Quality Models in Online and Open Education around the Globe: State of the Art and Recommendations

UNESCO Regional Consultation Meeting for Western Europe
« The role of quality assurance in higher education: challenges, developments and trends »

Session 1
Quality Assurance and the Diversification of Provision in Higher Education

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Agenda

- Setting the scene
- About the report on quality models in OOFAT around the globe
- Quality, and the future which started yesterday

ICDE Quality Network

1. Have a dialogue with UNESCO regional events for Quality and relate to regional and central quality events.
2. Advice the Executive Committee in how ICDE should position its quality work on the global agenda.
3. Give input and support to the production of a reference document (report) with an overview and state of play of online, open, flexible and technology enhanced education.
4. Stimulate and facilitate for regional task forces in their own regions.

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- Globalisation
- Technology
- Demography

Three global trends are observed to have significant impact on the knowledge future

Education 2030 Framework for Action (FFA)

The principles guiding the recently adopted Education 2030 Incheon Declaration and Framework for Action: "**Towards inclusive and equitable quality education and lifelong learning for all**" underscore the importance of **establishing robust quality assurance systems** as **necessary instruments for addressing the challenges and opportunities**.

DAVOS 2018

Anything that is routine or repetitive will be automated.

Minouche Shafik
Director, London School of Economics

WORLD ECONOMIC FORUM

If we do not change the way we teach, 30 years from now, we're going to be in trouble," said **Jack Ma**, founder of Alibaba Group, China's e-commerce giant

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The ICDE reports series

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May 2015

Complete report

Rationals

- Taking note that +414.2 million students will be enrolled in higher education around the world by 2030 –an increase from 99.4 million in 2000, and that **online, open and flexible education is going mainstream**, the importance of **quality learning outcomes for learners cannot be overestimated**.

- ICDE aim to make the report broadly available, that ICDE contributes to **exciting dialogue, discussion and development of quality online, open and flexible higher education for the future we want.**

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- + 40 Quality models on OER, MOOCs, E-learning, online learning

- Norm based/Process based

- Quality matrix

- Set of characteristica

- Nature of quality interventions

- Perspectives stakeholders

- Maturity level

- Recommendations

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Target group
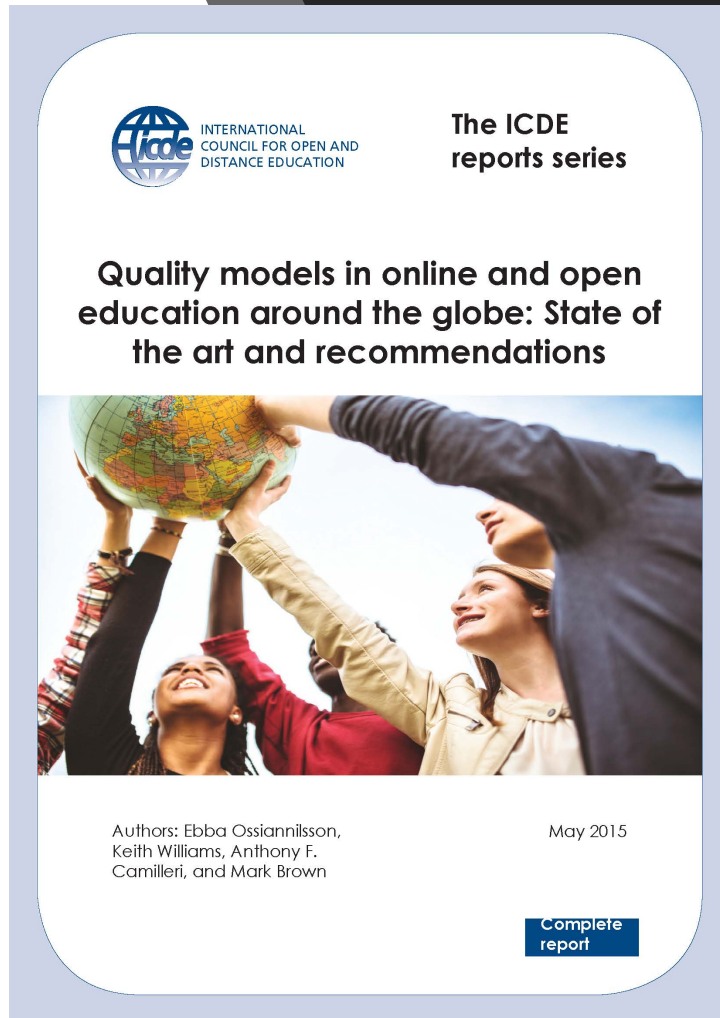
- Institutional leaders responsible for quality in online, open and flexible higher education
- Faculties wanting to have an overview of the field
- Newcomers that want to develop quality schemes
- Policy makers in governments, agencies and organisations
- Major educational stakeholders in the international community

