showed a change in behavior that affected Engagement and Participation.*

Due to erratic internet connections, loss of interest in the course by the participants and increased usage of offline content, certain conditions associated with the reading modules were removed. The offline reading modules were downloaded and circulated amongst participants through WhatsApp and we found a sample of participants who were able to complete the course without downloading or accessing the online/offline content in their own portal.

Description	Sample Size	Average time on SCORM (mins)	Avg. Quiz scores	Upload of TLM (10)	Children's work Upload (10)	Sharing Links to Parents (60)	Logins
Participants who did not attempt any offline or online content but completed the course	480	24.57	58.01	0.06	0.04	0.30	8.80

Table 2: Participants Engagement: Participants who did not attempt reading materials

The average quiz scores of these participants indicate a lower value, while we also see lesser engagement on the other components of the course.

3. *Lack of a selection criterion of course participants led to dropouts through the course*

As all the participants were enrolled in the course, some found that the course was not suitable, and dropped out in the initial stages. Out of the 22,557 participants who were enrolled for the course from Chhattisgarh, we see that 3,834 participants (17%) dropped out. The highest drop-out was seen after Quiz 1 (51%), while the drop-out rate decreased subsequently through the modules.

4. *Knowing your target audience:*

An initial survey for an understanding of participants’ familiarity with online content would be beneficial. It is crucial to know your target audience while designing a course, and this holds even while creating an online course. The same online class that works well with an urban audience familiar with online content might not have the same results with an audience who is new to this technology.

To make the online reading more interactive and exciting, we added numerous interactivities in the online module, such as drag and drop features, flip the cards to see the content, slide shows etc. However, we found that interactivities proved to be a hindrance for many participants in the initial phase of the course, since they did not know how to use them. Several calls and messages from participants stated that they are not able to move forward in the course.

As a measure, detailed instructions were added everywhere on how to use these interactivities as they appeared in the module. These measures helped decrease the number of complaints during the latter half of the course. The participants had also become accustomed to using these tools by then.

5. *There is scope for improving engagement on the Online Reading modules*

To make the online reading more interactive and exciting, we added numerous interactivities in the online module, such as drag and drop features, flip the cards to see the content, slide shows were used. Although efforts were made to increase interactivity, we see that on an average, 45% of the participants spent between 0 to 30 minutes, 40% of the participants spent between 30 to 50 minutes, while a few participants spent greater than 100 minutes across all the modules. Thus, the online reading material can be broken into smaller topics with the addition of more interactive materials such as videos, audio clips or podcasts and essays to increase the time of engagement. A detailed representation of the SCORM time across the modules is provided in the Annexure: Time on Reading Material (SCORM)

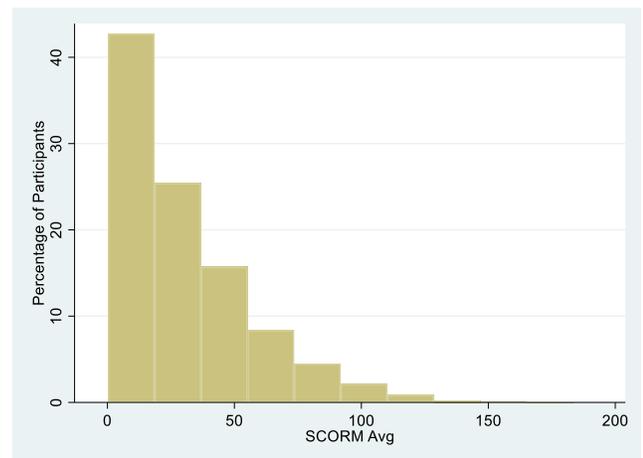


Figure 3: Distribution of Average SCORM Time

6. Lack of exposure to online courses

Lack of exposure to online courses and training created issues for many participants. For instance, seemingly basic tasks were not evident for many participants: clicking on a link for viewing, or how wherever there is a folder one must click on it to open it. Therefore, detailed instructions such as ‘click here’ were required everywhere. Additionally, some participants did not know where to access a downloaded PDF on their mobile.

7. Non-traditional elements of the online professional development course witnessed lower participant engagement

Most participants were only familiar with shorter online courses with a few videos, links and animations. This online course was the first of its kind to have segmented reading modules, additional reference materials, supplemental activities in addition to videos and links. As a result, there was a need for more support in certain areas, which led to lower engagement in certain aspects of the course. We also feel that engagement in these supplemental activities were lower since it was not related to course completion or certification in any manner, hence, neglected by many.

figures 4,5 and 6, we see that 80% of the participant’s did not engage in uploading children’s

