#DAADdigital
#openuproject

Welcome

OpenU Project
Web Seminar

Quality Assurance and Quality Enhancement of Online Education

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hosted by
Katharina Engel, Senior Desk Officer
Section Digitalisation, DAAD

26 February 2021

DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Erasmus+

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Federal Ministry of Education and Research

Agenda

26 February

10.30 -10.45	**Welcome & brief introduction to the OpenU project** *Katharina Engel & Alexander Knoth, DAAD* *George Ubachs, EADTU*
10.45 – 11.05	**Presentation (20min)** Quality Assurance and Quality Enhancement in Online Education – *Dr. Esther Huertas, AQU Catalunya*
11.05-11.20	**Questions from the audience**
11.20-11.30	*Coffee break (10min)*
11.35-12.10	**-- Parallel Break Out Sessions (45min) –**
12.15-12.45	**Presentation of results, links to the BLOOM hub & closing discussion** – *DAAD, EADTU & break-out session leaders*

OpenU Project: Erasmus+ European Policy Experimentation

Policy Dialogue
Coordination: DAAD
6 Ministries of Education (GER, FR, ES, PT, BE, LV)
+ Erasmus Student Network

Policy Recommendations

Web Seminars on European-level developments

Experimentation of the BLOOM Hub at European Universities
Coordination: Paris 1

Group 1 – Coordination Paris 1
FU Berlin, Università di Bologna, University Jagielloński, KU Leuven, Universidad Complutense de Madrid
= UNA Europa

Group 2 – Coordination Rennes 1
Aalto University, Universidad Politécnica de Madrid, Università di Trento
= EDUC

Evaluation
Universität Potsdam

Technical Development & Implementation of the Hub
Coordination: EUF; Partner: EADTU

BLOOM
European hub for blended and online learning, networking and mobility

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QA IN ONLINE EDUCATION WEBINAR

George Ubachs, Managing director EADTU

Covid-19 crisis 1st and 2nd wave

- The COVID-19 crisis has made universities switch to digital education and to re-organize their campus. In the **May 2020 surveys of the European Commission show 95,1% of the universities organized online and distance learning and 82,7% even online exams**. All institutions set-up massive support for organizing online lectures, tutorials and video-conferencing with diverse pedagogical approaches. At all levels, emergency decisions were made.
- **In the second wave of COVID-19**, many universities wanted to keep students on campus for face to face teaching. After a few weeks only, this seemed impossible as Europe coloured red again. **Universities allowed only half or one fifth of the students in face-to-face lectures, while others attended online**. Now, most universities have to **go in a complete lockdown again with online and distance education**.
- **Teaching staff felt** this as a disruption, requiring an **extreme workload to adapt to the situation**.
- **Students started to manifest for the right of having "quality education"**. Watching a video or following a lesson via zoom was no longer felt as a solution as it was in the first wave.

Depressed students

Joep van Dijk is also at Museumplein, representing students in Rotterdam. "I think it's so important that we maintain the quality of our education and that students are able to meet their classmates face to face." He thinks the way that education is currently being provided is not working. "This is so bad for students' mental health. Online teaching is leading to a lot of depression among students. We want students to be able to maintain their social network – while social distancing."

Students 08 October 2020

Students protest against online education

About 100 protesters have spaced themselves out across Museumplein in Amsterdam wearing face masks, each standing on their own circle. They are students campaigning for more face-to-face education. The police are there to keep an eye on things from the side lines.

"The minister has asked us to come up with creative solutions, and we have them!" says Ama Boahene opening the demonstration. She is one of the organizers of the action group #ikwilnaarschool (meaning 'I want to go to school'), which organized the protest together with the Amsterdam student unions ASVA and SRVU and the National Student Union. "All those buildings that are empty right now, all across the Netherlands – they could be used for seminars and lectures."

Emergency remote teaching

- **Let's put this in perspective**. What about education if the pendemic occured half a centry ago and there was no online education… ? **So, embrace online education!**
- The coronacrisis **challenged (Higher) Education institutions as expertise was missing!**. Immediate continuation of education was at stake, including examinations and management of staff at a distance
- **Improvisation** was needed and appreciated, but not the way forward
- **Overall, digital literacy was needed** but not always there. Clearly here is already a lot to gain.

The effect of COVID-19 on education poses at least **two key challenges for policymakers.**

(The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets; Joint Research Centre (JRC), the European Commission's science and knowledge service, 2020)

- First, measures should be taken to ensure that more vulnerable students will be able to **make up for the learning loss** they experienced during the lockdown. This should be done quickly and effectively, in) order to avoid that such crisis results in permanent education and economic inequality.
- Second, given that there is the possibility that educational institutions may not be able to operate fully in-person during parts of (or the whole) **next academic year, alternative methods of delivering teaching and learning should be put in place.**

Elements of professional online education

Highest priority is with the further education of educators in digital didactics (Rector T. Bastiaens OUNL)

- Building on expertise and experience
- Methodologically designed education
- Well-considered digital didactics (research based)
- Organise synchronous and asynchronous interaction, debate and dialogue without bounderies in online education
- Work with activating education and engage students (knowledge videoclips, serious gaming, student peer meetings, online collaborative learning etc)
- Extend and enrich programmes by virtual mobility
- Safe software use

Main message: do not copy on campus education, but use new modes of teaching to enhance education

Needed

- **Sharing expertise**; there is a wealth on research and good practices in online education
- **Face the challenges of digitalisation**, like privacy issues, e-assessments, online interaction between students, engaging students, make online educational systems safe etc.
- **Start the discussion within your institution and with the companies** that deliver supporting systems (innovation often is coming from commercial companies)

Expertise is needed supporting main trends in practices observed during the crisis, and in the student learning experience:

- **Synchronous hybrid learning**: based on settings that have in common that both on-site or ‘here’ students and remote or ‘there’ students are simultaneously included
- **Blended learning**: based on a course design with a deliberate combination of online and offline learning activities (EMBED)
- **Online and distance learning**: based on a course design with a continuous physical separation between teacher and learner, synchronously and asynchronously

Internationalisation and mobility

European higher education in the Covid-19 crisis; EUA Briefing September 2020

The first victim was Internationalisation.

An early EAIE survey report (March 2020) showed that **almost two-thirds of institutions saw their outgoing student mobility impacted**, but only about half of them reported an impact on their incoming student mobility.

The Coimbra Group, a network of around 40 universities, confirmed in a report published at the end of **May 2020 that 70% of its mobile students had been able to continue their mobility virtually**, but leaves open whether this was from their hosting or home countries. (Coimbra Group Report, p. 16)

As transborder mobility became basically an illegal act, some international students and staff may have found themselves with expiring grants, visas, and resident permits, and in double isolation due to the pandemic and distance from their established social networks of family and friends. **This was a key challenge for both hosting and sending universities**, which supported international staff and students in manifold ways, from psychological counselling and additional financial support, to extended stays or increased costs of travelling home.

After the Corona Crisis; next steps

- **Every educational institution needs to reconsider its own educational model**, including professional digital education
- **Most urgently, educate your educators in the use of digital didactics** and understand **what quality in online education is**
- **The educator will shift its tasks (even) more from provider to developer**
- **Evaluate and innovate your education** over and over again to enhance to its optimum

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OPEN U

Quality assurance and Quality enhancement in Online Education

Dr. Esther Huertas (ehuertashidalgo@aqu.cat)

AQU CATALUNYA

www.aqu.cat @aqucatalunya

Digital revolution

Main reasons

- Globalisation
- Worldwide internet

Scenario shift

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Open Educational Resources

OER

Flexible learning pathways

SDG – Education 2030

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

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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.

