QA in practice – using the ESG to assess e-learning

Brussels, 15 June 2018

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1. Introduction

2. Part 1. Internal quality assurance

3. Part 2. External quality assurance

ENQA WG on QA and e-learning

Objectives
- Create an inventory of sources on QA and e-Learning.
- Agree on definition of e-learning.
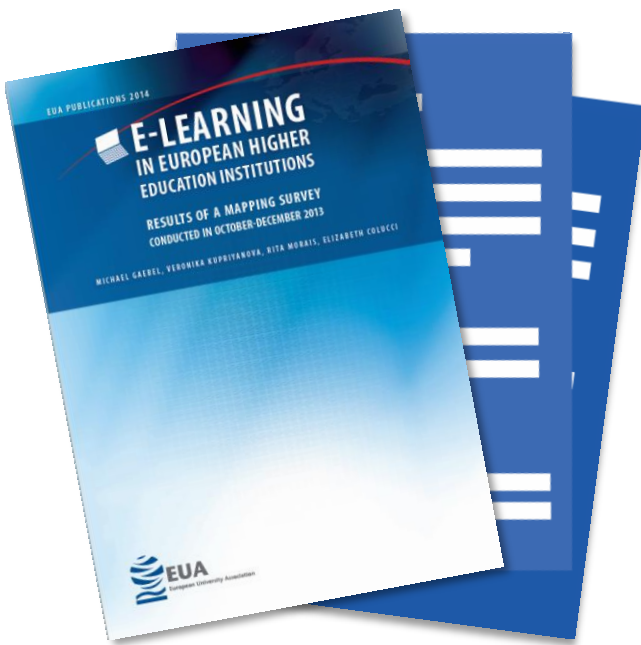- Agree on recommendations (QAA and HEIs).

Members
Esther Huertas (chair), Lindsey Kerber (secretary), Georg Seppmann, Sandra Marcos, Monika Risse, Ivan Biscan, Charlotte Ejsing, Liza Kozlowska, Liia Lauri, Kerstin Schoerg, Ana Capilla
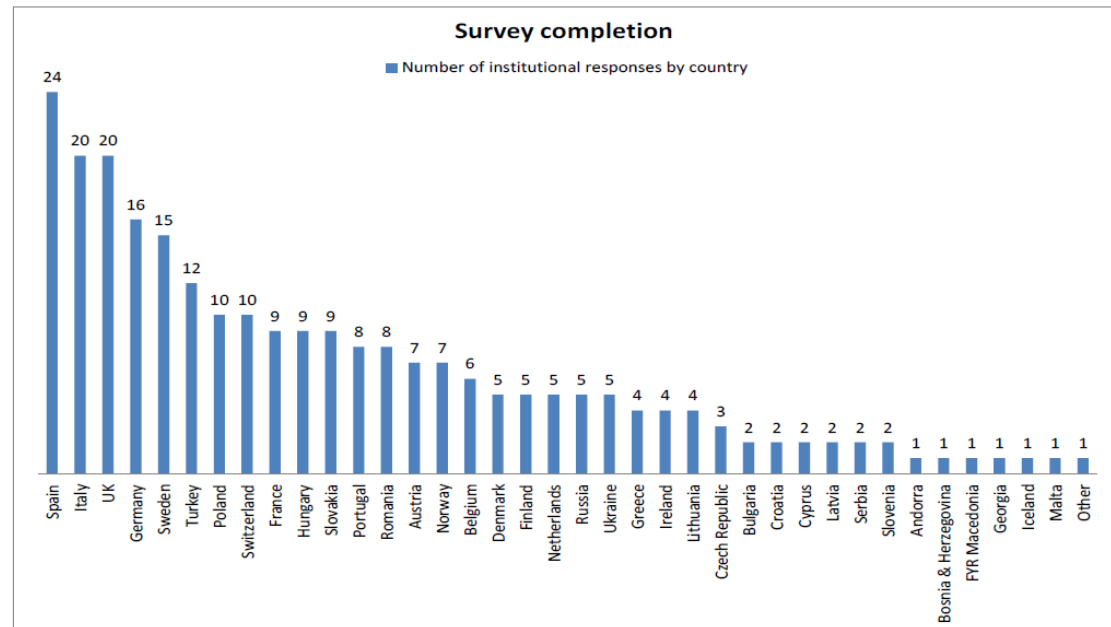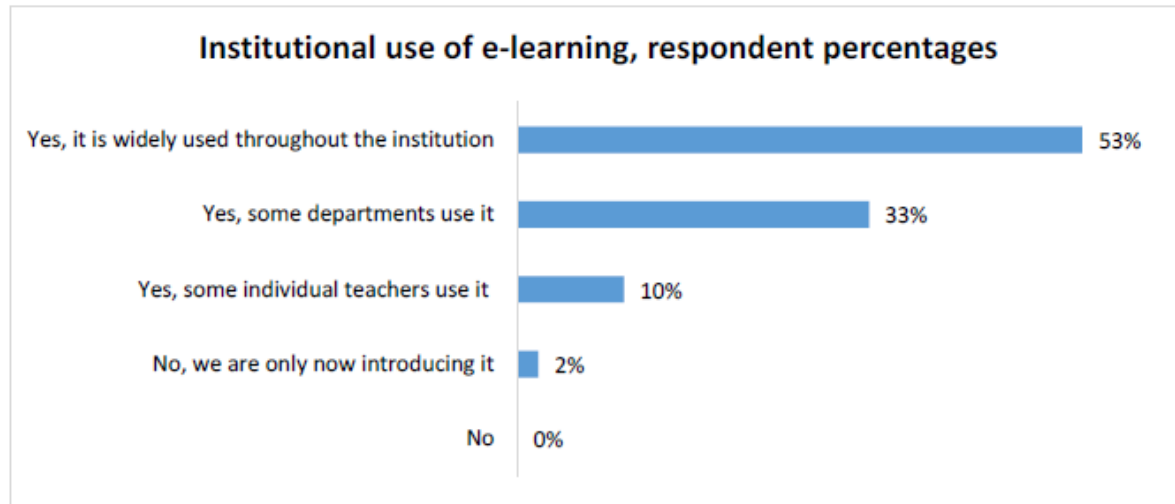
Calendar
November 2016 – November 2018