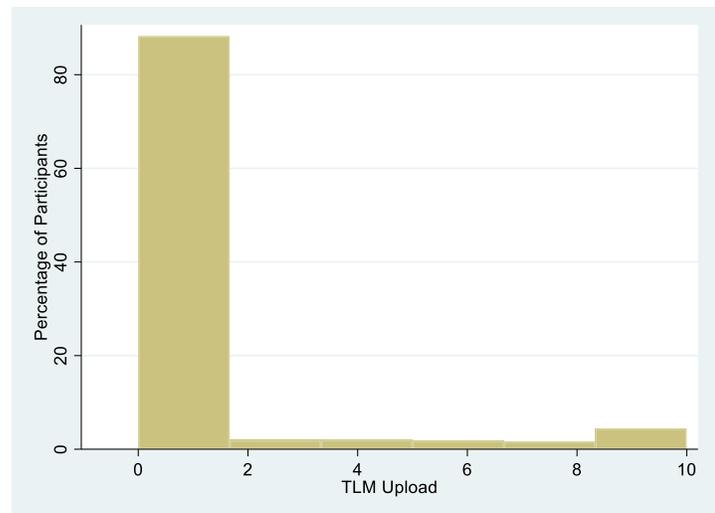


Figure 4: Percentage of Participants who uploaded Teaching-Learning Materials

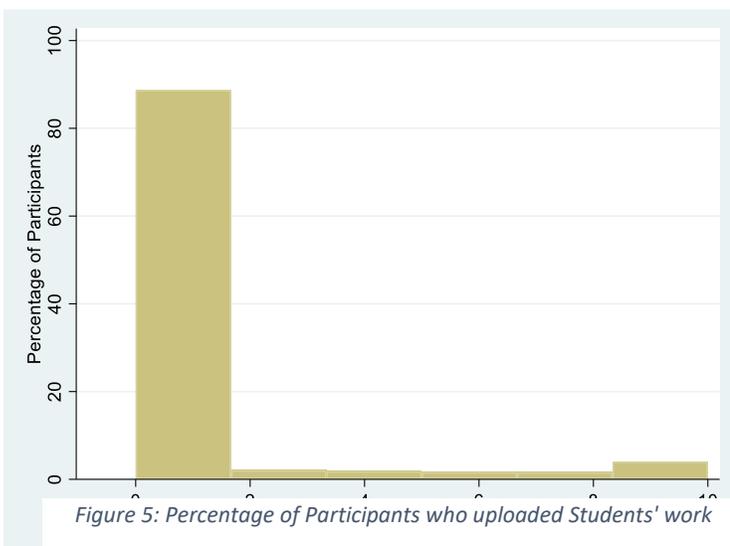


Figure 5: Percentage of Participants who uploaded Students' work

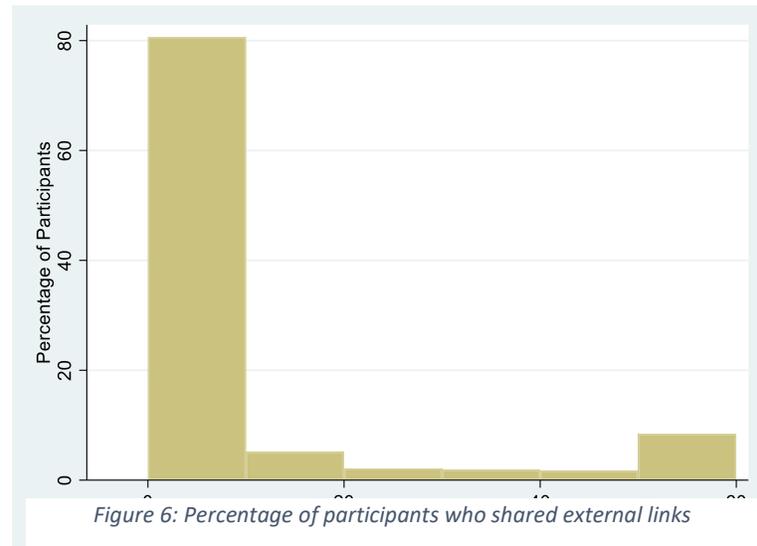


Figure 6: Percentage of participants who shared external links

work or any teaching-learning materials, while the engagement in sharing external links is seen to be slightly better in comparison.

8. *There is a need for standardization and testing of the quiz instrument.*

The quiz test items were made compulsory to attempt for every participant, without which the participants could not proceed to the next module. In an analysis of the test scores, we found that *at least 25% of the test-takers scored 100 in every quiz, and 8% of the participants scored 100 in all quizzes, which means that the distribution of test scores is skewed.* This indicates that the ability of the quiz scores to measure any variance amongst the participants across the course is less. The reason for this could also be that all participants were allowed multiple attempts in the quizzes, thus providing an opportunity for improvement of the final score. We also learned that many participants may be engaging in group discussions while attempting the quiz leading to higher scores.

Fig. 7 represents the average quiz scores of participants across the course modules. We see that the distribution is left-tailed with a significant number of outliers who are scoring high on the quizzes. The participants showing “0” include those who were enrolled but did not attempt any quizzes.

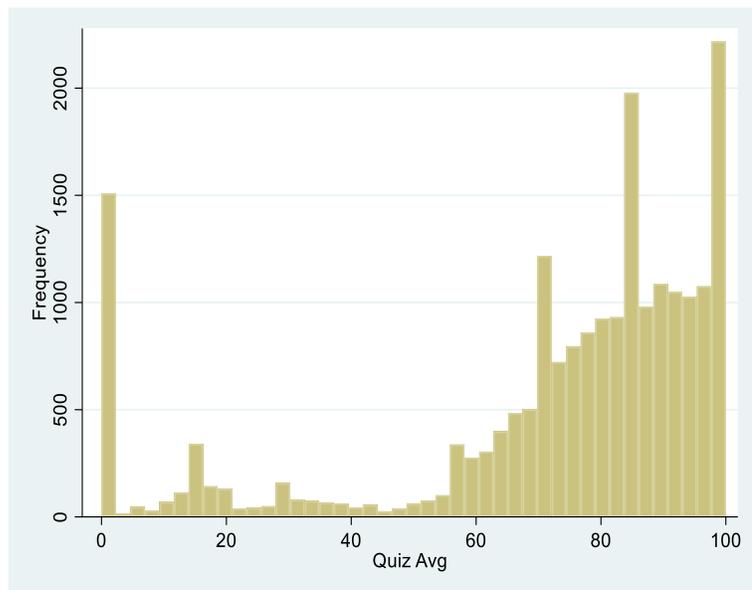


Figure 7: Average Quiz Scores of Participants across all modules

9. *Participants expectations from an online course:*

In the name of online courses, most participants seemed familiar with shorter courses which required only a few hours of engagement and are mostly video-based or animated. A programme that required reading of modules, with additional references, videos, and activities was new for the participants. It required habit formation and additional support.

The case study conducted with 100 sampled participants revealed some of the commonly cited expectations of the participants which were – scope of learning something new from the course

(41%), scope of learning new strategies applicable in classrooms (40%), scope of learning strategies for language learning and teaching (26%).

10. There is no clear relationship between efforts (Logins, Time spent on reading) of the participants versus the outcomes (Learning Outcomes in Quiz)

In an attempt to understand the relationship between effort and learning outcomes, we tried to plot the relationship between number of logins of the participants/quiz scores and time spent on reading the module to quiz scores. In Fig. 8 and 9, we see that there is no clear relationship between these variables thus, re-instating the need for better design of the elements of the course module, increased need to standardize the quiz tool, and ensure that the online learning management platform is able to capture accurate data on the reading time.