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

Digital Education Plan (EU, 2020)

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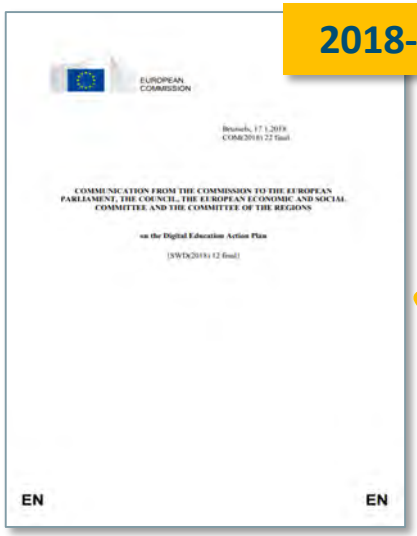
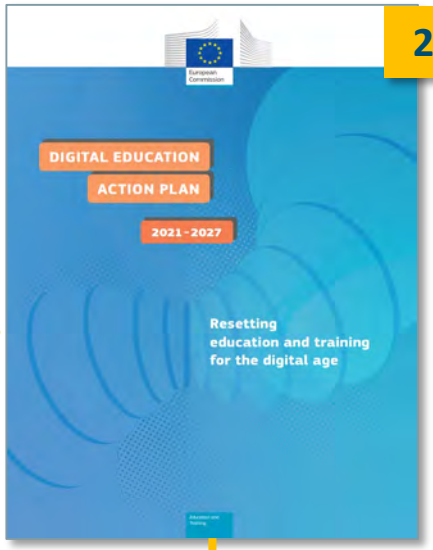
2018-2020



2021-2027



EUROPEAN COMMISSION

https://ec.europa.eu/education/sites/default/files/document-library-docs/deap-communication-sept2020_en.pdf

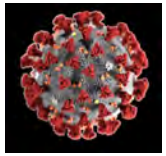
1 To foster a high-performing digital education ecosystem, we need:

- **infrastructure**, **connectivity** and **digital equipment**
- **effective digital capacity planning and development**, including effective and up-to-date organisational capabilities
- **digitally-competent** and **-confident educators** and **education & training staff**
- **high-quality content, user-friendly tools and secure platforms**, respecting privacy and ethical standards

2 To enhance digital skills and competences for the digital age:

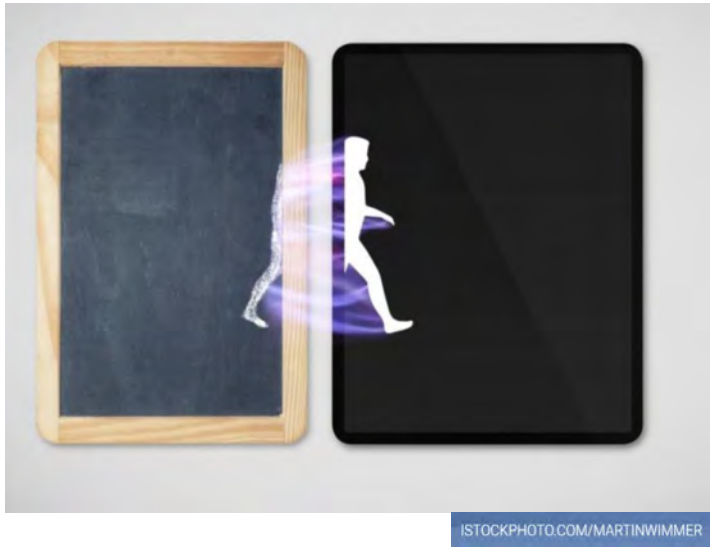
- support **the provision of basic digital skills and competences** from an early age:
  - digital literacy, including management of information overload and recognising disinformation
  - computing education
  - good knowledge and understanding of data-intensive technologies, such as AI
- **boost advanced digital skills**: enhancing the number of digital specialists and of girls and women in digital studies and careers

Emergency remote teaching



COVID-19

Regular teaching	*Emergency remote teaching*	*Exceptional teaching*

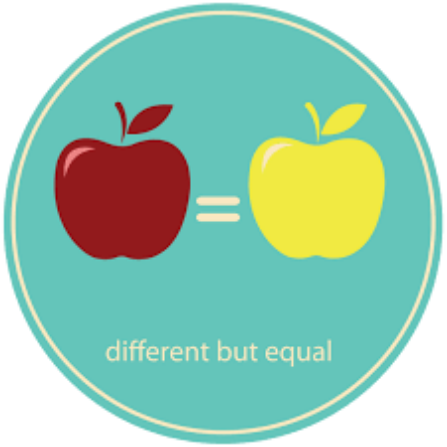


- **Temporary shift** of instructional delivery to an alternate delivery mode due to crisis circumstances.
- **Return to the format** once the crisis or emergency has abated.

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

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.**

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...).

EUROPEAN
Higher Education Area

bologna process

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

European Standards and Guidelines - ESG (I)

1 PART 1. INTERNAL QUALITY ASSURANCE

+

2 PART 2. EXTERNAL QUALITY ASSURANCE

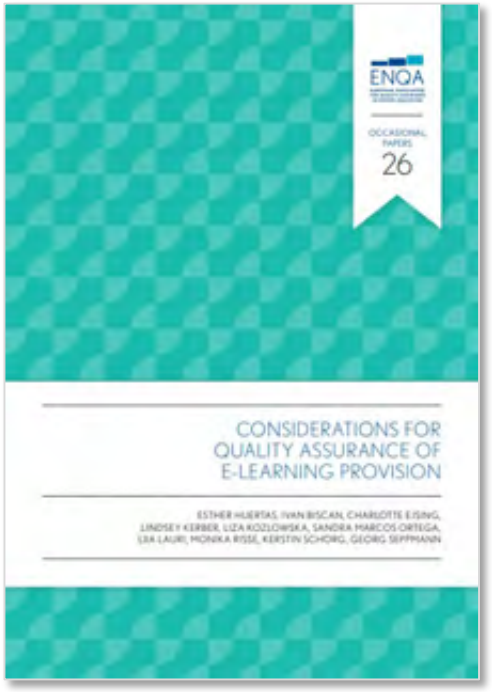
+

3 PART 3. QUALITY ASSURANCE AGENCIES

All standards are fully applicable to e-learning provision

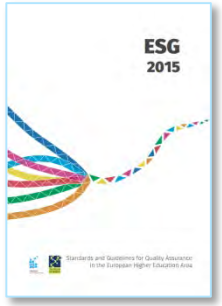
Recommendations to QAA and HEI

ESG (II)



https://enqa.eu/indirme/Considerations%20for%20QA%20of%20e-learning%20provision.pdf

Part 1. Internal Quality Assurance



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

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.

