



Converging Pedagogies – Converging Quality Assurance?

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Introduction

- Career
 - Distance Education Academic
 - Science and Engineering
 - E-learning
 - Academic Administration
 - International Developments
 - Open University Worldwide
 - British Council
 - Quality and diversification
 - EADTU e-xcellence project
 - CPD and work based learning development
 - Scholarship of teaching STEM in online and distance education



Conference Objectives

- Creating a culture of quality and valuing people
- Instruction to improve outcomes - student learning and affective teaching
- Standards and guidelines for accreditation
- Leadership and management
- Professional development
- Quality assurance

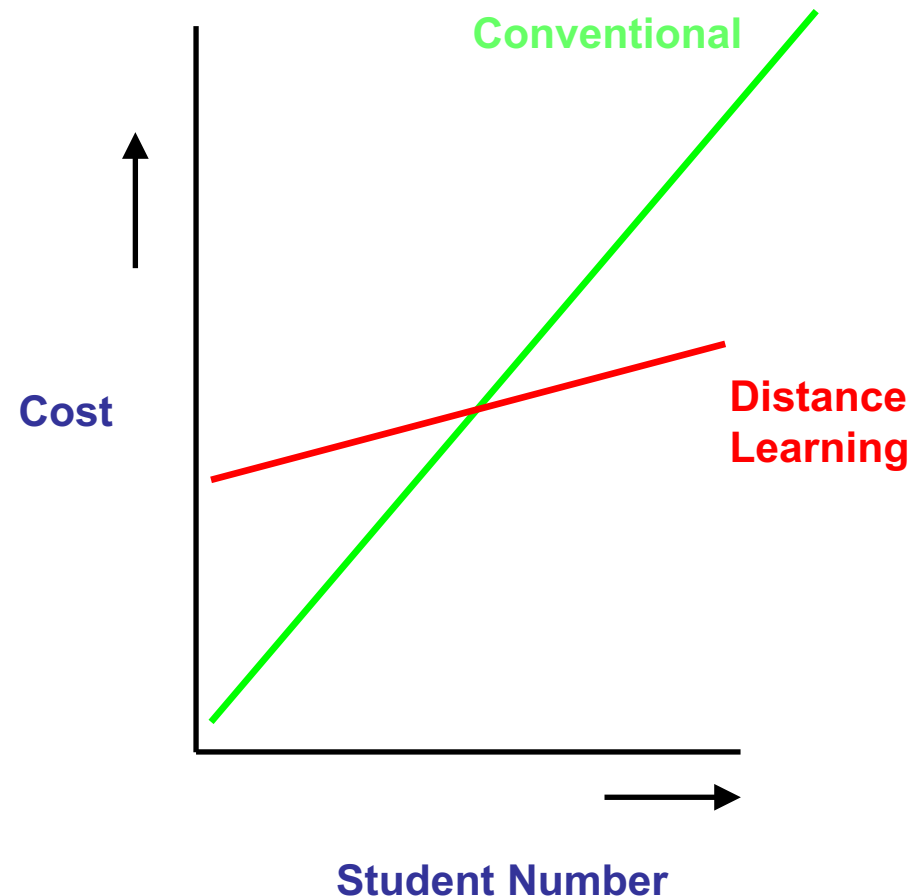


Quality in Higher Education: Interpretations

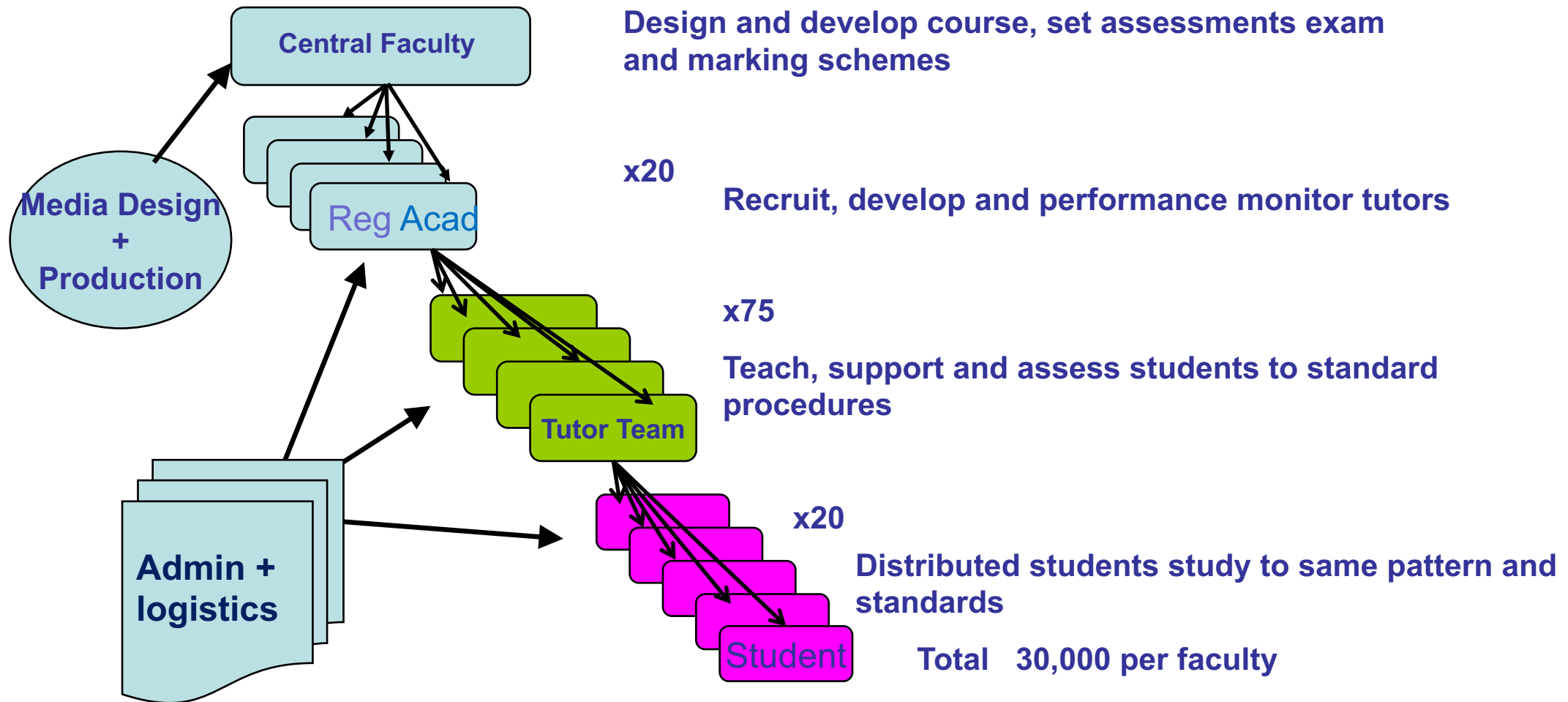
- **Simply the best**
 - Exclusivity
 - Highly selective entry
- **Compliance + Consumer Protection**
 - Accreditation
 - Guarantee of uniform standards
- **Process improvement**
 - Internal focus, institutional mission
 - Stakeholder engagement
 - Added value measures

F2F: Distance Ed

- F2F does not scale efficiently to large populations
- DE can:
 - Invest heavily in
 - **Content Development**
 - **Administrative Systems**
 - **Distribution and Logistics**
 - Scaleability delivers high quality at low cost per individual
 - Industrial scale teaching
 - Industrial Quality Systems?



Scaleability of distance teaching





A distance education culture

- Model for distance education systems:
 - Academic institution
 - Media production house
 - Large scale customer service organisation
- Allama Iqbal OU Pakistan, Sri Lanka OU, IGNOU, Univ Terbuka, Anadolu etc
