Quality assurance of elearning

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DIGITAL AGE

Main reasons

- Globalisation
- Worldwide internet

Incheon Declaration and Framework for Action for the implementation of SDG 4 (2015)

http://unesdoc.unesco.org/images/0024/002456/245656e.pdf

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

E-learning in Europe

EMPOWERING
EHEA Paris 2018
EUROPE'S YOUTH | Conférence ministérielle européenne pour l'enseignement supérieur

bologna process   EUROPEAN Higher Education Area

Digitalisation plays a role in all areas of society and we recognise its potential to transform how higher education is delivered and how people learn at different stages of their lives. We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education. We call on the BFUG to take the issue of digitalisation forward in the next working period.

http://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf

EHEAROME2020

We commit to supporting our higher education institutions in using digital technologies for learning, teaching and assessment, as well as for academic communication and research, and to investing in the **development of digital skills and competences for all**. We commit to the development of open science and education to facilitate the exchange of knowledge and **openly licensed materials** that can be easily shared among higher education stakeholders, who can adapt and repurpose them for their needs.

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https://ehea2020rome.it/storage/uploads/5d29d1cd-4616-4dfe-a2af-29140a02ec09/BFUG_Final_Draft_Rome_Communique-link.pdf
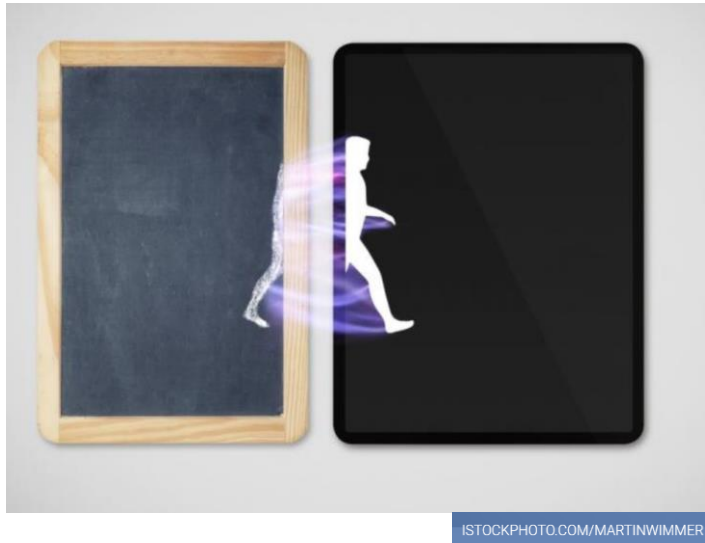
Emergency remote teaching
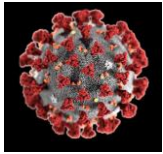
COVID-19

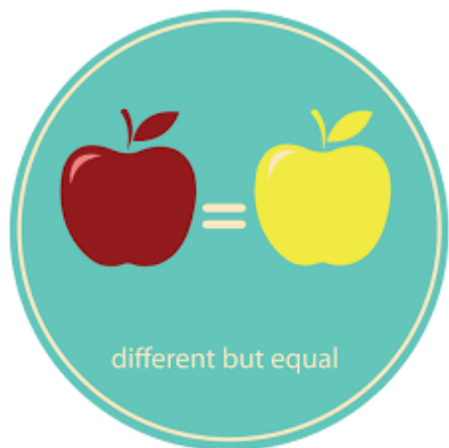| Regular teaching | Emergency remote teaching | Exceptional teaching |

ISTOCKPHOTO.COM/MARTINWIMMER

- **Temporary shift** of instructional delivery to an alternate delivery mode due to crisis circumstances.

- **Return to the format** once the crisis or emergency has abated.

Hodges, C; Moore, S.; Lockee, B; Trust, T and Bond, A. (2020). https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

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Quality in e-learning

Can online education be equivalent to face-to-face?

- **Equivalent ≠ the same**

  BUT: the learning outcomes should be equivalent.

- **Equivalent = same quality / "as good as" → equal "value" and recognition of programme/degree is expected.**

- **Good online education is not so different from good face-to-face education, but some criteria used to measure "good" may not be adapted.**

different but equal

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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.

- Apply to **all higher education** offered in the EHEA regardless of the mode of study or place of delivery (TNE, e-learning, short courses…).