Context

EUA, 2014

Answers (total sample): 241 out of 777 membres

Context

EUA, 2014

Institutional use of e-learning, respondent percentages

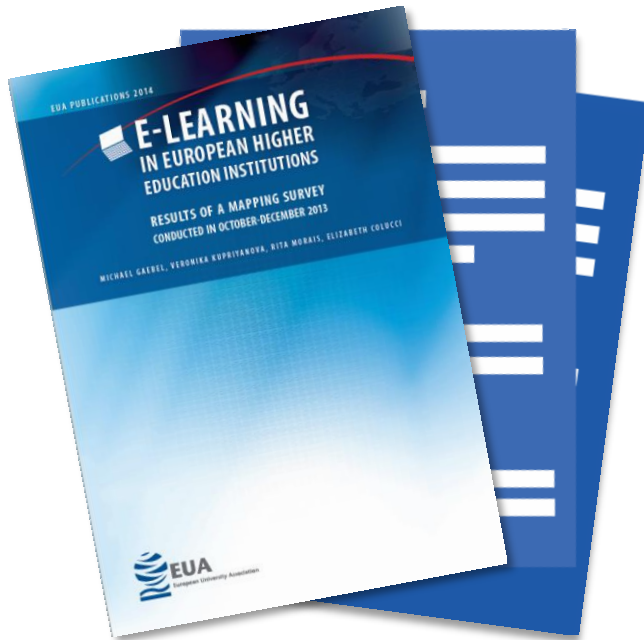|	
Yes, it is widely used throughout the institution	53%
Yes, some departments use it	33%
Yes, some individual teachers use it	10%
No, we are only now introducing it	2%
No	0%

THE, 2018

India lifts ban on online degrees

Government allows fully online degree programmes in a bid to boost share of young people enrolling in higher education