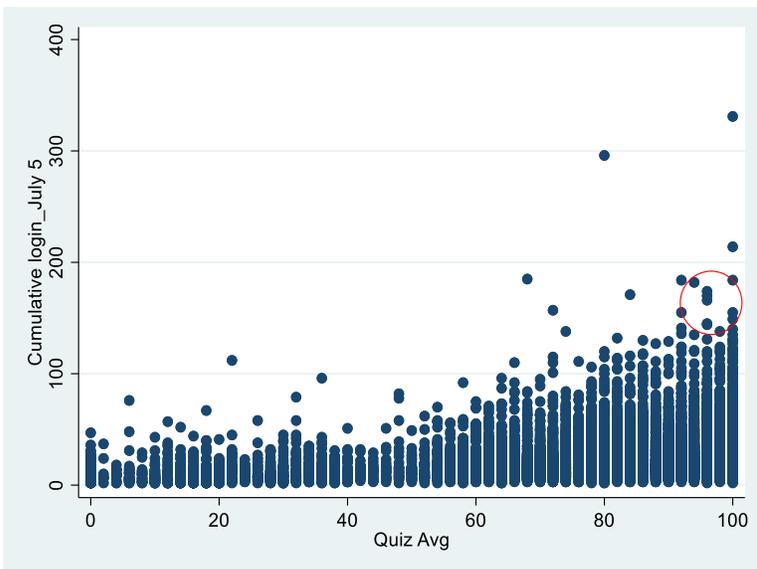


Figure 8: Participant Login vs. Avg Quiz Scores

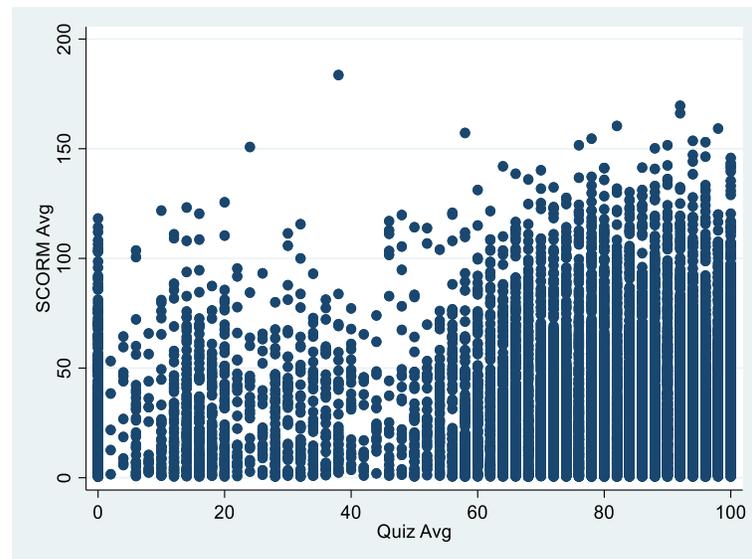


Figure 9: Time Spent on Online Reading Material vs. Avg Quiz Scores

11. Course Duration and Design:

There is a need to reflect on the course duration and the length of the modules. A period of 5 weeks for a completely online course with no human interaction seems longer than necessary. The duration of the modules could be shorter to increase engagement. It would be worthwhile to redesign modules with a blend of other elements to break the monotony. For example, replacing some of the written content with animated videos and explanatory audios and videos. Focusing

on a few concepts in-depth instead of addressing a variety of ideas superfluously would be helpful.

An entirely online course for a new audience with no additional support might work well if it comprises a single component. For instance, watching a video to understand the content followed by a quiz requires minimal know-how of technology.

12. Participant Login data should be inter-linked with other activities besides reading of the Course modules

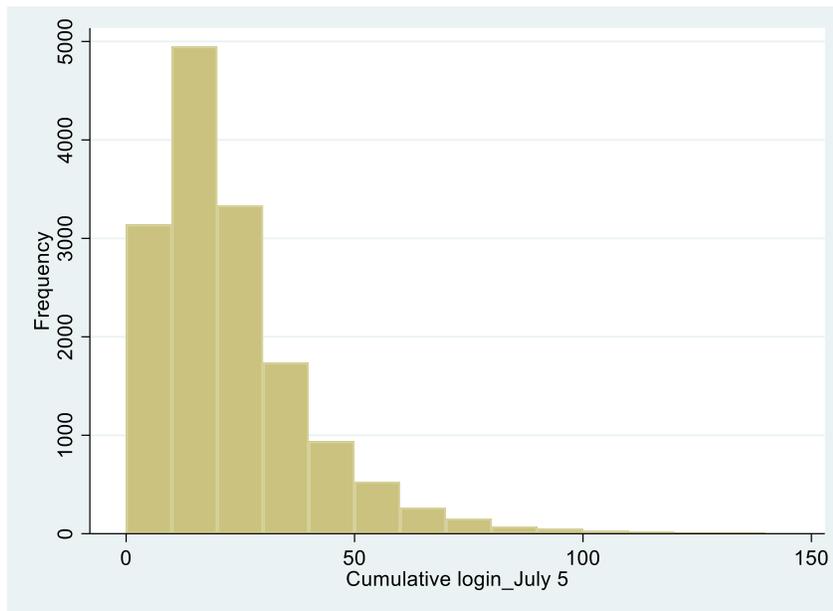


Figure 10: Total logins at the end of the Course

In Fig. 10, we see that about 5000 participants have 10-20 times during the duration of the entire course, while 3500 participants have logged in 20-30 times. This indicates that on an average, most participants logged in at least once a day throughout the 5-week online course.

In the Fig. 11, we see that participants who exhibit higher logins, are spending lesser time on SCORM reading modules, this could mean that participants are logging in for other activities such as accessing supplemental activities, completing quizzes, or accessing external links. Thus, these activities should be linked with the login data for a better understanding of participant behaviour.

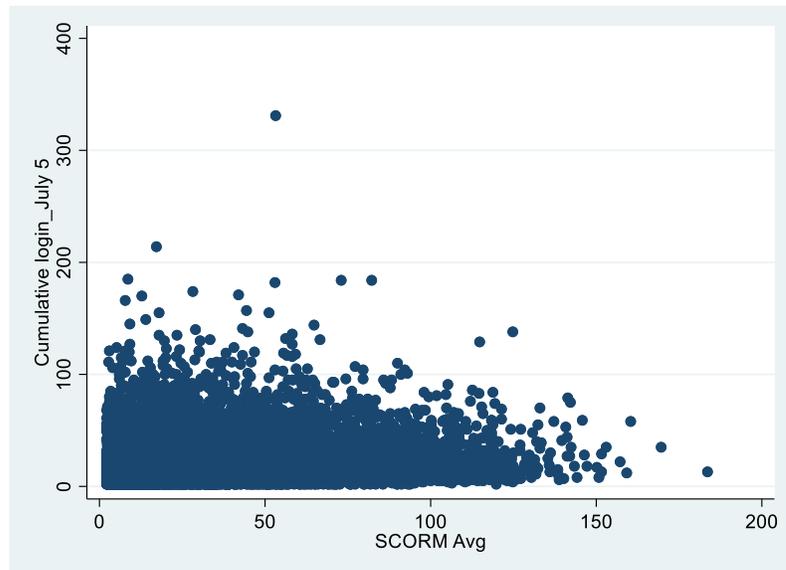


Figure 11: Average time on SCORM vs. Logins

13. Participants who uploaded Teaching-Learning Materials in the course exhibit overall higher engagement in the course.

A sample of 611 participants fully participated in uploading teaching-learning materials and children’s work, completing the supplemental activities of the course to the best extent. The table below shows an analysis of performance of these participants, we see a higher quiz score, good engagement on reading modules and high logins.

Description	Sample Size	Average time on SCORM (mins)	Avg. Quiz scores	Upload of TLM (10)	Children's work Upload (10)	Sharing Links to Parents (60)	Logins
Participants who uploaded all Teaching-learning materials and children’s work	611	37.42	88.21	10.00	10.00	52.70	45.18

Table 3: Participants who completed all supplemental activities

In the Figure 12, we see an upward linear relationship between upload of teaching learning materials, and upload of children’s work indicating that participants uploading one kind of work, also engage in uploading the other materials.