- **All types of e-learning** should be considered, 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...).

1 — PART 1. INTERNAL QUALITY ASSURANCE

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2 — PART 2. EXTERNAL QUALITY ASSURANCE

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3 — PART 3. QUALITY ASSURANCE AGENCIES
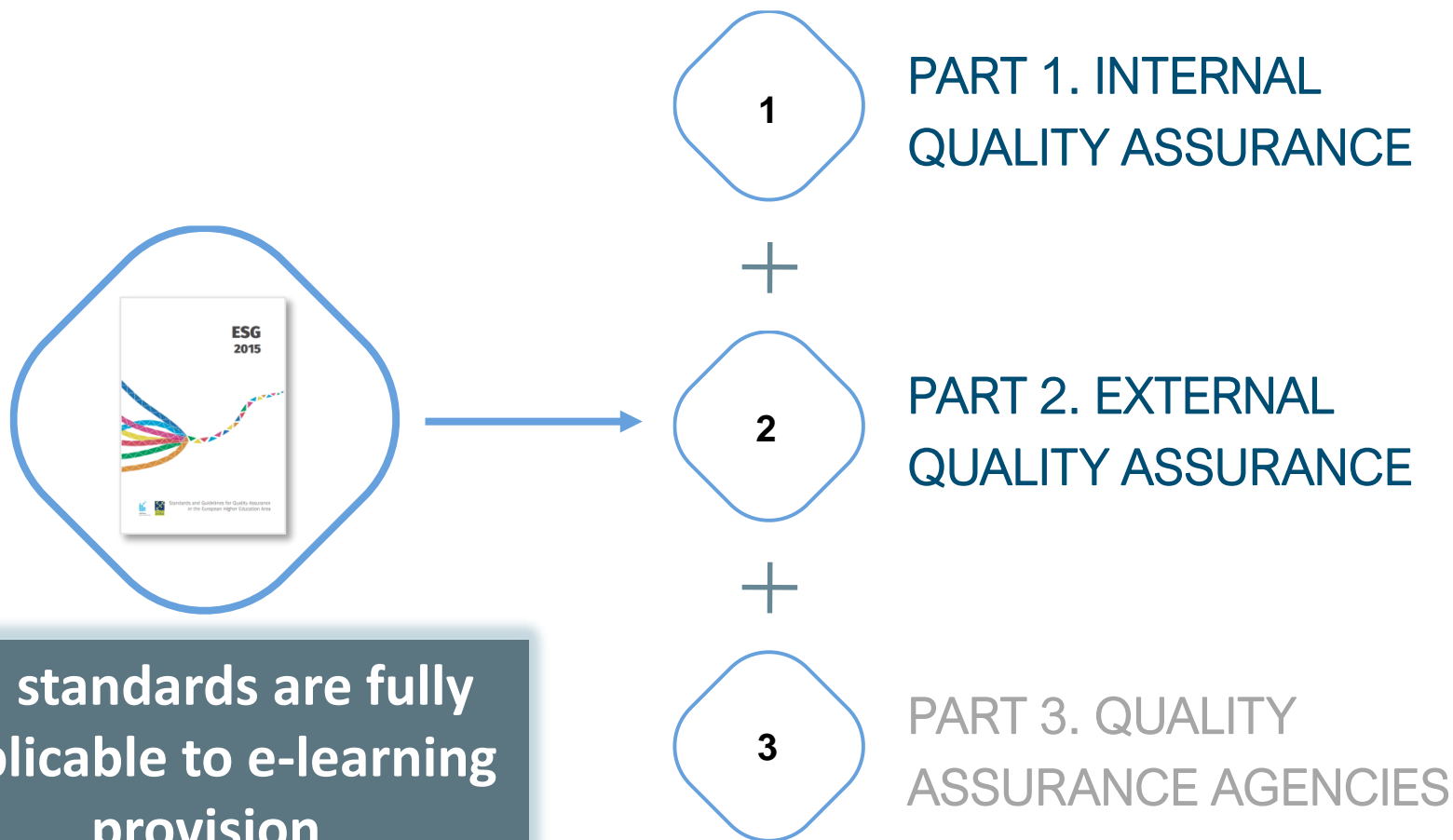
All standards are fully applicable to e-learning provision

Recommendations to QAA and HEI

2018

Which are the
most challenging
standards?