June 6, 2018

By Ellie Bothwell
Twitter: @elliebothwell

Road to India's Parliament

EUA, 2014

Internal quality assurance considerations in e-learning

Yes	No, but it is under discussion	No	I do not know
29%	35%	28%	6%

External quality assurance in e-learning

Yes	No, but it is under discussion	No	I do not know
23%	28%	35%	12%

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QA in the European Higher Education Area
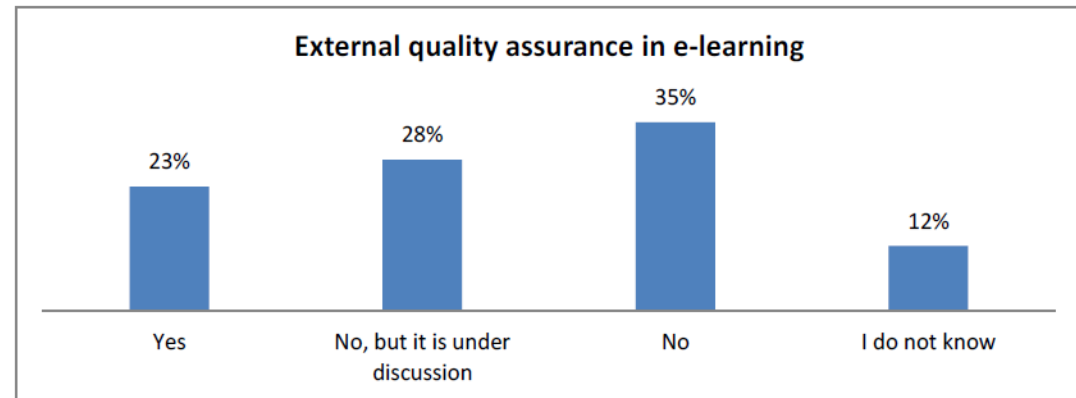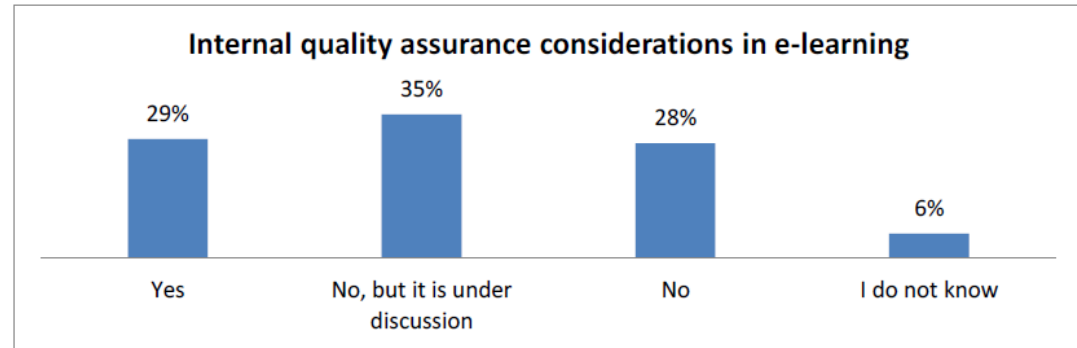
- Generic, not specific → provide **the framework and common basis** for national and institutional activities.
- Standards and guidelines for QA, not quality as such.
- Apply to **all higher education** offered in the EHEA regardless of the mode of study or place of delivery (TNE, e-learning, short courses…).
- Thus **all types of e-learning** included as well as all phases included in a learning process (e-assessment).
- Apply to **all types of QA** activities and agencies (quality audits, programme accreditation, institutional assessment...).
- Quality assurance can serve a **variety of purposes**: enhancement – accountability.

E-learning terminology (Tony Bates, 2017)

Distance education courses are those where no classes are held on campus – all instruction is conducted at a distance. Distance education courses may use a variety of delivery methods, such as video/audio conferencing and those which are internet- or print-based.

Online courses. A form of distance education where the primary delivery mechanism is the internet. These could be delivered synchronously or asynchronously. All instruction is conducted at a distance.