- Mass systems described as Mega University in late 90's
- Technological changes challenge operational models



Distance Education QA Performance

- Structured teaching , clear student outcomes
- Well defined Assessment and examination processes
- Standardised performance by tutors and script markers
- Tangible teaching materials of high quality
- Data and evidence rich environment
- Consistently high performance in UK TQA subject assessments.
- Demonstration of a structured quality oriented system.



The Future is Blended?

- Distinctions between “**conventional**” and **Distance Education** disappear
- All universities offer a “blended” experience
- Variations in the “blend” according to institutional mission.
- Use of e-learning increases capacity of conventional campus base
- Challenges scalability of “traditional “distance education?”

Convergence: Methods and Tools

F2F

- **Teachers emphasise role as learning managers and facilitators**
 - Plan programmes, support and manage learners
- **Teaching increasingly resource based**
 - Web resources for information and learning materials
 - Changing role of text book publishers, resource service packages
- **Lectures have increased focus on student activity**
 - Lecture as means of information transfer superceded
- **Participation in group activities**
 - Employers increasingly demand group work skills of graduates
- **VLE for distributing information**
- **VLE as focus for class activity**
- **Extensive informal student-student comms**
 - Always happened but now increased scope for real time online communication with wider participation



Convergence in themes

- From *teacher centred* to *student centred learning*.
- From *what students know* to *what students can do*
- From *bounded campus* to *boundary free campus*