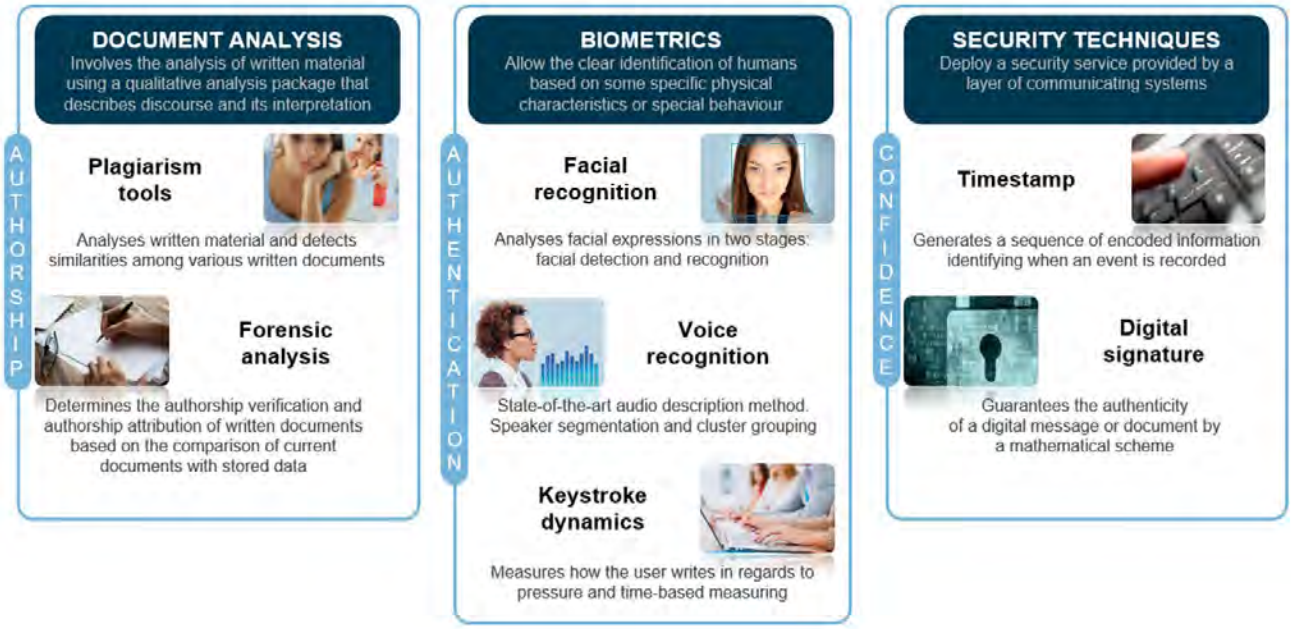
Standard 1.3 – Student-centred learning, teaching and assessment

- 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.

E-assessment. Good practice – TeSLA project

*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.*

*Support any e-assessment model (formative, summative and continuous) covering **teaching and learning processes** as well as **QA aspects, privacy and ethical issues, and technological requirements**.*

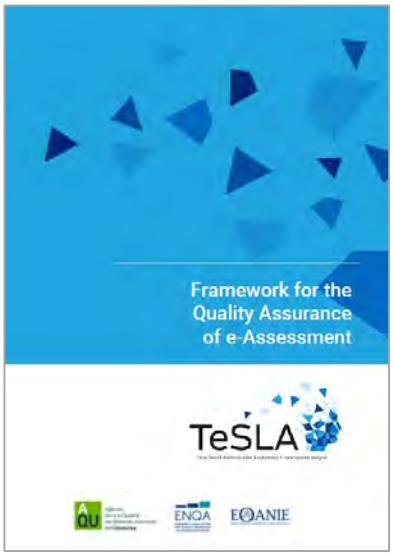


TeSLA
Trust-based Authentication & authorship e-assessment analysis

FUNDED BY THE EUROPEAN UNION

http://tesla-project.eu/

QA Framework for e-assessment



STANDARDS

1. Policies, structures, processes for QA of e-assessment
2. Assessment of learning
3. Authenticity and authorship
4. Infrastructure and resources
5. Learner support
6. Teaching staff
7. Learning analytics
8. Public information

INDICATORS

EVIDENCE

https://enqa.eu/indirme/papers-and-reports/associated-reports/D4.7%20Framework%20screen%20TeSLA%202606.pdf

Agència per a la Qualitat del Sistema Universitari de Catalunya

ENQA EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION

EQANIE

Part 1. Internal Quality Assurance

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.

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.

Part 1. Internal Quality Assurance

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.

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

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.

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).

Part 2. External Quality Assurance

Standard 2.4 – Peer-review experts

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

Role of experts within HEI and QA agencies

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HEI

IQAS

- Design teaching & learning process.
- Design teaching materials.
- Delivery process.
- Student support.
- Technology
- IQAS.

QAA

EQAS

- Design of methodologies.
- Enhancement vs. accreditation.
- Reviewers (programme / institutional processes).

- Teaching & learning model (pedagogy).
- Technology infrastructure.
- Innovation.

Platforms

AQU CATALUNYA

EUROPEAN UNIVERSITY ASSOCIATION

https://eua.eu/

EADTU

https://eadtu.eu/

enqa.

https://enqa.eu/

esu
european students' union

https://www.esu-online.org/

EUROPEAN COMMISSION

https://ec.europa.eu/education/node_en

European Digital Education Hub

AQU CATALUNYA

www.aqu.cat @aqucatalunya

THANK YOU FOR YOUR ATTENTION!

Dr. Esther Huertas (ehuertashidalgo@aqu.cat)

Slides from the Breakout Sessions

each 45 mins with 10min input from expert

1. **TeSLA: e-assessment as challenge**

   – Dr. Ana Elena Guerrero Roldán, Lecturer in Computer Science, UOC, Spain; coordinator of the TeSLA project

2. **E-xcellence: benchmarking approach and roadmaps for innovation**

   – Dr. Jon Rosewell, Senior Lecturer in ICT, The Open University UK

3. **(Trans-) National policymaking and (EN)QA**

   – Anna Gover, Senior Project Manager at ENQA

4. **Networked and joint curricula in online education: virtual mobilities**

   – George Ubachs, Managing Director EADTU

An Adaptive Trust based e-assessment System for Learning: The case of TeSLA project:

THE CHALLENGE OF E-ASSESMENT

Anna Guerrero: TeSLA Coordinator (UOC)

February 2021

Project Number: 688520 – TESLA – H2020-ICT-2015/H2020-ICT-2015 Agreement Number: 688520

FEATURES: CALL AND BUDGET

H2020- ICT 20

Topic: Technologies for better human learning and teaching

Innovation Action, with Large Scale Pilots (2016 till 2019)