Figure 12: Relationship between upload of TLM and Children's work

14. Engagement on a component correlates directly to Assessment or Certification:

The components that often gain participants' attention the most are ones marked and linked to course completion criteria. Additional elements, however interesting and essential, receive less attention. In the current course, too, we found that the participants were more concerned about completing the quiz linked with course certification. Other components, like daily activities shared for children, and the TLM upload section (where participants had to upload their TLM) were neglected by many.

It was only a small percentage of the participants who engaged in the additional components: 3,182 (14%) participants uploaded TLM, 2,821 (13%) uploaded children's work, and 44% of the participants forwarded a few external links.

15. Mentoring support and peer interactions increase engagement:

One of the major reasons for the high completion rate (83%) of this online only course was the continuous push provided by the Nodal mentors. These were a group of LLFs alumni who supported LLF in the running of the course. For each district, a group of nodal mentors were designated who were in touch with the district officials and the participants through WhatsApp / Telegram groups. Mentors shared the daily login data, contacted the participants who did not login in the first week. Post the first week the mentors regularly shared the quiz completion data with the district officials and the participants. Random calls and reminders proved helpful.

LLF also conducted the same online course for a small group of 232 teachers in Uttar Pradesh, where 17 mentors supported 10 -15 teacher participants under them. Mentors had to organise two conference calls/webinars for discussions on each module and evaluate the tasks submitted by their participants. The completion rate of this group was 98% with 93.5 % of them scoring 80% and above aggregate scores in all the five quizzes.

A course with a blended model, smaller batch size, some mentoring support and platform for peer interaction proves more effective.

16. Challenges of ensuring learning in a purely online course:

Analysing participant understanding only through self-assessment and quizzes proved to be difficult. Through random interviews, we discovered that many participants attempted the quizzes by discussing the answers in groups. In some cases, the quiz answers were shared on WhatsApp

by those who completed them early. Also, several participants who were high-scorers could not explain content-related topics on the calls.

Some ways to avoid cheating could be to have multiple sets of the assessment and randomise the sequence of questions.

Additionally, the backend data does not present an accurate picture. For example, backend data collected around time spent on a module does not reflect if it is the actual time spent on reading.

17. Technical Support System:

For an online course, it is helpful to have a technical support system in place that people can approach in case of any issues. SMS messages at the beginning of a module or quiz with the website link helped many participants. The data shows that the number of logins immediately after such messages was high. Alert messages a day or two before the last dates of the quiz were also equally helpful.

Annexure 1

DATA ANNEXURE: SUPPORTING DATA OF VARIABLES

A) Descriptive Statistics of variables

Table 4. represents the list of Variables Captured on the LMS, with its upper and lower limits.

Variable	Min. value	Max. value	Disaggregated by
Quiz scores	0	10	By Module
Quiz Time	0	Infinity	By Module
Login participants by	0	Infinity	By Module
Time spent on SCORM	0	Infinity	By Module
TLM's uploaded	0	8	Entire Course
Children's work uploaded	0	8	Entire Course
Activity Links shared with Parents	0	53	Entire Course

Variable	Obs	Mean	Std. Dev.	Min	Max (Mins)	Variance	Skewness	Kurtosis
SCORM Time (M1)	19,056	36.14	48.818	0	239	2383.159	1.71	5.58
SCORM Time (M2)	19,056	34.32	50.927	0	239	2593.52	1.74	5.49
SCORM Time (M3)	19,056	33.39	51.190	0	239	2620.37	1.76	5.51
SCORM Time (M4)	19,056	25.63	43.501	0	239	1892.36	2.12	7.44
SCORM Time (M5)	19,056	20.97	39.610	0	242	1568.95	2.48	9.64
SCORM Avg	19,056	30.47	26.47	0.2	183.6	691.85	1.25	4.49
Quiz 1	19,056	77.07	26.050	0	100	678.6	-1.8	5.91
Quiz 2	19,056	70.68	30.297	0	100	917.9	-1.23	3.66
Quiz 3	19,056	66.56	32.113	0	100	1031.25	-0.88	2.76
Quiz 4	19,056	70.69	33.686	0	100	1134.72	-1.18	3.13
Quiz 5	19,056	75.86	34.921	0	100	1219.5	-1.47	3.61
Quiz Avg	19,056	77.85	20.57	2	100	803.01	-1.49	4.16
TLMUpload	19,056	0.83	2.405	0	10	5.78	3.02	10.86
Children'sWorkU pload	19,056	0.77	2.333	0	10	5.44	3.16	11.76
ExternalLinksSha ring	19,056	8.51	17.423	0	60	303.54	2.21	6.41
Logins	19,056	21.35	18.300	0	331	334.88	2.58	18.98

Table 5: Descriptive Statistics showing mean, SD and variance

From Table 5, for a total of 19,056 observations, the standard deviation and the variance have extremely high values indicating a wider spread from the mean. However, the two variables related to uploading of teaching-learning materials and children’s work, we see a narrow spread

Quiz: We also see that all the variables representing Quiz scores are negatively skewed, this indicates that the distributions are left-tailed with the mean of the population lesser than the median score.

Percentile	Value at 'X'th Percentile								
	1%	5%	10%	25%	50%	75%	90%	95%	99%
SCORM Time (M1)	0	0	0	0	18	57	112	148	210
SCORM Time (M2)	0	0	0	0	6	52	111	151	210
SCORM Time (M3)	0	0	0	0	3	51	112	151	210
SCORM Time (M4)	0	0	0	0	0	36	88	124	192
SCORM Time (M5)	0	0	0	0	0	26	75	107	184
SCORM Avg	0.2	1.2	3.4	10	23.6	44.6	67.6	85.2	114
Quiz 1	40	60	60	70	90	100	100	100	100
Quiz 2	0	40	50	60	80	100	100	100	100
Quiz 3	0	0	40	60	80	100	100	100	100
Quiz 4	0	0	40	70	80	100	100	100	100
Quiz 5	0	0	50	80	90	100	100	100	100
Quiz Avg	12	24	56	70	82	92	98	100	100
TLMUpload	0	0	0	0	0	0	4	8	10
Children'sWorkUpload	0	0	0	0	0	0	3	8	10
ExternalLinksSharing	0	0	0	0	1	6	45	60	60
Logins	1	2	4	9	17	28	43	55	87

Table 6: Value of the variable at Xth percentile

Table.6 shows the distribution of the variables at different percentiles. We see that at across all the quizzes, the 75% percentile score is 100, which means that 25% of the population have scored 100, again indicating a simple test. We also see higher engagement in SCORM time for modules 1, 2, and 3 at the 50th percentile.

B) Time on Reading Material (SCORM)

In order to closely examine the distribution of the variable, let us consider SCORM time for participants > 2 mins and less than 240 minutes (4 hours). The Fig.13 below shows the distribution of the variable across all the five modules and the median time across each of modules range from 50-70 minutes.