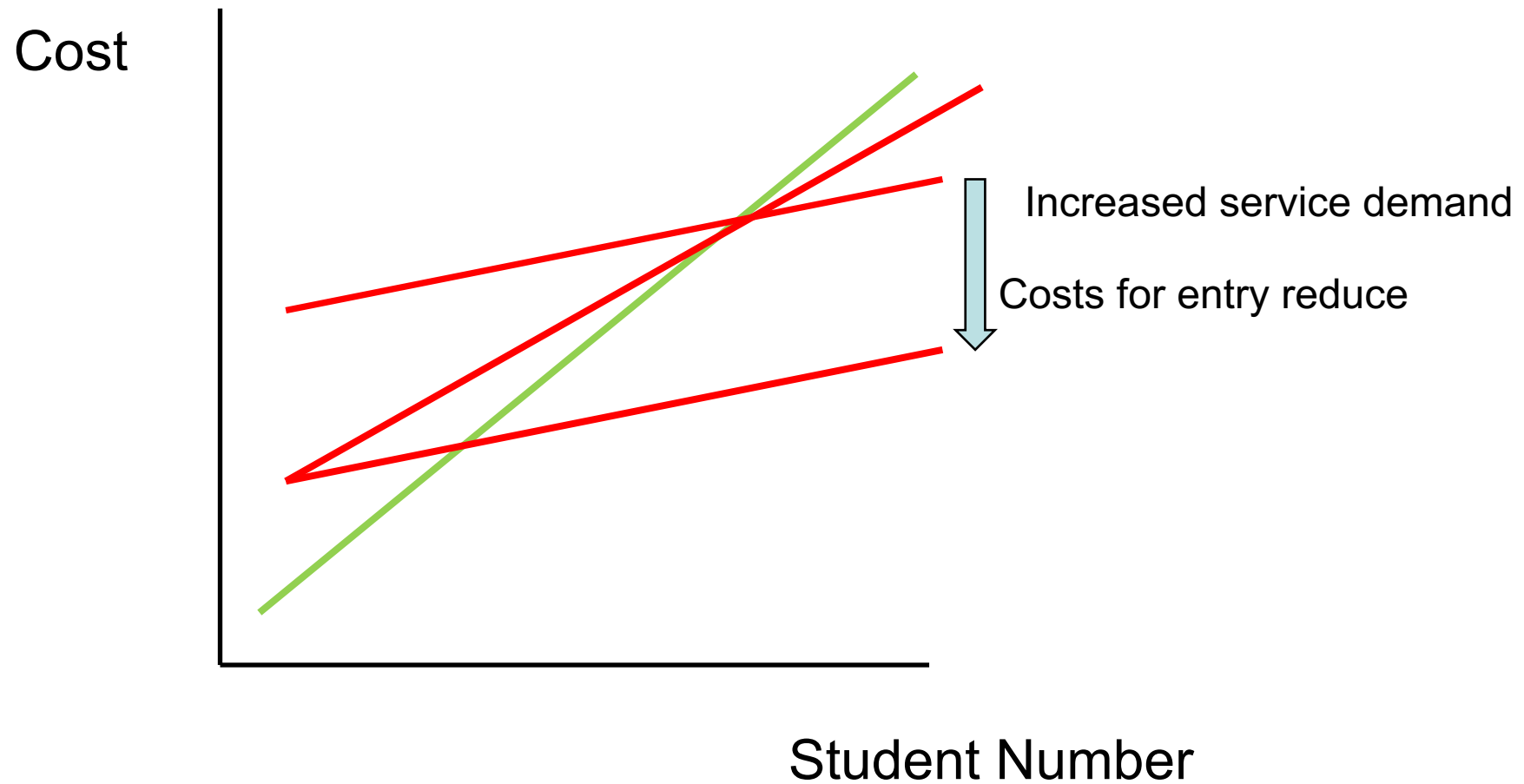


Convergence Enablers?

- VLE use
- Social Networking
- Online library provision
- Open Educational Resources
- MOOCS

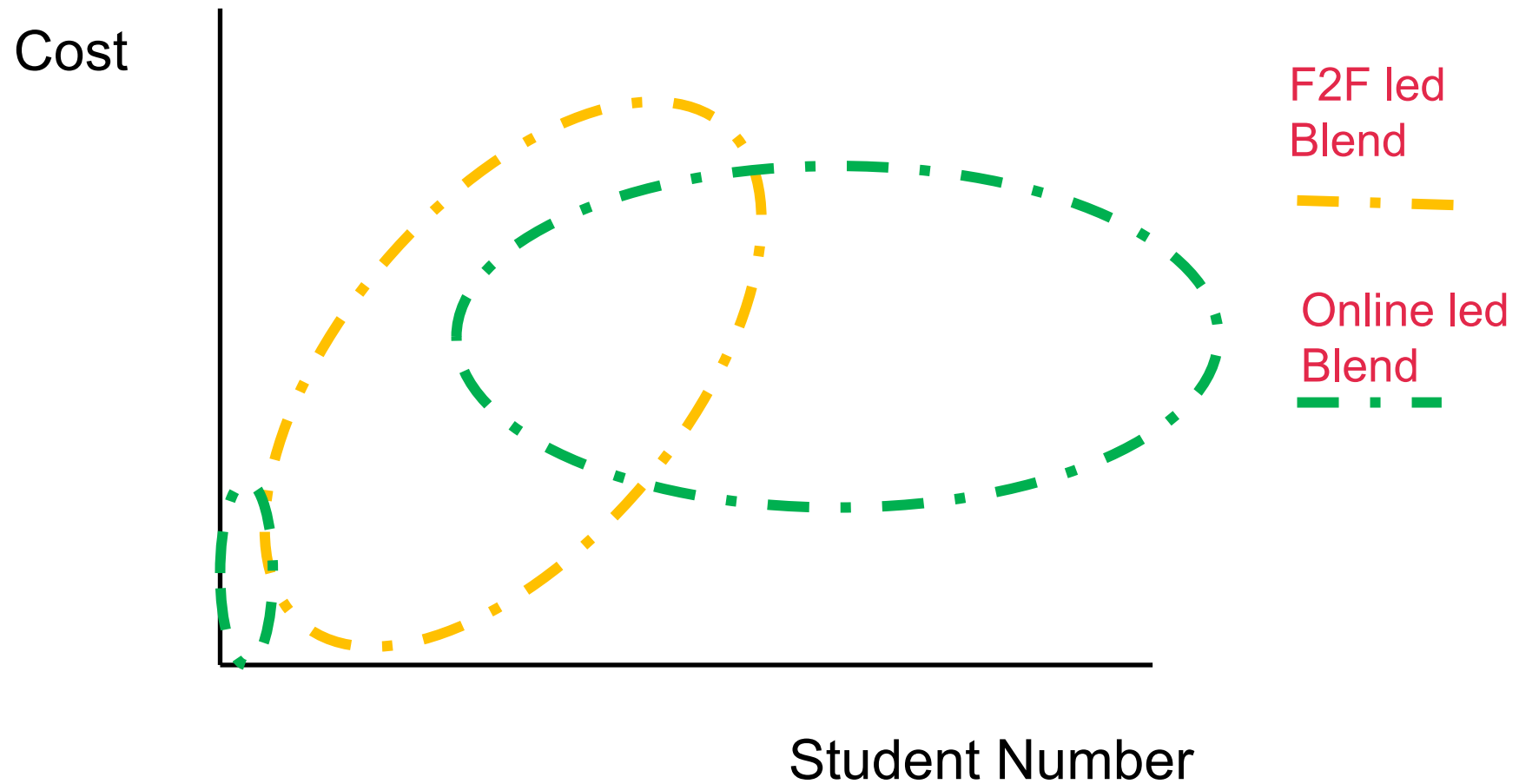
All underpinned by global network access