TeSLA was one of the 5 selected projects for funding

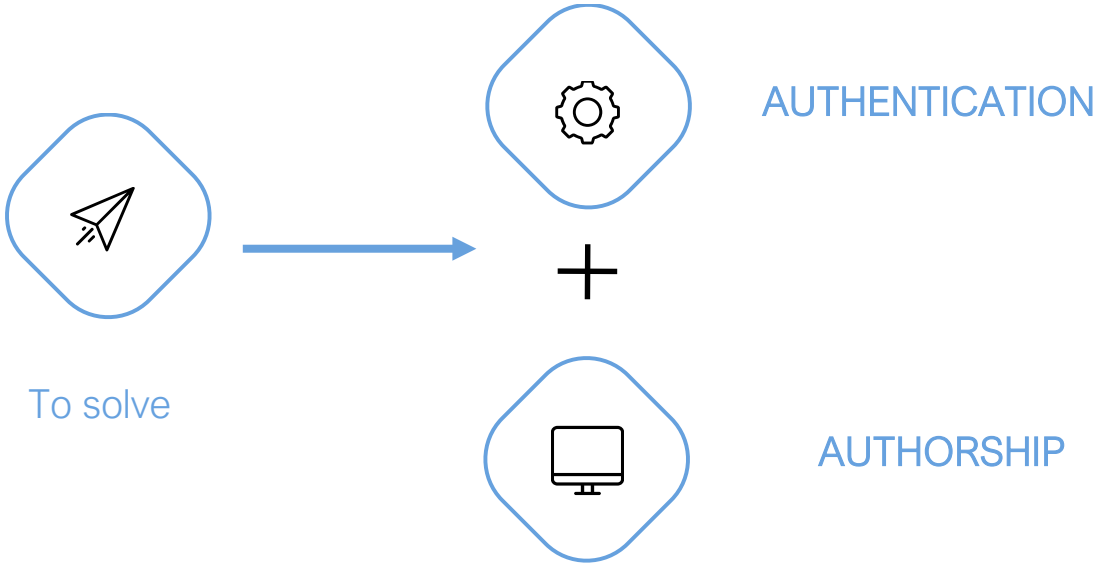
Total budget: 7.283.092€

CONSORTIUM

18 Partners (130 members) + 50 external experts

8 Universities 3 Quality Agencies 4 Research Centers 3 Enterprises

THE CHALLENGE IN E-ASSESSMENT



Authentication

Authorship

TeSLA Main Goal

To 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.

TeSLA covers teaching and learning processes as well as quality, ethical, legal and tech aspects.

Be careful! TeSLA was thought for CONTINUOUS ASSESSMENT rather than final examinations.

Some Specific Goals (educational)

O1. Analyse and design the most appropriate learning activities for e-assessment.

O2. To introduce tools and resources in the learning activities that capture learners' data.

O3. Conduct several pilots for ensuring the authentication and authorship of the learners during the e-assessment processes.

O5. Hold a set of training workshops for teachers for enhancing e-assessment processes.

O6. ….

TeSLA

Work Packages

WP 1. Project Management (UOC).

WP 2. Requirements and modeling of the educational model (UOC).

WP 3. Data privacy and ethics (Namur).

WP 4. Quality assurance in online higher education (AQU).

WP 5. Design and implementation of trusted assessment mechanisms (Lplus).

WP 6. Integration of the framework in learning environments (Watchful).

WP 7. Design and development of pilots (SU).

WP 8. Pilots evaluation (OU).

WP 9. Communication, dissemination, liaisons and exploitation (protOS).

CROSS VIEWS

MANAGERS

- Technical Manager
- Pilot Manager
- Consortium Manager
- Innovation Manager
- Educational Manager

EAB

5 External experts:

security

biometry,

exploitation,

e-assessment,

disabilities.

ELAG
(WP3)

3 independent experts:
Legal & Ethics

Quality Pannels
(WP4)

44 experts

TeSLA as a hub of instruments (plugged into the appropriate activities)

AUTHORSHIP

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

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

AUTHENTICATION

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

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

CONFIDENCE

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

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

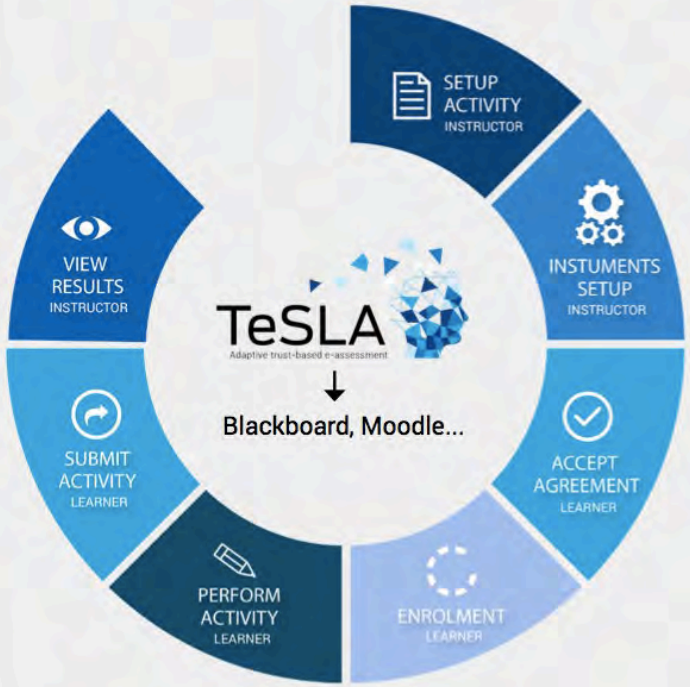
TeSLA as a whole

Student

Student completes the assessment as he/she would normally do.
TeSLA may require input/interaction during the learning activity or examination to be able to complete continous analysis around identity and authorship during the test.

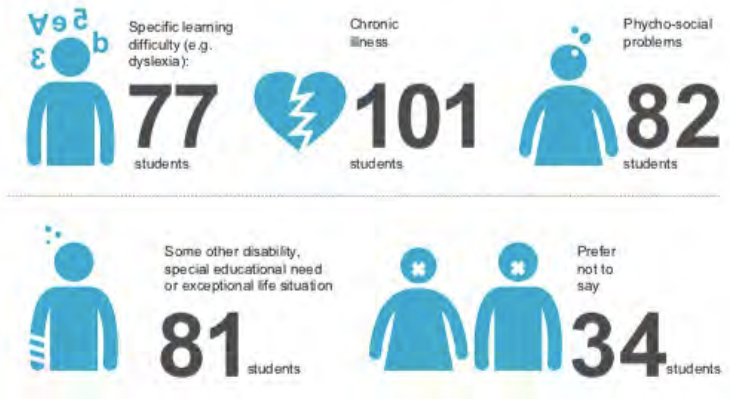
Analysis and value

TeSLA system will provide a report of assurance about authenticity and authorship together with the assessment responses.



About TeSLA participants

Students with Special Educational Needs (861)



Some considerations

HE Institutions

- It is an **institutional decision**
- Technical department ready to integrate the system
- Legal aspects about personal data
- **Educational and quality** aspects well worked before its use

Learners

- **Learners informed**
- GDPR
- Clear academic regulation in case of detection

Teachers/Instructors

- **Teachers trained**
- Dashboards of results well explained being aware about what is showing and how to act (institutional policy about fraud)
- Plan B (mainly in case of examinations)

Technology

- TeSLA was thought for **Continuous Assessment**
- LTI
- Project finished December 2019
- New version ready summer 2021

  TeSLA Community Edition!!!

TeSLA

QUALITY ASSURANCE

QUALITY ASSURANCE

CONTENTS

Some educational recommendations when e-assessing

- Do you need a final examination? Really? Bologna process….
- Which are the main competences to achieve?
- Think about what you need to assess
- Define how, when and why
- Select the best assessment model (CA is fine? Why not?)
- Look at several learning activities types
- Think about technology

Do a really good learning activity design!!!

Don’t left learners learning behind or forgot them,

teach and assess to let them learn!

Where are we now with TeSLA?

- Finishing an Open Source version of TeSLA system, called **TeSLA CE.**
- It will be ready by summertime (July/August 2021).
- Deployment and educational training, is just once and not for free. Unique payment service under an agreement.
- Later, it can be used as much as each institution will consider.
- Ready for HEIs, but also for lower education levels (GDPR).
- TeSLA CE should be used under **educational** premises, so based on each **institutional educational model**. If not, it is just, technology!

Some qüestions sent...

1. How to align different types of learning outcomes with different assessment methods?

- Through learning activities and assessment models (CA-F.ex?¿)

2. Interested to know more about the challenges that GDPR brings for trusted e-assessment. Also what suggestions you have when the sector/government looks at e-assessment with suspicion.