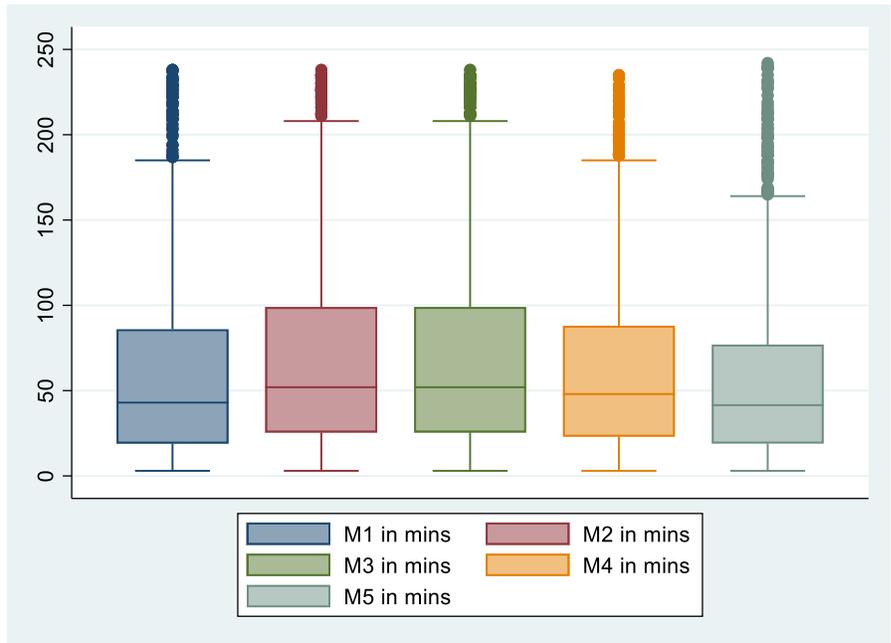


Figure 13: Time on Online Reading material across all modules

C) Quiz Scores

In Figure 14, we see a box plot of the individual quiz scores. Across all the modules, the inter-quartile ranges of the quiz scores are at 80-100 which indicate a ceiling effect in the instrument used.

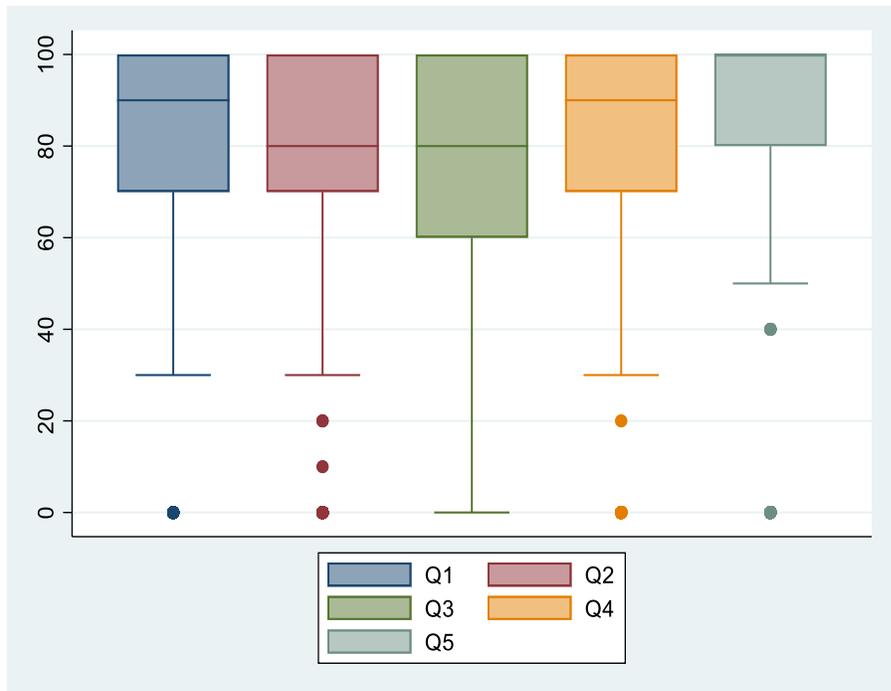


Figure 14: Box Plot of Quiz Scores

D) Emerging Participant Profiles

As the online course portal captured data of various groups of participants, further exploratory analysis was conducted to identify participant profiles using data of the small samples within the population. In this section, we study the groups of participants and their performance in various component of the online course. The emerging participant profiles are as follows:

Profile No.	Description ³	Sample Size	Average time on SCORM (mins)	Avg. Quiz scores	Upload of TLM (10)	Children's work Upload (10)	Sharing Links to Parents (60)	Logins
Choice of Reading Online Content vs. Offline Content								
Profile 1	Participants who completed all offline and online reading content	1,031	39.05	88.88	3.48	3.36	35.37	40.66
Profile 2	Participants who did not attempt any offline or online content but completed the course	480	24.57	58.01	0.06	0.04	0.30	8.80
Profile 3	Participants who completed some/all online content but no offline content	128	29.1	76.15	0.09	0.08	0.57	13.83
Profile 4	Participants who did all/some offline content and no online content	7,538	-	73.56	0.47	0.43	4.86	19.38
Profile 5	Participants who attempted some offline content and some online content.	7,129	34.66	82.31	1.29	1.21	13.44	28
Engagement on other course components (Course Feedback, Supplemental activities)								
Profile 6	Participants who provided all feedback	10,472	32.73	84.78	1.43	1.34	14.45	28.71
Profile 7	Participants who uploaded all Teaching-learning materials and children's work	611	37.42	88.21	10.00	10.00	52.70	45.18
Participants who spent specific reading time on SCORM Online modules								
Profile 8	Participants who spent between 0-2 minutes on average	1,043	0.83	73.17	0.43	0.37	4.18	18.51
Profile 9	Participants who spent 2-15 minutes on the online reading material	4,241	8.26	75.57	0.73	0.68	7.53	21.27

³ In Table 4, on observing the significance of the means at 95% confidence interval, we do not see any significant values suggesting that the mean estimates may be the true value for these specific sample of participants only. Significant values only observed in profile 6.