Convergence in mode of operation





Convergence in mode of operation





How to Quality Assure Blended Learning?

- Many QA systems shaped for face to face provision
 - Norms for staffing, facilities, libraries etc
- UK Quality Assurance flexible in approach
 - Equivalence of student experience wherever and however delivered
- EADTU interest in quality assurance of online learning
 - Consortium proposal for EU funding



E-xcellence project 2005–present

Funded by EU Lifelong Learning programme

Managed by EADTU

- ***E-xcellence*** 2005-06
 - Development and trialling of criteria, handbooks and methodology
- ***E-xcellence plus*** 2008-09
 - Dissemination to institutions and to QA agencies in 9 European countries
- ***E-xcellence NEXT*** 2011-12
 - Continuing dissemination and updating of criteria and resources 2nd edition of Manual
 - 2015 online 3rd edition of Manual

E-XCELLENCE

QUALITY ASSURANCE IN E-LEARNING

HOME

E-XCELLENCE

TOOLS

COMMUNITY

NEWS & EVENTS



E-XCELLENCE

BECOME AN
ASSOCIATE
IN QUALITY

Improving

Accessibility Flexibility Interactiveness Personalisation

in higher education institutions



Lifelong Lear



Quality Assessment for E-learning: a Benchmarking Approach

Second edition



The Open
University



Excellence Quality Assessment for E-learning
Second edition



E-xcellence

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European Association of Distance Teaching Universities (EADTU)

Quality Assessment for E-learning: a Benchmarking Approach

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QUALITY ASSURANCE IN E-LEARNING

HOME

E-XCELLENCE

TOOLS

COMMUNITY

NEWS & EVENTS

Manual

The instrument is based on the E-xcellence manual containing the benchmark statements, with the criteria and indicators. In the guide you can find the criteria and indicators. The structure of the instrument is identical to the sections in the guide and are organised into six sections.

2013

- o Preface
- o Chapter 1: Strategic Management
- o Chapter 2: Curriculum Design
- o Chapter 3: Course Design
- o Chapter 4: Course Delivery
- o Chapter 5: Staff Support
- o Chapter 6: Student Support

Annexes:

- o Glossary



SEARCH

search...

LATEST NEWS

- o [Benchmarking e-learning in higher education NEWS](#)
- o [Official launch of E-xcellence Manual NEWS](#)
- o [Qualified Courses! NEWS](#)

Read, share and apply the newest version of the E-xcellence Manual with the latest benchmarks in quality e-learning performance. Next to an overall update of the full manual you can find new benchmarks on:



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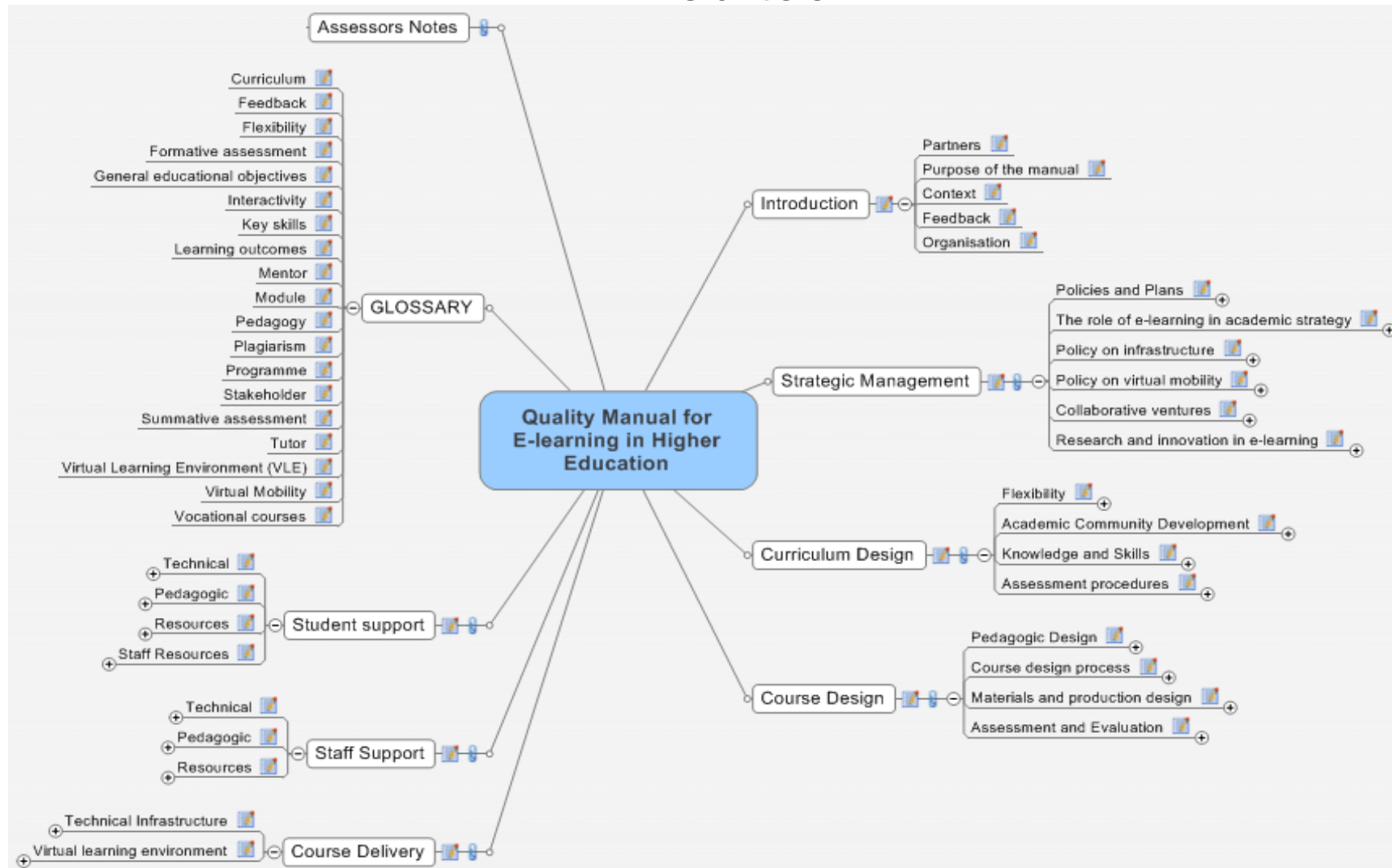
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E-xcellence NEXT benchmarks

- Generic in form
- Reflect current experience and practice
- Informed by indentifiable trends
- Resilient to developments in technology and pedagogy
- Evolving with changing practice
- Complementary with *Open Up Ed* benchmarks for OER
- Published under Creative Commons licensing

Mindmap based QUALITY manual as backbone of web-tool





Education and Culture DG

Lifelong Learning Programme



Structure of Resources

Strategic Management

5 benchmark statements

Curriculum Design

4 benchmark statements

Course Design

9 benchmark statements

Course Delivery

6 benchmark statements

Staff Support

6 benchmark statements

Student Support

5 benchmark statements

Quickscan

- Simplified version of the full e-xcellence assessment tool
- Quick self-assessment of your institution's e-learning performance
- Identifies areas in your e-learning programme/course that need more attention
- Score yourself on the most relevant aspects

Results will show after completing quick-scan. These help you:

- To identify elements to be improved
- To guide the internal discussion
- To learn if a full quality assessment procedure is useful

<http://e-xcellencelabel.eadtu.eu/tools/quickscan>

Quicksan

2. Curriculum Design

An important aspect of the quality of e-learning concerns the design of the curriculum. It is assumed that curriculum design is broadly constrained by expectations or requirements on the knowledge, skills and professional outcomes-based curriculum elements; these may be set at national, European and international levels.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

6. Curricula using e-learning components offer personalisation and a flexible path for the learner, while ensuring the achievement of learning outcomes.

- Excellent in all aspects
- Adequate with some examples of excellent performance
- Adequate
- Not adequate in some aspects
- Not adequate in majority of aspects

2. Curriculum Design

An important aspect of the quality of e-learning concerns the design of the curriculum. It is assumed that curriculum design is broadly constrained by expectations or requirements on the knowledge, skills and professional outcomes-based curriculum elements; these may be set at national, European and international levels.

The major challenge that institutions face is that of designing curricula that combine the flexibility in time and place of study offered by e-learning without compromising skills development or the sense of academic community that has traditionally been associated with campus based provision. Key challenges and opportunities include: programme modularity, online assessment methods, building online academic communities, and integration of knowledge and skills development.

Curriculum design should address the needs of the target audience for e-learning programmes that, in the context of growing emphasis on lifelong learning, may differ significantly in prior experience, interest and motivation from the traditional young adult entrant to conventional universities.

6 Curricula using e-learning components offer personalisation and a flexible path for the learner, while ensuring the achievement of learning outcomes.

All excellent Some excellent Adequate Mainly adequate Inadequate

Please add your comments or refer to evidence:

7 Learning outcomes are assessed using a balance of formative and summative assessment appropriate to the curriculum design.