- GDPR challenges: proportionality (learners data privacy), consent form, check results manually or automatically.
- Suspicion: trust on institutions, teachers and learners till the contrary will be demonstrated ;·) Who can say that in face-to-face settings in not happening? So, suspicion is not on face-to-face?

3. Interested especially in e-assessment validation and quality assurance _when we are not talking about proctored exams_.

- Look guidelines presented in the plenary session by Esther.
- Tracking across continuous assessment.

Discussion

What are the ENABLERS, BARRIERS and USEFUL MEASURES on e-assessment?

THANK YOU FOR YOUR ATTENTION!!!

aguerreror@uoc.edu

The E-xcellence QA framework

Jon Rosewell (The Open University; European Association of Distance Teaching Universities)

Webinar: Quality Assurance of Online Education

26 February 2021

What do we mean by ‘quality’ in HE?

- Compliance & consumer protection
  - Accreditation, guarantee of standards
- Reputation of the university (rankings!)
  - Recruit good students, produce good graduates
- Quality enhancement
  - Teachers want to teach, and to teach better
  - Good fit to students

E-xcellence label

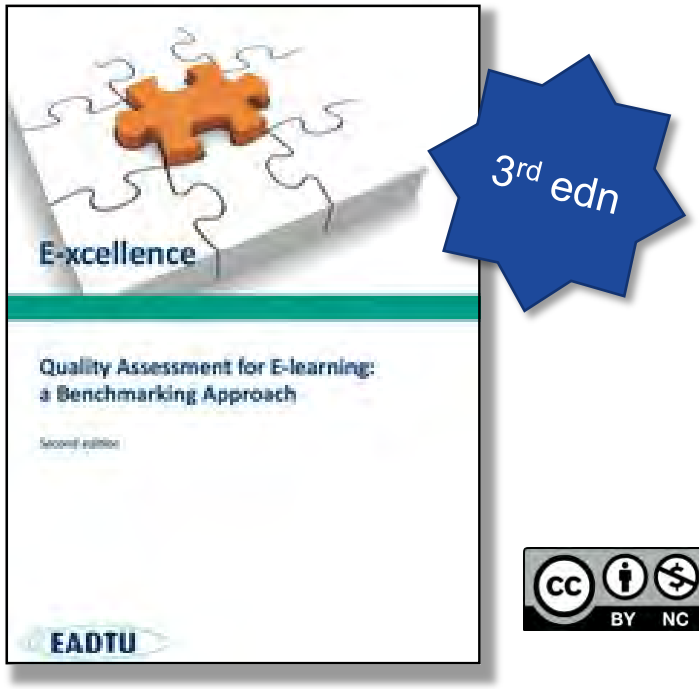
E-XCELLENCE in e-learning ASSOCIATES IN QUALITY

The European quality benchmark for online, open and flexible education

HOME | E-XCELLENCE | TOOLS | COMMUNITY | NEWS & EVENTS

EADTU

Manual



http://e-xcellencelabel.eadtu.eu/

Benchmarking as quality enhancement tool

- Statement of best practice: what good e-learning looks like
- Collecting evidence
  - Suggested detailed indicators – not compulsory!
  - Will be specific to each university
- Identification of weaknesses & strengths
- …leading to roadmap of actions for improvement

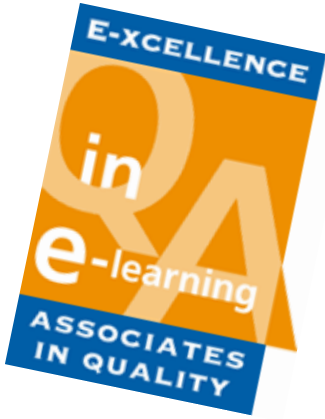
Benchmarking

35 benchmarks, grouped into 6 topic areas:

Strategic Management	a high level view of how the institution plans its e-learning
Curriculum Design	how e-learning is used across a whole programme of study
Course Design	how e-learning is used in the design of individual courses
Course Delivery	the technical and practical aspects of e-learning delivery
Staff Support	the support and training provided to staff
Student Support	the support, information and guidance provided to students

E-xcellence Associates Label review

- Internal team formed
  - Stakeholders: teachers, students, managers, support staff…
- Discussion and self-assessment against benchmarks
- Review and discussion with external E-xcellence experts
- Develop and present a roadmap for improvement
- Reviewers write report
- → ‘Associates in E-xcellence’ recognition by EADTU



Sample benchmark

Curriculum design

9. Curricula are designed to enable participation in academic communities via social media tools. These online communities provide opportunities for collaborative learning, contact with external professionals and involvement in research and professional activities.

What actions might you take to use social media effectively?

Please use chat window to make suggestions

Sample indicators

- There are institutional policies relating to the provision of online community spaces for student-student and student-teacher interactions.
- Curriculum designers specify clearly the educational role that student-student interaction plays in their programmes.
- Criteria for the assessment of student online collaboration exist and are applied consistently across programmes and courses.

At excellence level

- Teaching staff are supported by formal and informal staff development activity in the use of online tools for community building.
- The institution works closely with professional bodies in the development of online professional communities.
- Innovative assessment approaches, such as online collaborative work, peer assessment and self-assessment, form a part of the institution's practice in this area.

Self-assessment

9 Curricula are designed to enable participation in academic communities via social media tools. These online communities provide opportunities for collaborative learning, contact with external professionals and involvement in research and professional activities.

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

Please add your comments or refer to evidence:

University teaching makes widespread use of online tutor group (approximate 15-20 students) and module (all students enrolled in the presentation of a module – potentially many hundreds, if not more) forums and online tutorials. Research on the use of these technologies is very well established and ongoing. There has been recent roll-out of a Tutor Group Forum policy which offers students a range of additional benefits such as choice of online forums from different tutors. Social media use in teaching is very good in some areas but can vary across the University. There are examples of very effective use of social media to support wider community collaboration such as the use of Facebook, Twitter and blogs in many subject areas and Live Debate in some modules. The university provides academic communities via social media. For example, 'Fake News Fridays' consisted of a series of lunchtime workshops via Facebook Live where students and staff met to discuss evaluating information sources. The Open Programme has a section about social media that helps student practice writing succinctly for an online audience. There is work to be done in terms of extending use across all university curriculum and moving use pedagogically forward in respect to collaborative learning and involvement in research. The university's own platforms already provide examples of excellent performance for collaborative learning but use at present is often confined to