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Highlights

Quality models in online and open education around the globe: State of the art and recommendations

Ebba Ossiannilsson, ms, Anthony F. d Mark Brown

May 2015

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- The report provides the first **global overview of quality models in online and open education**, an overview which is **timely, delivered as it is for Global Education 2030**, the new global educational agenda which replaces Education For All, EFA.

- The **landscape of quality in online and open education– and its challenges**.

- Serve as **a guide and inspiration for building quality frameworks**.

- Huge **gap** and need for **knowledge building, knowledge sharing, capacity building** and for coordination among stakeholders.
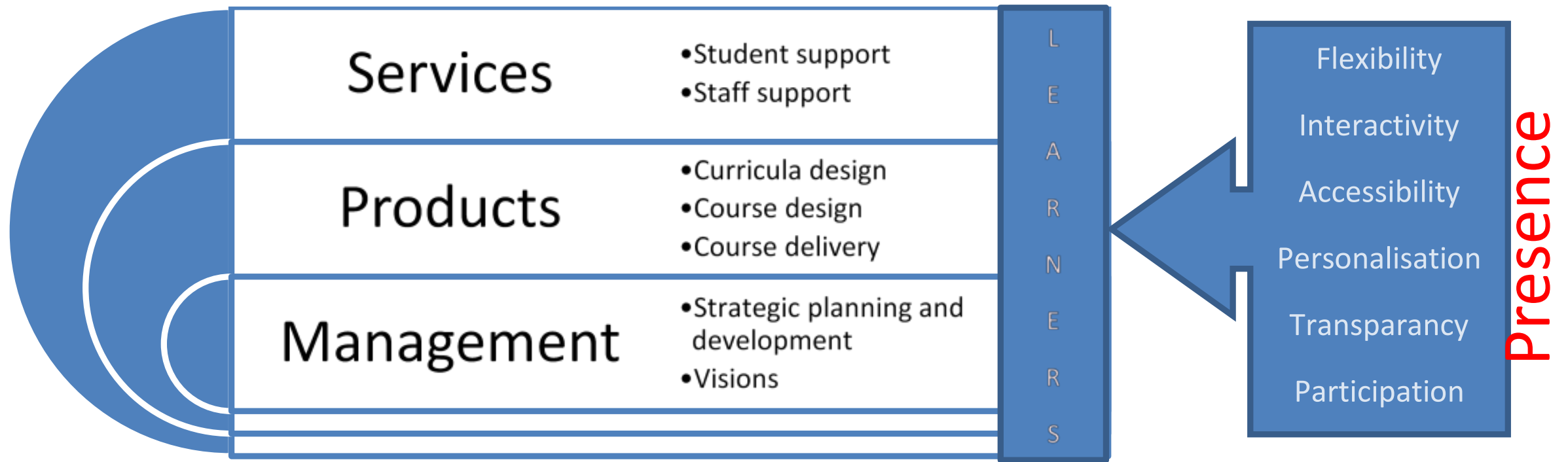
- **11 recommendations**

NORMBASED VS PROCESSBASED

Norm based accreditation

Process based enhancement

Accreditation, Certification, Benchmarking

Quality dimensions in OOFAT (Ossiannilsson, 2012 2015, Ossiannilsson et al., 2015).

Set of characteristica (Ossiannilsson et al 2015)

Multifaceted –systems use a multiplicity of measures for quality, and will often consider strategy, policy, infrastructure, processes, outputs and more so as to come to a well-rounded view of holistic quality.

Dynamic –flexibility is built in to systems, to accommodate for rapid-changes in technology, as well as social norms. For this reason, they rarely refer to specific technological measures, and rather concentrate on the services provided to users through that technology.

Mainstreamed– while all the quality tools surveyed aim at high-level quality improvement, this is intended to trickle down throughout the institution and be used as a tool for reflective practice by individual members of staff in their daily work.