Profile No.	Description ³	Sample Size	Average time on SCORM (mins)	Avg. Quiz scores	Upload of TLM (10)	Children's work Upload (10)	Sharing Links to Parents (60)	Logins
Profile 10	Participants who spent 15-30 minutes on the online reading material	3,589	0.07	78.04	0.92	0.85	9.28	23.27
Profile 11	Participants who spent 30-60 minutes on the online reading material	4,075	42.97	77.64	0.87	0.81	9.31	24.23
Participants who scored 100 in all Quizzes								
Profile 12	Participants who scored 100 in all Quizzes	1,257	34.76	100	1.9	1.78	18.7	34.6

Table 7: Emerging Participant Profiles

Annexure 2

Analysis of Participants' Motivation, Perception and Challenges in LLF Online Course

Introduction

The 5 Weeks' Online Course on Early Language and Literacy (ELL) implemented with more than 22000 teachers and academic support persons in Chhattisgarh and Uttar Pradesh from 25th May 2020 to 5th July 2020 was effectively the first online course to be implemented by Language and Learning Foundation (LLF) at an extensive scale through a dedicated Learning Management System (LMS). Having created a niche in the area of professional development courses for early language and literacy over the past five years, implementation of the online course on ELL presented LLF with an opportunity to analyse and understand the motivation, attitude and behavioral patterns of teachers and academic support persons as they engaged for a course on an hitherto unfamiliar digital platform. In addition to analysing the data generated through the LMS on participation, quiz completion, assignment completion and feedback, a sample study was undertaken with the participants of the course to understand the factors of motivation, nature of challenges and overall perception regarding the concepts shared in the course.

Objective of the sample Study

The sample study was conducted with the objective of understanding the following aspects:

- Participants' motivation for participating in LLF's 5 weeks' online course on ELL
- Participants' course experience
- Change in participants' attitude and perception
- Participants' interest in future engagement with online courses for capacity development

Sampling for the Study

The study was conducted with 100 participants selected from two categories of participants:

- 1) High performers indicated by a course grade of A (score of 80-90) or A+ (91-100), attained through weekly quizzes
- 2) Moderate performers indicated by the following:
 - a. Moderate engagement on the online content platform (SCORM) indicated by an average time of 30 minutes to 1 hour spent by the participant per module
 - b. Average score of 50 – 80 in weekly quiz.

Equal number of participants (50) were chosen from both categories for the study.

Methodology of the Study

A draft questionnaire was developed covering the four aspects defined under the study objective. A pilot data collection exercise through phone calls was conducted with 15 participants to test the questionnaire. Following the pilot, the questionnaire was revised and finalised.

The finalised questionnaire was implemented via phone interviews with sampled participants.

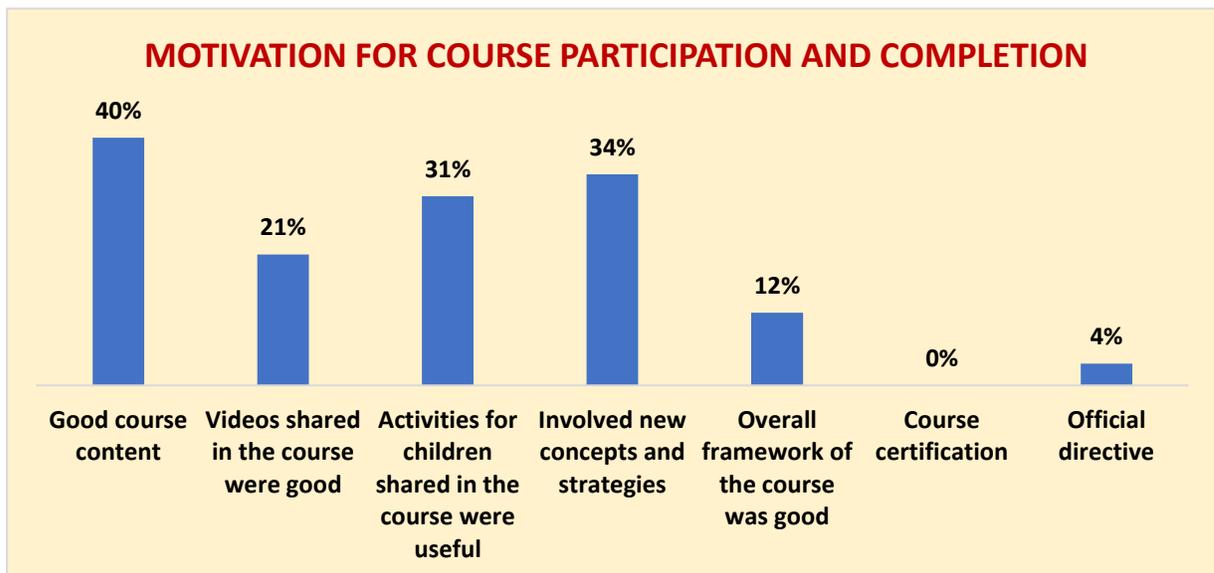
Key finding of the Study

The study findings are based on responses from 90% of the sampled participants. No response was provided by 10% of the participants from the high-performing category.

The findings have been presented as per the four major aspects of the study objective.

1. Participants' motivation for participating in LLF's 5 weeks' online course on ELL

- Majority of the respondents (56%) were advised to enrol for the course by the block or cluster level officials. This was especially high in moderate performing participants - 65% of moderate performers had attended the course as per such suggestions (vis-à-vis 44% of high performers).
- 28% of the respondents were self-motivated to enrol for the course for reasons such as interest in learning new concepts, interest in Hindu language pedagogy, desire to improve understanding related ELL concepts, etc. More high-performers (39% of them) stated that they that they had enrolled in the course on account of this factor.
- Three most cited expectations of the participants from the course cited by them in the study were:
 - i. New Learning
 - ii. New strategies for teaching children
 - iii. New strategies for language learning and teaching
- Various aspects of the course – the course content, new concepts and strategies incorporated and children's activities – were cited as the main motivational factors course participation and completion.



More moderate performing participants (49%) were motivated by the course content compared to high performers (28%).

Similarly, more high performers (25% of them) cited good videos as a reason for course participation and completion.