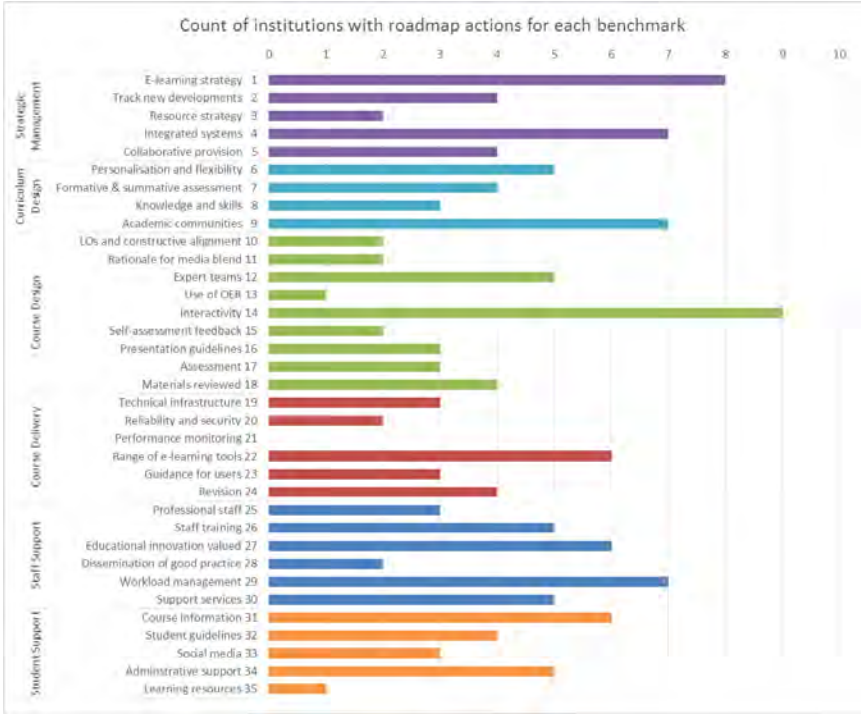
Roadmap action

Curriculum Design

Benchmark Nr	Benchmark description	Action foreseen	Priority number	Timescale
9.	**Curricula are designed to enable participation in academic communities via social media tools. These online communities provide opportunities for collaborative learning, contact with external professionals and involvement in research and professional activities.**	The Open University's Social Media Toolkit is being redeveloped to highlight social media guidelines, policies, recommended tools and best practice across the university. The first phase of the redevelopment is focused on nations, faculties, departments and staff but this is a public-facing website and includes social media policies for students. A later phase of this project phase will be more learning and teaching focused, including curating the module specific social media groups into one place and offering guidance around terms and conditions of use and general social media guidance.		Toolkit: January 2018 Further Phases: 2019

Emerging issues for e-learning quality

- E-learning strategy
  - Integrated systems
- Online academic communities
- Interactivity
  - Range of e-learning tools
- Staff workload management



MOOCs: OpenupEd Quality Label

- Derived from E-xcellence
  - Lightweight process
- Self-assessment
- Formal label
  - External review

www.openuped.eu/quality-label

New initiatives with ICDE-UNESCO

- EADTU is the European Regional Focal Point for ICDE-UNESCO on QA in online education
  - Advise ICDE Executive Committee
  - Stimulate and facilitate regional task forces
  - Contribute to ICDE Strategic Plan 2021-2024
  - Support ICDE / UNESCO OER Dynamic Coalition
  - **Act as expert group on Quality for institutions transitioning to distance and online learning due to COVID-19**

For more info…

https://e-xcellencelabel.eadtu.eu/

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OpenU WEBINAR
26 FEBRUARY 2021

(TRANS-)NATIONAL POLICYMAKING AND (EN)QA

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enqa.

QA OF E-LEARNING
KEY POLICY PRINCIPLES

- ESG as the basis for all QA in the EHEA
- 'Translation' of ESG to national and educational context
- Room for different approaches e.g. programme level or institutional level external QA
- Institutions have primary responsibility for quality and quality assurance of education provision
- Stakeholder involvement to ensure fitness-for-purpose

→ Parity with face-to-face education

QA OF E-LEARNING POLICY CHALLENGES

- Creating separate approaches for external QA of e-learning or integrating it into a framework for all higher education
- Keeping pace with developments in digitalisation (updating and futureproofing the QA framework)
- External QA of blended and hybrid programmes
- Giving space for flexibility and innovation while ensuring robust and accountable external QA

QA OF E-LEARNING
ADDITIONAL CONSIDERATIONS

- Difference between emergency/temporary remote education and strategically planned online education
- European approach for quality assurance of joint (online) programmes

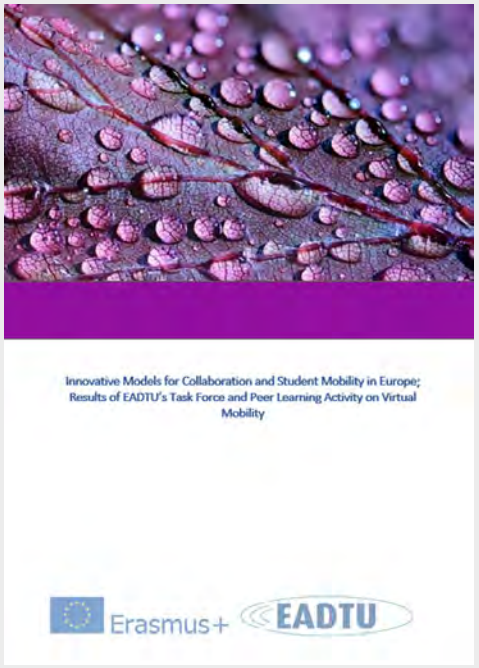
QA OF E-LEARNING DISCUSSION QUESTIONS

What are the components of a ideal policy for external QA of e-learning?

- What are the **barriers** to this?
- What would be the **solutions** to this?
- What are the **implications** for policy-makers?

Innovating International Higher Education by Virtual Mobility,
DAAD Seminar, 26 February 2021

George Ubachs, EADTU



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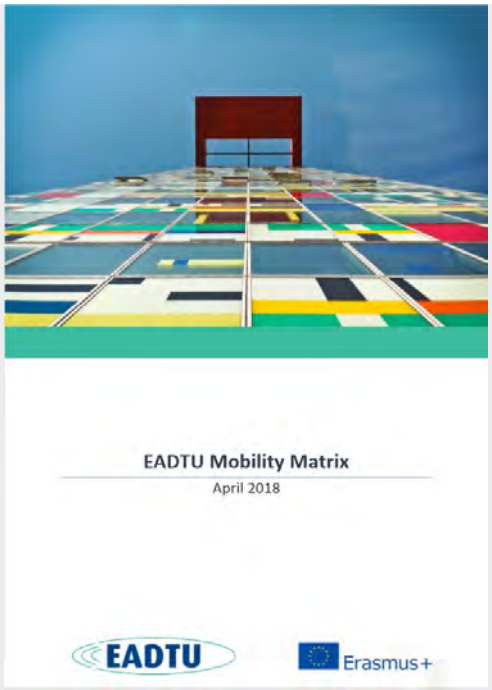

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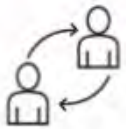
- **European projects** coordinated by EADTU (notably EPICS, NetCu, EMBED, e-SLP, EMC-LM)
- Recent documents of **the European Commission**
- **New initiatives in mobility**
- **The EADTU TASK Force Virtual Mobility** (4/2018 – 4/2019)
- **A Peer Learning Activity (PLA)** (Maastricht, 12 December 2018)

A BRIEF HISTORY OF

MOBILITY

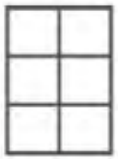
Trends in **mobility** in European higher education



1987

Physical exchange mobility: The Erasmus exchange programme became one of the most successful European programmes.

International networked curricula, using the Erasmus mobility scheme to organise a more structured mobility of students, notably by so-called **'mobility windows'.**



International joint curricula and mobility at the master and the doctoral level were promoted by Erasmus Mundus.

2014

Strategic Partnerships supported by the European Commission stimulated all kinds of innovative collaboration and mobility, short term and long term, face to face and online, bilateral or multilateral.

2019

The European Commission launched the **European university alliances** including **Virtual Mobility.**

81

Definition Virtual mobility European Commission

In the Erasmus+ 2019 call, **virtual mobility** is defined as

“a set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning”.