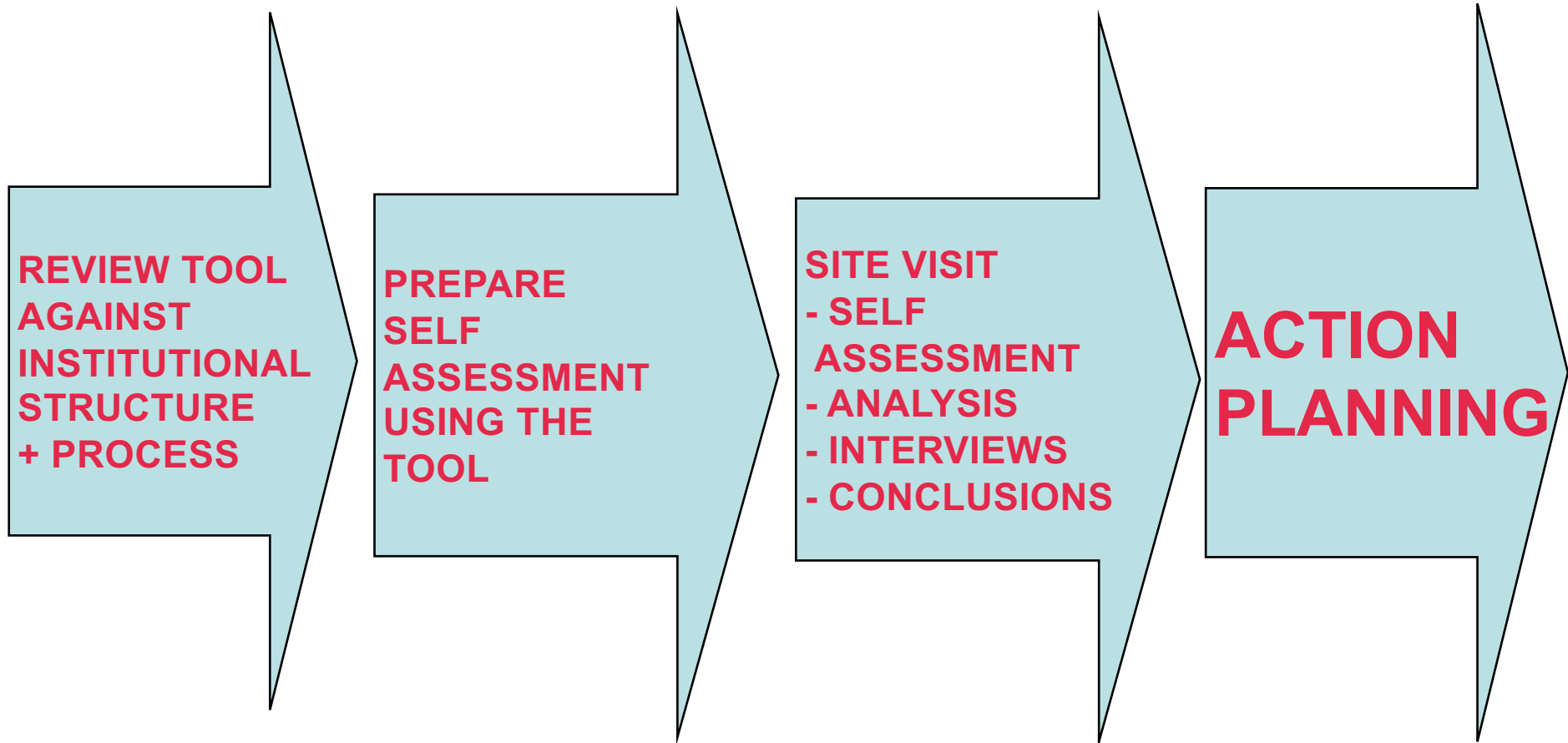
Modes of use

- **Informal Self Assessment via Quickscan**
 - *Identify hot spots (and cold spots)*
- **Internal Quality Assurance/Improvement**
 - *embed selected benchmarks in internal process*
 - *adopt and formalise indicators*
- **External Quality Assurance – informal**
 - *embed use of benchmarks in Self Assessment*
 - *Adapt to meet QA agency requirements*
- **EADTU e-xcellence Associates recognition**
 - *Review and recognition by EADTU*
- **External Quality Assurance - formal**
 - *external QA agencies embed benchmarks within their processes*

Modes of use

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Full assessment



Support: manual, proposed agenda, assessors' notes, glossary.