Blended/hybrid courses. These are courses designed to combine both online and face-to-face teaching in any combination.
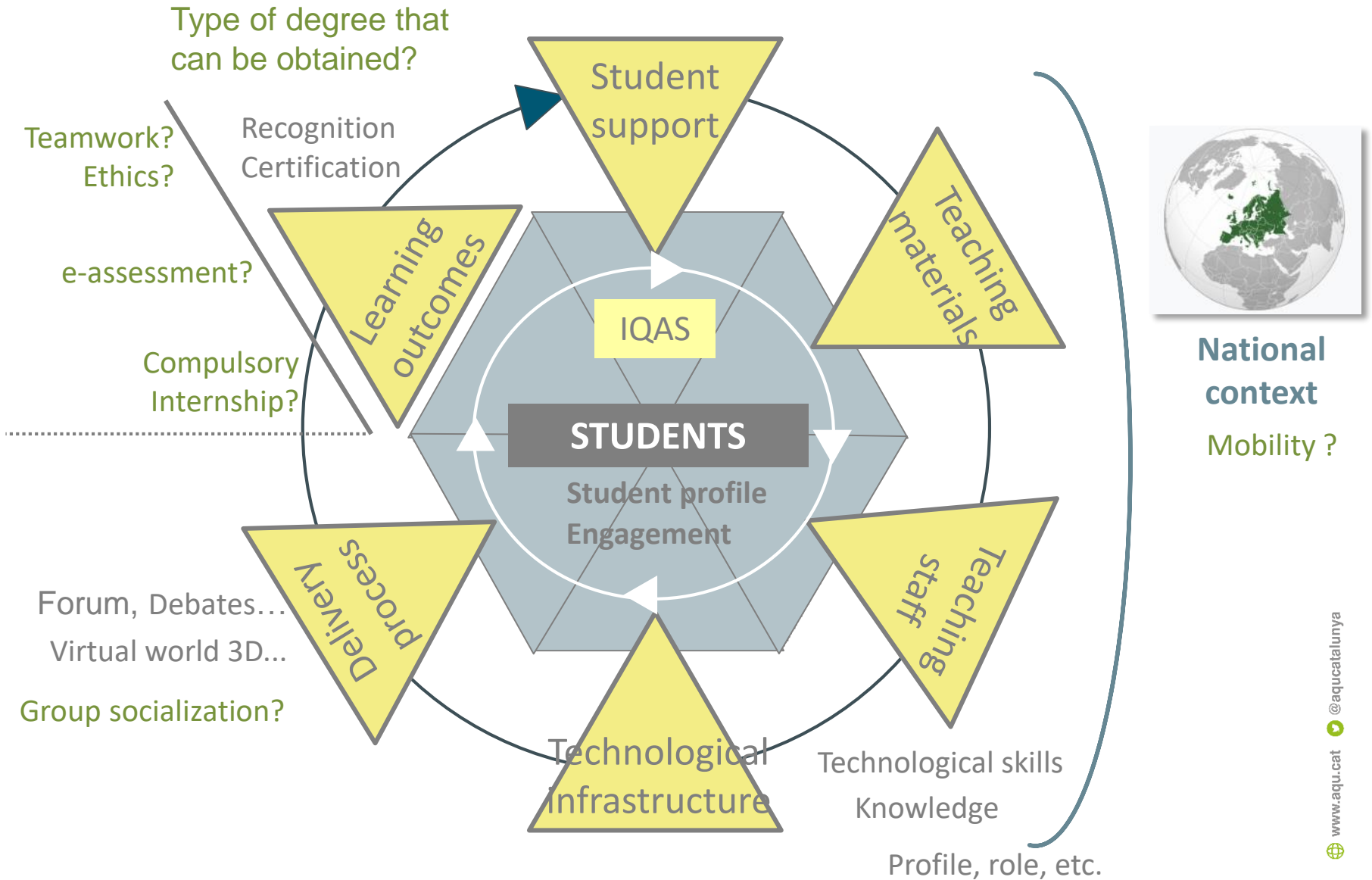
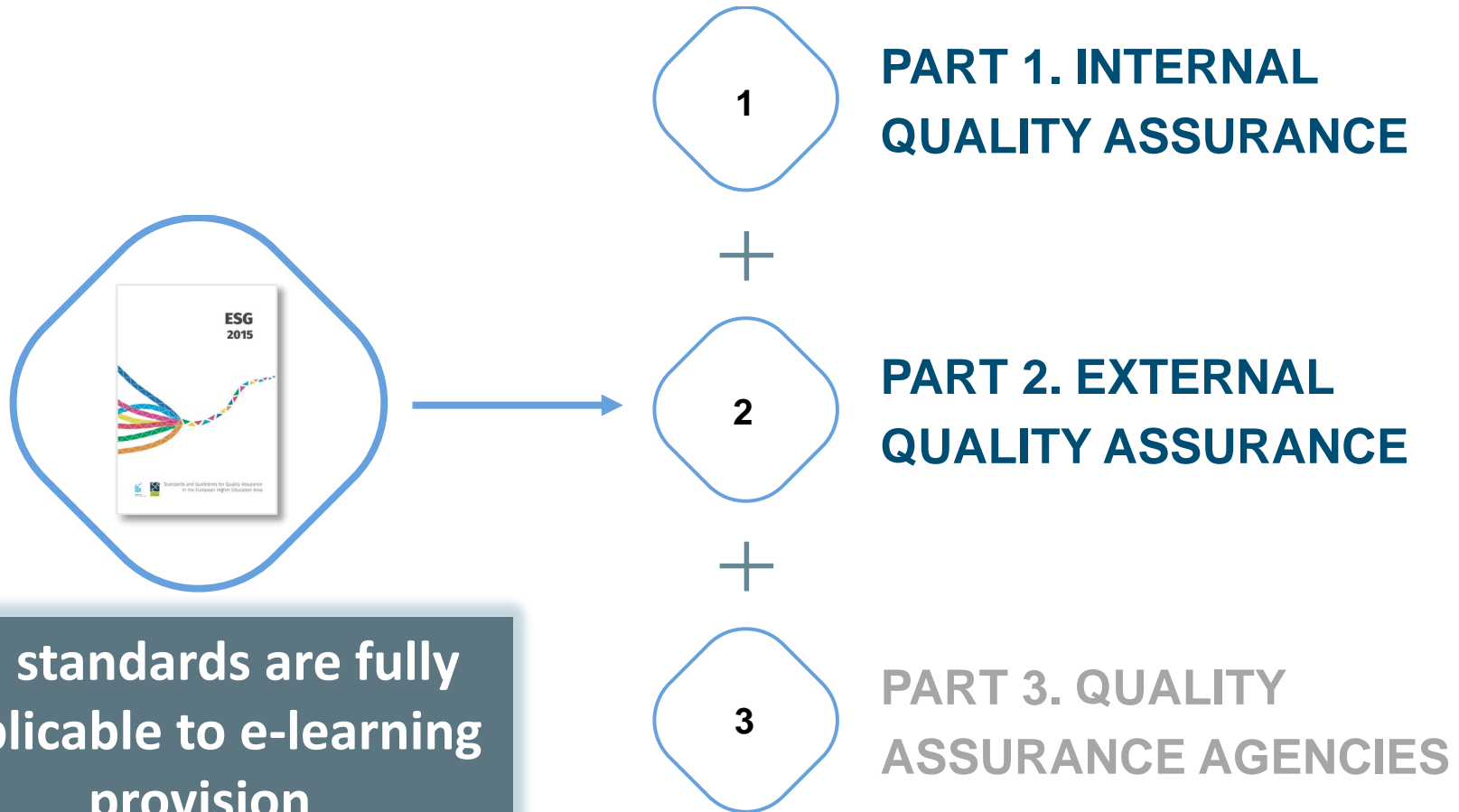*Other forms of distance and online education:*