Virtual mobility within networked curricula

Create <u>proximity and involvement</u> of **<u>potentially all</u>** by

- New media, social software, virtual spaces, wiki-like software;
- Increased accessibility, interactivity, flexibility, personalisation,
- Synchronous and asynchronous solutions;
- Multi-campus education.

VM vs. DE: university-university contracts – learning agreement between student and home and host university or with all universities in the university network. Recognition between institutions is arranged by transfer of records

Pre-assessed quality and coherent to home university programme (or curriculum)

NetCu Handbook

When involved in the design of a new networked curriculum the following aspects need consideration and agreement

Design of the contents	Shared technological platform
Co-production of contents	Language of the learning contents
Management aspects (division of roles)	Language of the learning environment
Administrative aspects	Accreditation procedure
Financial aspects	Mobility of students and professors
Complementarity of content	Use of interactive tools for students and profs.
Community	QA process
Technological infrastructure	Involvement of stakeholders

Core concept of mobility

The **core goal** of any mobility is providing an ***international academic experience*** for students

- related to a formal course or curriculum
- based on a bilateral or network/consortium collaboration and agreement
- guaranteeing the rights of the student

Education can be organised in a face to face, online or blended mode.

Basic Principle

So can international education and mobility

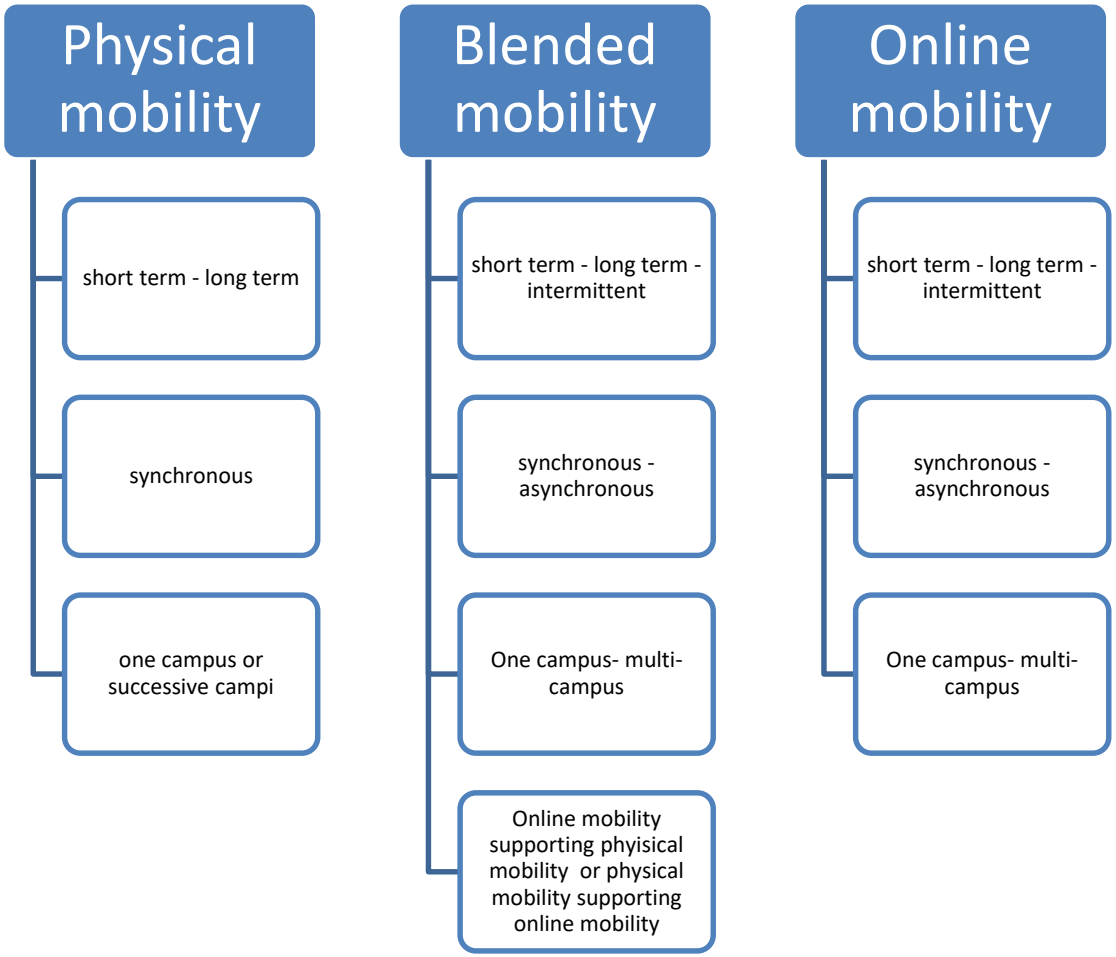
- Short term, long term, intermittent
- Synchronous, asynchronous
- Multi-campus

International collaboration and **mobility can be *physical, blended or completely online*:**

Three types of mobility

- Physical mobility with immersion
- Online/virtual mobility along online courses and collaborative learning activities
- Blended mobility combining both (online supporting physical; physical supporting online)

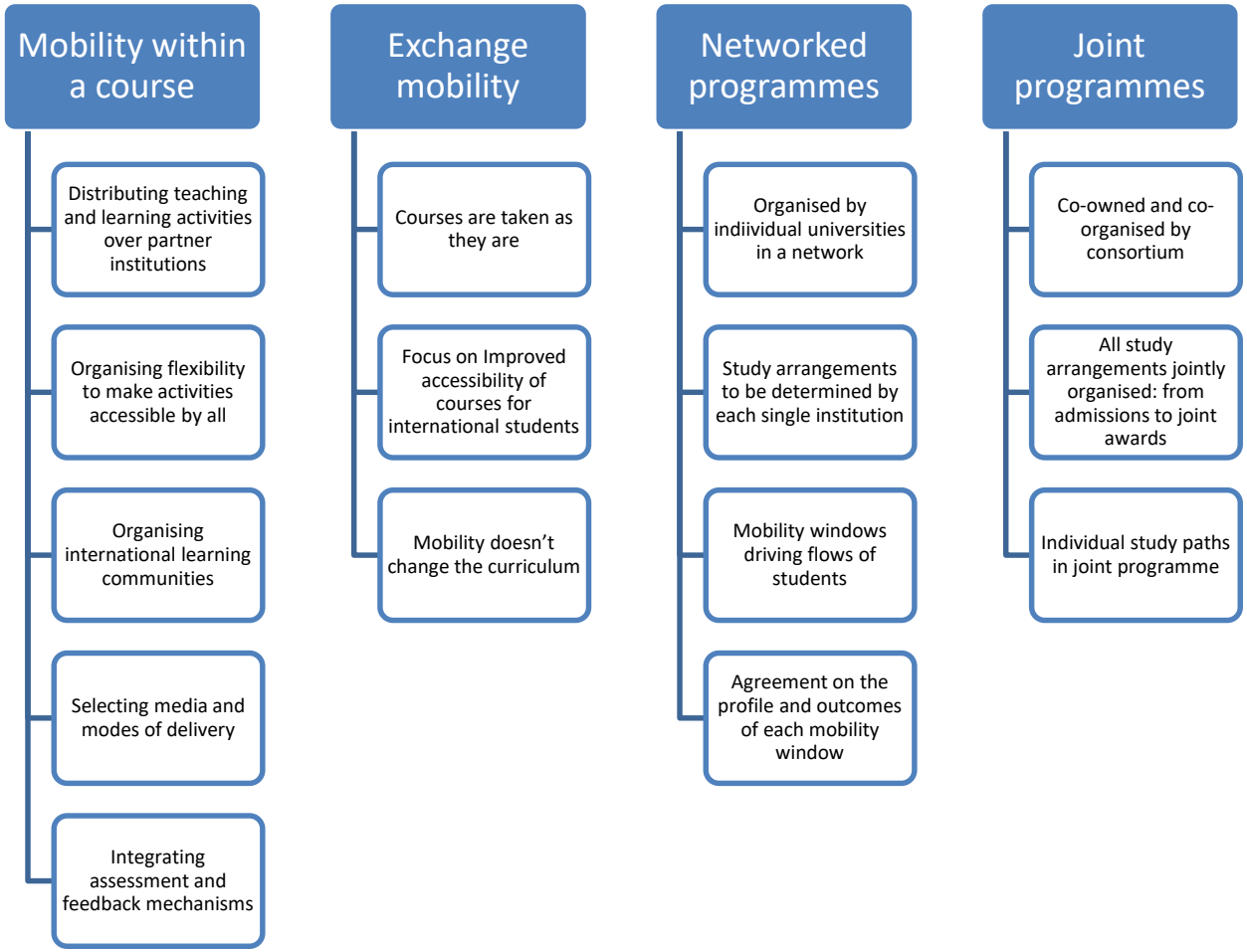
A variety of international education and mobility formats to be based on educational design