Experience from E-xcellence + Activities

- Applicable in a broad range of institutions
 - Specialist on line masters in ancient f2f universities
 - V large scale programmes in a mega university
- Quickscan very effective tool for provoking group discussion
- Inter-departmental involvement essential
- E-learning concentrated in pockets
- Exemplars of good practice emerging
- Linkage with institutional policy not always present



ESMU Benchmarking Exercise

- **Participants**

- 9 universities Portugal to Finland Ancient to Modern
- e-learning as blended learning in campus based institutions

- **Methodology**

- Quickscan trial exercise
- Customisation workshop
- Self evaluation preparation
- Consultants review
- Review Workshop

ESMU Benchmarking Exercise

- Definitions
 - E-learning vs Blended Learning
 - Campus vs distance/distributed learning
 - Teacher centred vs Learner Centred
 - Flexibility place/time/pace
 - e-communication vs e-interactivity
 - Community vs individual study

Strategic Management

- **Top Down vs Bottom Up**
 - Single overarching strategy
 - Incremental departmental initiatives
- **Ownership of e-learning**
 - Institution
 - Department
 - Individual
- **Time Scales for change**
 - Risks of lock-in to technologies and pedagogies

Curriculum Design

- **Reshape curriculum**
 - Movement to blended and flexible models
 - Consolidation of on-line deliverable and essential face to face components
 - Student study patterns
- **Changing pedagogy**
 - shift to student centred flexible learning
- **Constraints of Accreditation**
 - Accreditation based on face to face norms

Course Design

- **Learning Design**
 - Links with curriculum learning outcomes
 - Learning design tools, work load estimates
- **Assessment Strategies**
 - Mix of quiz and essay styles
 - Feedback: how, when, how much
- **Media use and development**
 - Consistency
 - Professionalism

Course Delivery

- **VLE**
 - Belongs to administrative or academic divisions?
 - equally accessible to on and off campus students
- **Technical Infrastructure and services**
 - Effective management
 - Appropriate and clear availability targets
- **Study Centres and resources**
 - available to suit student needs
 - attendance compulsory or optional



Staff Support

- **Staff Development**

- Training for new pedagogy
- Technical training and ongoing support

- **Work load management**

- Differing patterns associated with development
- Staff planning norms

- **Rewards**

- Recognition of achievement
- Parity of esteem with “conventional” teaching
- Recognition of scholarship associated with pedagogic innovation



Student Support

- **Skills**

- Preparation for online study
- Community participation

- **Services**

- Availability of online resources
- Technical support

- **Administration**

- Online registrations
- Accessibility by time and place
- Office hours vs student free time availability



ICDE Global Overview of Quality Models 2015 <http://www.icde.org/quality>

- Broad review of quality approaches used in open, online and distance education
- Tension between norm based, consumer protection focused and system enhancement based approaches
- Commonality in approach: ACODE, e-xcellence, Quality Matters
- Concepts of progression to maturity are explored in QA systems and institutional processes. Norm Based \Rightarrow Enhancement based
- Challenge greatest in situations where f2f systems are in crisis, pressure to expand HE provision but uncertainties over regulation and quality of innovative approaches.



ICDE Global Overview of Quality Models 2015 <http://www.icde.org/quality>

- Norm based approaches subject to rapid obsolescence
- Staff development in institutions and agencies a challenge
- Focus on principles and flexibility
- As systems converge f2f sector can learn from distance education sector



Conclusions

- Pedagogies of face to face and distance teaching institutions are converging
- Flexible quality assurance systems that focus on principles are applicable to the full spectrum of blended learning approaches
- Quality Assurance systems must recognise the particulars of institutional mission and adapt to them.

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- Colleagues at Open University and British Council
- Those I've met and discussed with at universities, agencies and conferences over many years

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Why use social networking?

- Social networking has two primary purposes in education:
 - facilitating learning
 - building communities
- Exploration of social networking in education has tended to focus on the community aspects.
- Sites such as Facebook and Twitter are used to support connections among students and teachers.



Updating *E-xcellence*

E-xcellence development started in 2005 , before the launch of Facebook and the rapid growth of the Open Education Resources movement

Experience of use of tools in 30+ institutions, distance teaching and face to face

Need to update- embedding current knowledge and practice



Facilitating learning

- Social learning theories emphasise that learning takes place through communicating with others.
- Social technologies can support the interaction and collaboration that is needed for learning.



Building community

- Connections and communication help to build trust and openness.
- These are necessary for effective learning and teaching.
- Awareness of these ideas has led to the concept of a learning community.
- Participation in an online learning community can help with students' motivation and progress.



Social networking – what works?

- Forums to support discussion and debate.
 - Wikis to support co-creation of resources.
 - Blogs to support reflection, sharing and feedback.
 - Soc Net to support a sense of community*
-
- Community may be informal and social
or
 - have a focused pedagogic function such as group work, peer assessment,.



Social networking benefits and challenges

Benefits

Generic

- sharing
- collaboration
- community-building

Challenges

Social Networking Sites

- privacy issues
- lack of control
- blurring of boundaries between social and academic life.

Cloistered garden or online Sports Stadium?



Open Education Resources

- OECD: ‘digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research’
 - Content – but also tools, licences, practices...



Education and Culture DG

Lifelong Learning Programme



Stakeholder motivations

Institutions

- Altruism:
- Reduction in cost by sharing
- Quality improvement
- Showcasing
- Alternative business models...
- Panic!

Government

- Widen participation, social inclusion
- Low cost system expansion
- Promote life-long learning
- Bridge gap between informal and formal learning
- Development / aid agenda

Individual Academics

- Altruism: traditional academic values
- Improved reputation & visibility, ie non-traditional publishing
- Not worth the effort to exploit
- Quality improvement by collaboration, dialogue...