CONSIDERATIONS FOR
QUALITY ASSURANCE OF
E-LEARNING PROVISION

ESTHER HUERTAS, IVAN BISCAN, CHARLOTTE EJSING,
LINDSEY KERBER, LIZA KOZLOWSKA, SANDRA MARCOS ORTEGA,
LIIA LAURI, MONIKA RISSE, KERSTIN SCHORG, GEORG SEPPMANN

https://enqa.eu/indirme/Considerations%20for%20QA%20of%20e-learning%20provision.pdf
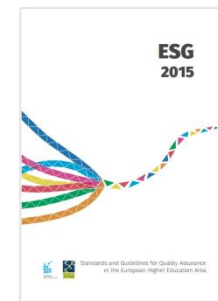
Standard 1.1* **– Policy for quality assurance**

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**

ESG 2015

Part 1. Internal Quality Assurance

Standard 1.1 – Policy for quality assurance

- E-learning strategy is embedded in the overall strategy of the institution (adapt QA strategies?).
- Ethical and legal considerations (protection of data privacy or intellectual property rights).
- Stakeholders involvement.

Standard 1.3 – Student-centred learning, teaching and assessment

- Educational model designed in order to guarantee students achievement of LO.
- E-assessment (authentication and authorship).
- Formation of online discussion groups (student-student contact & sharing experiences / teachers – students).
- Learning materials and appropriate updates.

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*Define and develop an **e-assessment system**, which ensures learners **authentication and authorship** in online and blended learning environments while avoiding the time and physical space limitations imposed by face-to-face examination.*

DOCUMENT ANALYSIS
Involves the analysis of written material using a qualitative analysis package that describes discourse and its interpretation

AUTHORSHIP

Plagiarism tools

Analyses written material and detects similarities among various written documents

Forensic analysis

Determines the authorship verification and authorship attribution of written documents based on the comparison of current documents with stored data

BIOMETRICS
Allow the clear identification of humans based on some specific physical characteristics or special behaviour

AUTHENTICATION

Facial recognition

Analyses facial expressions in two stages: facial detection and recognition

Voice recognition

State-of-the-art audio description method. Speaker segmentation and cluster grouping

Keystroke dynamics

Measures how the user writes in regards to pressure and time-based measuring

SECURITY TECHNIQUES
Deploy a security service provided by a layer of communicating systems

CONFIDENCE

Timestamp

Generates a sequence of encoded information identifying when an event is recorded

Digital signature

Guarantees the authenticity of a digital message or document by a mathematical scheme

http://tesla-project.eu/

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Part 1. Internal Quality Assurance

1.4

Standard 1.4 – Student admission, progression, recognition and certification

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

1.5

Standard 1.5 – Teaching staff

- Definition of the structure, profile and role of teaching staff.
- Skilled & well supported (training / support services): pedagogical and technological requirements.
- Coordination of teaching activity is more complex.

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Standard 1.6 – Learning resources and student support

Learning resources
- VLE
  - Interoperable & robust.
  - Ensure accessibility of learning materials & 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.

Standard 1.7 – Information management

- Data & indicators derived from e-learning.

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Part 2. External Quality Assurance
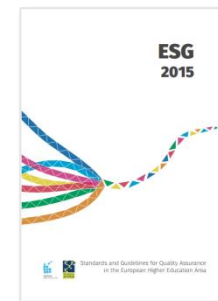
Standard 2.1 – Consideration of internal quality assurance

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 2. External Quality Assurance

2.1

Standard 2.2 – Designing methodologies fit for purpose

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

2.3

Standard 2.3 – Implementing processes

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).

2.4

Standard 2.4 – Peer-review experts

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

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Final remarks

- **ESG are fully applicable to e-learning provision**.
  Common understanding for HEI and QAA.

- HEI are adopting **new pedagogies** very quickly, while **QAA lag behind** in terms of giving special consideration to e-learning, but this is **changing now**.

- **Innovation projects, as TeSLA**, can contribute to provide **more confidence** to HE system, society...

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THANK YOU FOR YOUR ATTENTION!

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