Mobility and the curriculum

- Embedded mobility within a course
- Exchange mobility for individual students
- Networked mobility in networked curricula and courses with mobility windows
- Integrated mobility in joint curricula

International course and curriculum design



Examples of running initiatives in VM

Embedded mobility within a course

- Virtual Exchange based on MOOCs, TU Delft, Sorbonne Université,…
- EVOLVE (Evidence-Validated Online Learning through Virtual Exchange),
- Think Tank KU-Leuven-Stellenbosch
- European Virtual Seminar (EVS), OUNL
- Instructional Design for Creating Educational Media (ID4CEM; JYU, OUNL, FernUni)

Exchange curricula and exchange mobility

- Edelnet, OUNL, Fernuni, UNED
- Global Health Education, TropEd, Bergen
- European Virtual Seminar for Sustainable Development, OUNL

Networked curricula and mobility (mobility windows)

- EUTEMPE-project: Blended Training Modules for Medical Physics Experts
- Nordmed Computational Medicine
- UNIGE-inZone Courses Humanitarian Aid
- Virtual mobility for global citizenship, Maastricht University

Joint curricula and integrated mobility

- The Joint Master's Programme in Comparative Social Policy and Welfare

Related initiatives

- Erasmus+ Virtual Exchange
- OpenVM project, Beuth University of Applied Sciences Berlin

Skills involved in Virtual Mobility (OpenVM)

- ***Intercultural skills and attitudes***: gaining cultural knowledge; understanding cultural perspectives; enhancing own cultural identity; enhancing and demonstrating cultural understanding; applying intercultural awareness in culturally challenging circumstances
- ***Networked learning skills:*** learning to work and cooperate in an international setting with the use of ICT and social platforms; learning about dealing with complex situations; learning about dealing with ambiguity;
- ***Active self-regulated learner skills:*** being able to self-regulate learning process; being able to self-reflection on learning experiences; demonstrating ownership and self-discipline in learning;

Skills involved in Virtual Mobility (OpenVM)

- ***Autonomy-driven learning:*** : demonstrating self-directedness in decision-making on own learning; demonstrating independent learning
- ***Interactive and collaborative learning in authentic international environments:*** enhancing teamwork skills; collaborating with peers from different discipline; collaborating with peers within the context of an international learning experience; Interacting with authentic international resources in a foreign language;
- ***Open-mindedness:*** being open- minded and tolerant; demonstrating self- confidence in interaction with peers and teaching staff; showing willingness to improve proficiency in foreign languages

Opportunities for students

- Flexibility, accessibility for potentially all students
- Individual portfolio development throughout the study career: more opportunities for mobility and for integrating an international learning experience, a new field of study and new ways of learning, virtual internships
- Competence building: intercultural competences, linguistic skills, collaborative learning, media and digital literacy skills, open mindedness, team work, critical thinking, networking
- Long-term and intermittent mobility
- Improving employability

nnovative Models for Collaboration and Student Mobility in Europe; esults of EADTU's Task Force and Peer Learning Activity on Virtual Mobility

Opportunities for staff

- Enhancement of the quality of a course or curriculum: content, collaborative, active learning
- Connecting educational networking with research networking
- Continuous professional development, learning from international colleagues (sharing good practices, new methods...)
- Enhancing teaching skills and teaching quality
- Career development

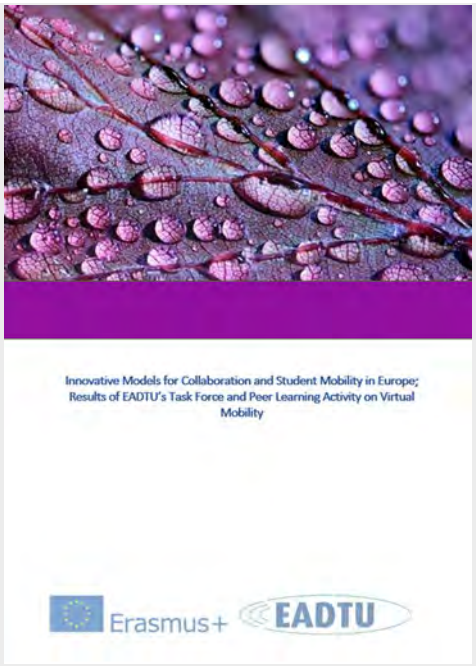
nnovative Models for Collaboration and Student Mobility in Europe; esults of EADTU's Task Force and Peer Learning Activity on Virtual Mobility

Opportunities for institutions

- To expand the university's academic offer in an international context at scale, internationalisation of the curriculum, global teaching, transnational education, development collaboration
- Innovative pedagogies creating an international experience for students
- Enhancing the quality of courses and curricula
- Networking with other universities in education and research, sharing teaching capacity
- Enhancing the attractiveness and competitiveness of the university
- New approaches concerning alumni activities, continuous education and lifelong learning
- Reaching out to disadvantaged groups, e.g. migrants, refugees

nnovative Models for Collaboration and Student Mobility in Europe; esults of EADTU's Task Force and Peer Learning Activity on Virtual Mobility

+ EADTU



Conclusions

- **Education can be organized in face to face, synchronous hybrid, blended or by online distance modes**. **This is also the case for mobility** which always goes together with it. It can be short and long term, synchronous and asynchronous;
- **ICT modes of teaching and learning amplify the potential of education and the mobility related to it;**
- **All forms of mobility can be offered separately or in a combination;**
- **None of the forms of mobility is an alternative for replacing the other.** Each form is adding to the enrichment of education, offering students the opportunity to learn international competences and skills;
- **The sequence of physical, blended and online mobility will be based on principles of international curriculum and course design;**
- **The OpenU-BLOOM hub** will offer models and guidelines for networked curricula and mobility windows in different modes of delivery.

Thank you for your attention!

You have **feedback** to this web seminar or an **idea** you want to discuss further?

→ Get in touch with us via openu@daad.de

We hope to see you at our **next web seminar in May**!