Learners

- Flexible resources
- Independent /informal study
- Choice of perspective
- Flexible study routes
- Try before you buy

Patterns of use

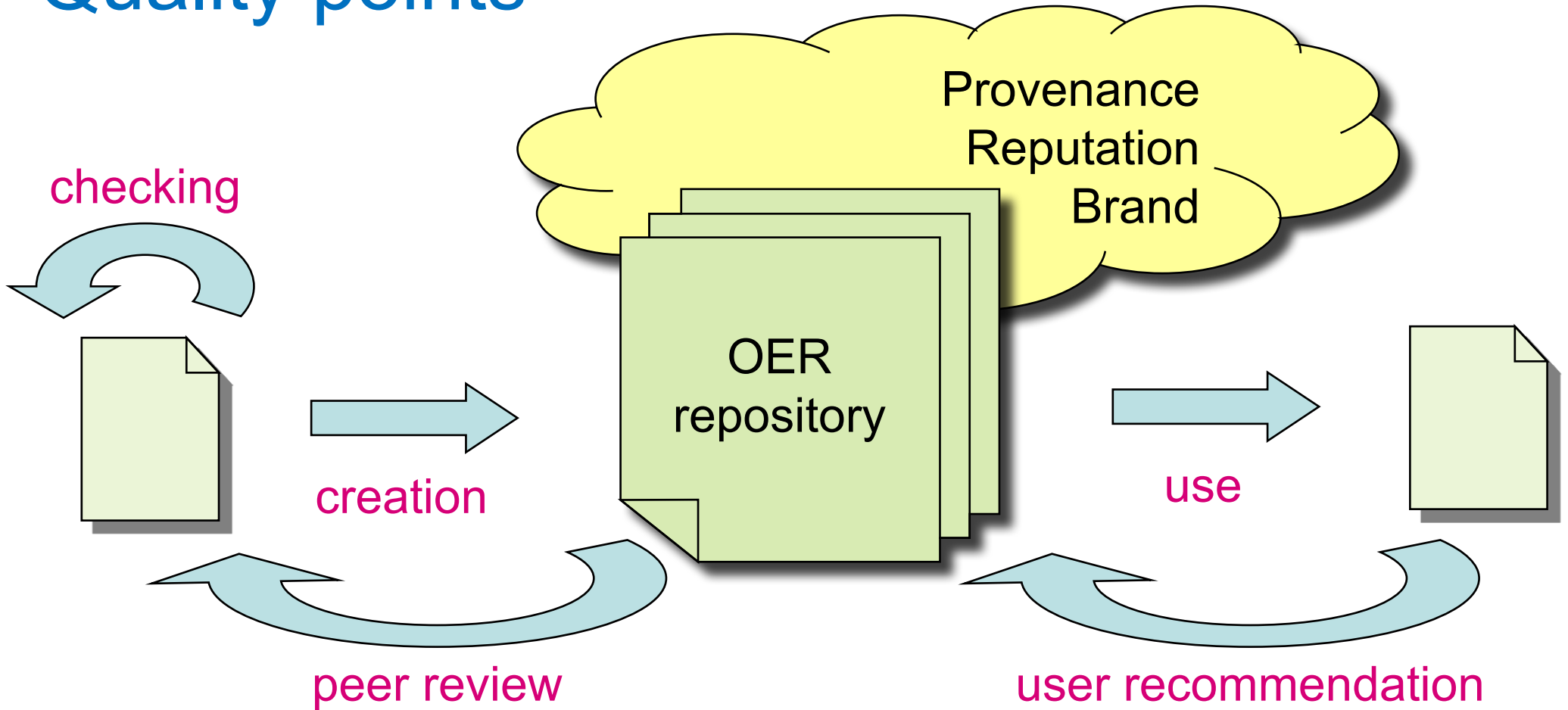
- Generators or consumers?
- Top-down or bottom-up?
- *Developed world:*
 - Teachers use to enrich teaching
 - Institutions use for marketing
 - Individuals use for informal learning
- *Developing world:*
 - Consortium development
 - Institutions use to refresh curriculum



Quality

Is it possible to evaluate quality of components in isolation, or only in the context of their use?

Quality points



Quality Dimensions

Content

- Accuracy
- Currency
- Relevance

Pedagogic Effectiveness

- Learning objectives
- Prerequisites
- Learning design
- Learning styles
- Assessment

Ease of use

- Clarity
- Visual
attractiveness,
engaging
- Clear navigation
- Functional!

Reusability

- Format
- Localisation
- Discoverability:
metadata



Just how open is 'open'?

- Technological barriers
 - bandwidth / software / tools
- Interoperability
- Disability
- Culture / localisation
- Digital preservation



Trends with greater use of OER / OEP

use → create
teacher centred → learner centred
transmission → constructivism
(sage on stage) → (guide on side)
focus on outcome → focus on process
standardised → personalised learning
individual → social/ peer learning

Assumes institutions evolve to higher forms

...

Use OERs → Adapt OER material → Create OER material

See, for example, OPAL OEP Guide

<http://opal.innovationpros.net/publications/guide/>



E-xcellence NEXT benchmarks

- Generic in form
- Reflect current experience and practice
- Informed by indentifiable trends
- Resilient to developments

.



Acknowledgments

e-xcellence partners in 3 project phases

e-xcellence core partners

ESMU benchmarking institutions

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EADTU management team