OER (Open Educational Resources). Materials are offered freely for use by teachers and learners, i.e. without charge and with few or no restrictions on the way material can be adapted and reused.

MOOCS (Massive Open Online Courses). These online courses are designed for large numbers of participants which have no entry qualifications and often offered for free. They are distinguished from OER by offering a full course experience, and content that is often not free to reuse.

Some relevant characteristics of e-learning

European Standards and Guidelines

PART 1. INTERNAL QUALITY ASSURANCE

1

+

PART 2. EXTERNAL QUALITY ASSURANCE

2

+

PART 3. QUALITY ASSURANCE AGENCIES

3

ESG 2015

All standards are fully applicable to e-learning provision

Recommendations to QAA and HEI

New

Working activity

15 minutes discussion (each group)
10 minutes presentation (all groups)

ESG 2015

Standards and Guidelines for Quality Assurance in the European Higher Education Area
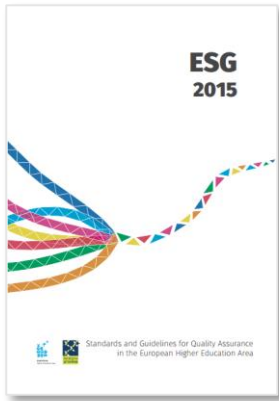
PART 1. INTERNAL QA

PART 2. EXTERNAL QA

Which are the most challenging standards?