2. Participants' course experience

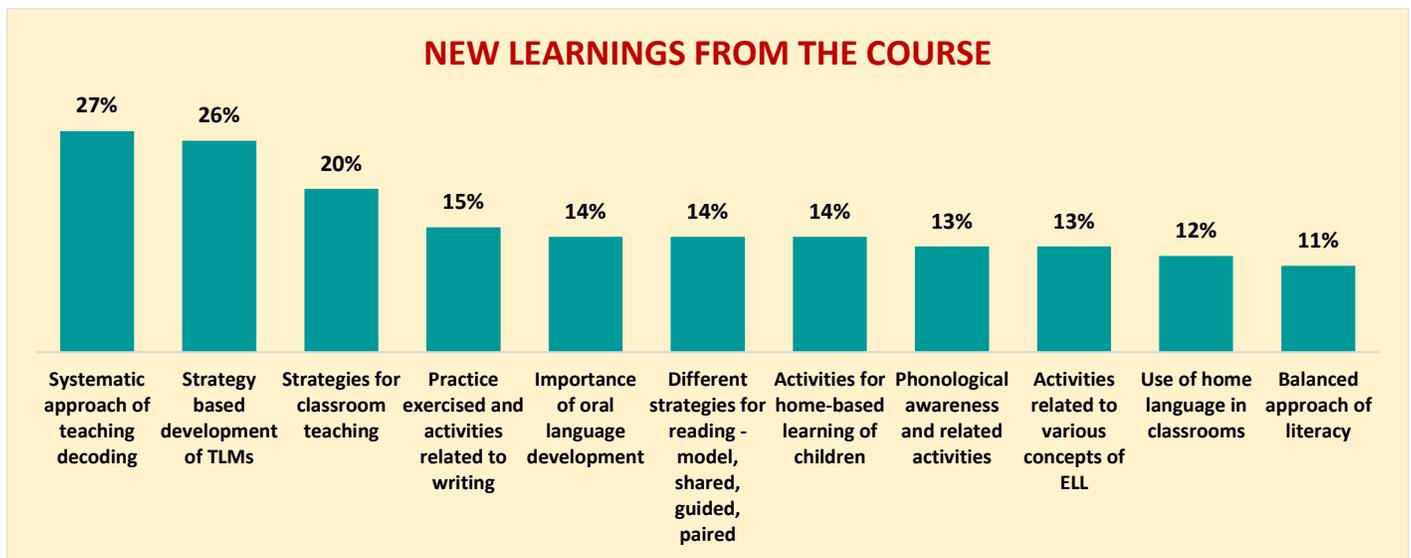
Challenges

- Internet connectivity was the most cited challenge, with 36% responses citing it. Further, 12% respondents stated that they found reading modules online challenging - an aspect closely related to network connectivity.
- Sharing of children's activities with parents as suggested in the course, was a highly cited challenge among moderate performing participants (27%).

Areas of course learning

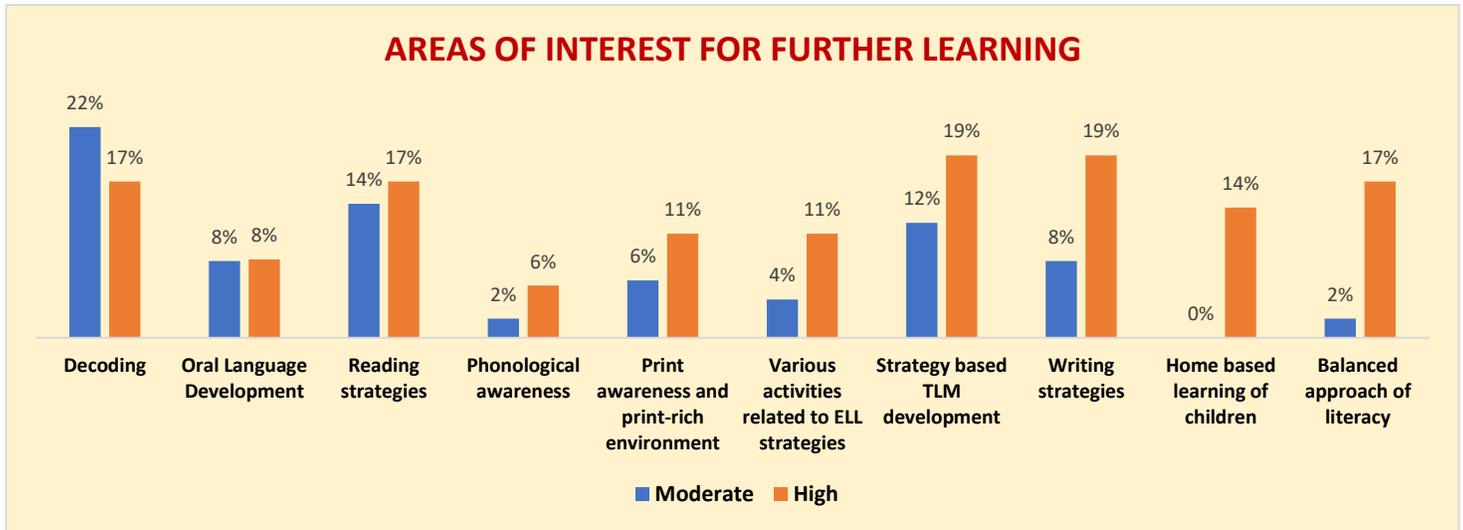
- Systematic approach of decoding was most cited as new learning from the course by participants (27%). This was the most common response from both moderate and high performing participants. Other aspects cited were strategy based development of TLMs, strategies for classroom teaching etc.

The high-performing participants also cited emergent literacy (17%) and print awareness and creating print rich environment in classrooms (14%) as areas of new learning.



- Strategies of decoding (20%), reading (15%) and writing (13%) were also the topics most cited by participants for future engagement and deeper knowledge.

In this regard, along with decoding and writing, the high-performing participants also laid emphasis on strategy-based development of TLMs (19%), home-based learning for children (14%) and balanced approach of literacy (17%).



3. Change in participants' attitude and perception

- The moderate and high performing participants differed considerably on their preferred methods for using the learnings from the course.
 - 96% moderate performing participants stated they would incorporate the learnings from the course in their classroom teaching.
 - Along with classroom application of learning from the course (47%), high performing participants also cited creation of TLMs (36%), creating print-rich environment (28%), and sharing with other teachers and colleagues (36%) as preferred methods.
- 76% of the respondents stated that they undertook weekly quizzes after reading the modules. 38% of them have accessed the modules through both offline and online mediums.

4. Participants' interest in future engagement with online courses for capacity development.

- 76% participants expressed keen interest in pursuing online courses in the future. The ability to undertake the course at one's own pace and multiple attempts provided in the quiz ensured that the participants were not demoralized and could continue their learning.

Conclusion

- ❖ The study findings indicate towards a reasonably positive experience of participants in the LLF Online Course on ELL.
- ❖ The responses of the two sets of participants – high performers and moderate performers – have varied to some extent in the aspects of motivation for enrolment in the course, new learnings from the course, areas of interest for further engagement and application of course-based learning in classrooms. The responses of high-performing participants have also been more varied.

Annexure 3

Parents Survey Report for Understanding Engagement of Students in Home-Based-Learning by Participants of LLF’s Online Course

Introduction

LLF’s 5 weeks online course on Early Language and Literacy (ELL) was designed and implemented with teachers and academic support persons with the objective of enhancing their knowledge on ELL concepts and to support them with strategies to apply these concepts in their classrooms to help children in language learning. In view of the pandemic-driven lockdown affecting children’s classroom-based learning, the course module for the 5th week of the course dealt with strategies for supporting parents for home-based learning of their children. In addition to this, 53 activities for supporting children’s learning at home were provided to participants through the course platform, for sharing with parents. The data generated on the Learning Management System (LMS) indicated that 56% of the participants had accessed these activities for forwarding to parents through ‘WhatsApp’.