Standard 1.1 – Policy for quality assurance

Standard 1.2 – Design and approval of programme

Standard 1.3 – Student-centred learning, teaching and assessment

Standard 1.4 – Student admission, progression, recognition and certification

Standard 1.5 – Teaching staff

Standard 1.6 – Learning resources and student support

Standard 1.7 – Information management

Standard 1.8 – Public information

Standard 1.9 – On-going monitoring and periodic review of programmes

Standard 1.10 – Cyclical external quality assurance

Standard 2.1 – Consideration of internal quality assurance

Standard 2.2 – Designing methodologies fit for purpose

Standard 2.3 – Implementing processes

Standard 2.4 – Peer-review experts

Standard 2.5 – Criteria for outcomes

Standard 2.6 – Reporting

Standard 2.7 – Complaints and appeals

Part 1. Internal Quality Assurance

Standard 1.1 – **Policy for quality assurance**

Standard 1.2 – **Design and approval of programme**

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Standard 1.1 – Policy for quality assurance

1.1

- E-learning strategy is embedded in the overall strategy of the institution (adapt QA strategies?).
- Institutional strategy: innovation strategies, rapid iterative knowledge, connection between research and pedagogy and/or learning design.
- Policies to grant access & ensure participation of SEND students.
- Ethical and legal considerations (protection and data privacy, intellectual property rights).
- Stakeholders involvement.

Standard 1.2 – Design and approval of programmes

1.2

- Guarantee the skills development (traditionally associated with on-campus provision).
- Need of e-learning provision vs. mission & goals both programme and institution.

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1.3

Standard 1.3 – Student-centred learning, teaching and assessment

- Flexible learning paths, different modes of delivery, variety of pedagogical methods.
- E-assessment (authentication and authorship).
- Educational model designed in order to guarantee students achievement of LO.
- Formation of online discussion groups (student-student contact & sharing experiences / good practices among teachers). On-line spaces for communication teachers – students should exist.
- Learning materials and appropriate updates.

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Part 1. Internal Quality Assurance

Standard 1.4 – Student admission, progression, recognition and certification

1.4

- Academic recognition assured.
- Same level of recognition by professional bodies & employers as on-campus programmes.
- Fraud / Diploma mills.

Standard 1.5 – Teaching staff

1.5

- Definition of the structure, profile and role of teaching staff.
- Criteria for recruiting & hiring.
- Workload similar to on-campus provision.
- Skilled & well supported (training / support services): pedagogical and technological requirements.
- Coordination of teaching activity is more complex.

Standard 1.6 – Learning resources and student support

1.6

Learning resources
- VLE
  - Interoperable & robust.
  - Ensure accessibility of learning mateirals & e-assessment.
- Library, virtual labs. (if appropriate).

Student support
- Tutoring, pedagogical, technological, administrative-related needs.
- Student support adapted to e-learning environment.
- Improve student retention rate and success & satisfaction of students.

Virtual mobility (students and academics)

Part 1. Internal Quality Assurance

Standard 1.7 – Information management

1.7

- Data & indicators derived from e-learning.
- E-learning activity (i.e. student profile, drop out analysis, graduation rate, etc.).

Standard 1.8 – Public information

1.8

- Inform to all stakeholders: recognition of qualifications of programmes, pedagogical development, teaching and learning methods, resources technology.
- Students are aware of technological requirements, learning resources and technical support.

Part 2. External Quality Assurance

ESG 2015

Standard 2.1 – **Consideration of internal quality assurance**

Standard 2.2 – **Designing methodologies fit for purpose**

Standard 2.3 – **Implementing processes**

Standard 2.4 – **Peer-review experts**

Standard 2.5 – **Criteria for outcomes**

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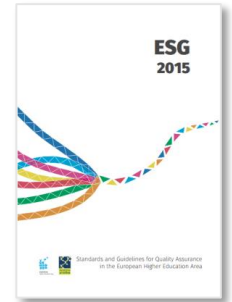
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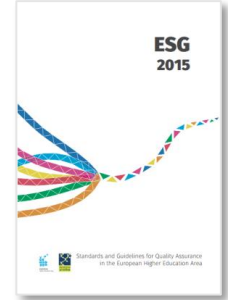
Standard 2.2 – Designing methodologies fit for purpose

2.2

- Particularities of Part 1 (Internal QA).
- Flexible processes to include new modes of teaching and learning (innovation).
- Specific criteria, indicators, guidelines or frameworks.

Standard 2.3 – Implementing processes

2.3

SAR
- Pedagogical model & VLE explanation.
- Access and navigate the VLE (classrooms, debate forums, teaching materials, etc.).

Site visit
- Intense examination of technological infrastructure.
- Interview all stakeholders (different teaching staff profile)
- Combination of virtual and face-to-face interviews.

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Part 2. External Quality Assurance

Standard 2.4 – Peer-review experts

2.4

- Experts with experience in e-learning / blended learning.

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THANK YOU FOR YOUR ATTENTION!

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