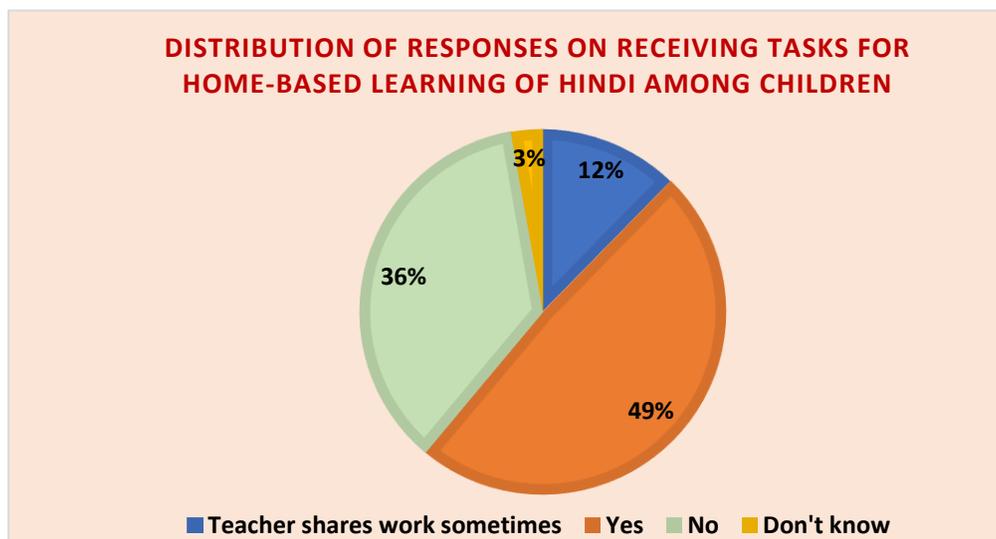
In order to understand the effectiveness of the course in ensuring support to parents for their children’s home-based learning, a survey was conducted where the parents were contacted through phone calls and their feedback was sought on sharing of activities by teachers and children’s learning at home.

Key Findings

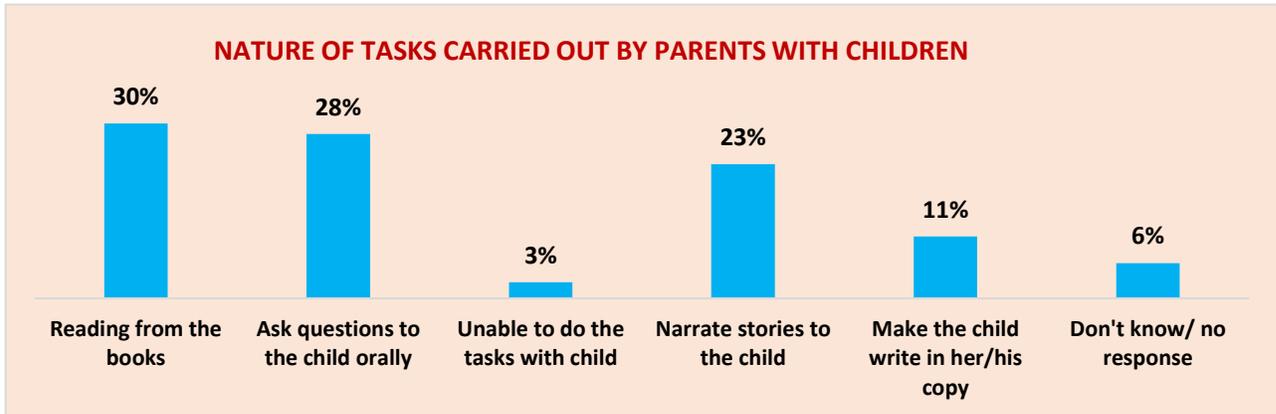
The parents’ survey was conducted with 1487 parents selected through random sampling from contact numbers of parents shared by participants. Parents’ feedback was sought on sharing of activities for students’ home-based learning, support provided to children at home, and children’s engagement with the activities at home.

The key findings from the survey were the following:

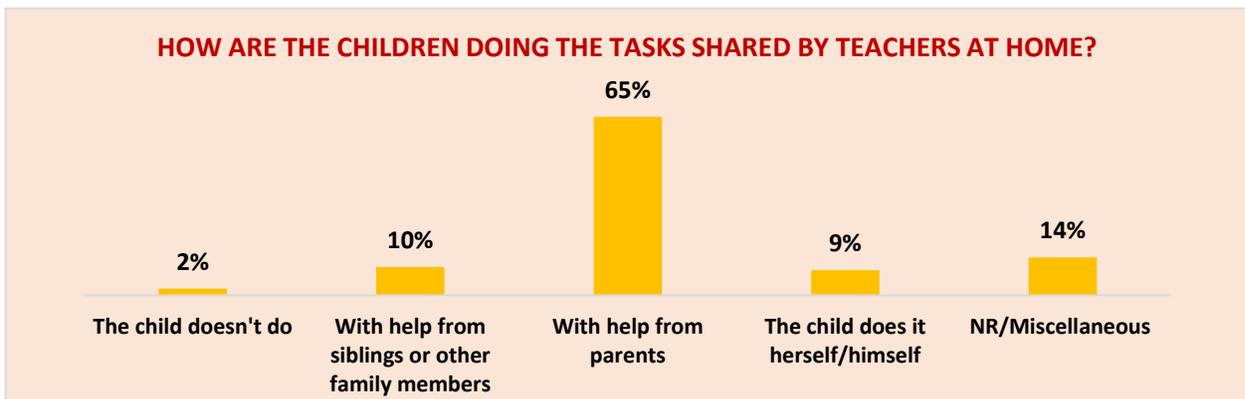
- Majority of respondents (61%) shared that teachers share work for home-based learning for children and additional 3% shared that they share work sometimes. Regarding activities for home-based learning of Hindi, 49% respondents stated that teachers share such work and additional 12% stated that teachers share such work occasionally.



- Among activities suggested by teachers for home-based learning of Hindi, reading to children was the most common activity carried out by respondents (30% responses), followed by oral question and answers with children (28%) and narrating stories to them (25%).



- Majority of the respondents (74%) cited that teachers explain the activities for home-based learning of children over messages shared through 'WhatsApp'. Additional 16% cited links for activities shared through 'WhatsApp'.
- Majority of the respondents – 76% - stated that they were able to do the activities shared by teachers with their children. Additionally, 20% said that they were able to do it sometimes.
- 65% of the respondents also stated that parents help children complete the activities shared by teachers whereas an additional 10% mentioned that siblings and other family members help them.



Conclusion

The findings of the survey indicate that one of the main objectives of the course on ELL, which is to encourage teachers to use home-based learning strategies for supporting parents in engaging their children in such activities, is being fulfilled. The survey further indicated that along with teacher-specific issues in a few cases, some of the respondents also faced some technological challenges in the form of lack of network, unavailability of smartphones, etc. However, majority of them were keen to engage more regularly with teachers in order to ensure better home-based learning for their children.