Representative –quality systems seek to balance the perspectives and demands of various interested stakeholders, including students, staff, enterprise, government and society at large.

Multifunctional – most systems serve a triple function of instilling a quality culture within an institution, providing a roadmap for future improvement, as well as serving as a label of quality foroutside perspectives.

+ flexibel enough

Quality interventions Ossiannilsson et al., 2015

Stage description	Initial/Early Stage	Developing	Mature	Evolving
Purpose of quality schemes				
Role of quality managers/reviewers				

DIFFERENT LEVELS

The three levels for quality enhancement

| MICRO LEVEL | MESO LEVEL | MACRO LEVEL |

Ossiannilsson et al., (2015). Quality Models in Online and Open Edcuation Around the Globe. State of the art. ICDE
Kirkwood and Price (2016). Technology Enabled Learning. Implementation Handbook. COL

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Stakeholders perspecives and levels of maturity Ossiannilsson et al., 2015

	Designing	Implementing	Enhancing
Learners perspecive			
Teacher perspective			
Manager perspective			
Organizational leader perspective			
Quality assurance perspective			

National approaches to quality

Creation of specific criteria: several countries have specific, comprehensive sets of criteria fore-learning providers, and/or distance teaching institutions.

Mainstreaming into overall quality assurance: several other countries, have updated or reviewed their existing quality assurance criteria, and found that a single set of criteria can cover all types of institutions.

Hybrid/personalised system: while at the moment only partially implemented or under discussion, quality assurance systems can have a standard 'core' applicable to all kinds of education and organisations, with add-on 'modules' specific to distance or e-provision.

No approach– other systems have not considered the impact of e-learning on to their criteria, creating sometimes perverse results, such as limitations on the size of classrooms, or requirements for physical facilities which are not required for e-learning.

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Quality models in online and open education around the globe: State of the art and recommendations

- Spanning from important principles such as **mainstreaming e-learning quality** into traditional institutional quality assurance, to topical issues such as the establishment of quality criteria for **mobile learning** systems, and addressing **unbundling** and the emergence of non-traditional providers. Some key recommendations relate to **knowledge building and sharing**, to ensure knowledge resources for guidance and capacity building among experts and **stakeholders**.

- While It is difficult to pin-point one recommendation as the most important or most urgent, the overall impression is that its findings – and recommendations on the need for **information and knowledge sharing, collaboration and coordination are the most crucial and most urgent to address.** This major and important task can best be carried out in **partnership** between key stakeholders; inter-governmental organisations (e.g. UNESCO, Commonwealth of Learning), quality assurance networks(e.g. INQAAHE) and networks of higher education institutions (e.g. ICDE and others).

Ebba Ossiannilsson,
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d Mark Brown

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11 Recommendations

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1. Mainstream e-learning quality into traditional institutional quality assurance

2. Support the contextualisation of quality systems

3. Support professional development, in particular through documentation of best practice and exchange of information

4. Communicate and promote general principles

5. Assist institutions in designing a personalised quality management system

6. Address unbundling and the emergence of non-traditional educational providers

7. Address quality issues around credentialisation through qualifications frameworks

8. Support knowledge transfer from open and distance learning to traditional quality systems

9. Support quality assurance audits and benchmarking exercises in the field of online, open, flexible, e-learning and distance education

10. Encourage, facilitate and support research and scholarship in the field of quality; and
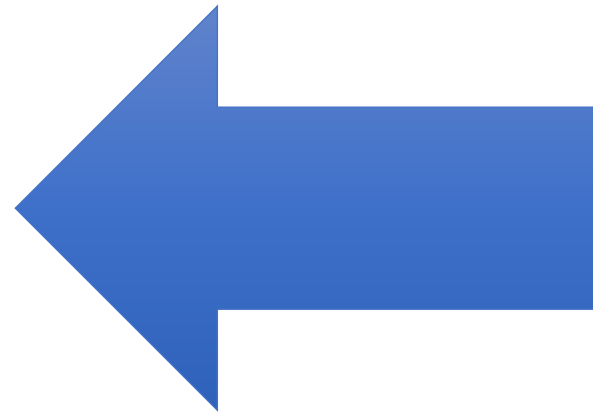
11. Encourage, facilitate and support implementing quality assurance related to new modes of teaching

RESEARCH
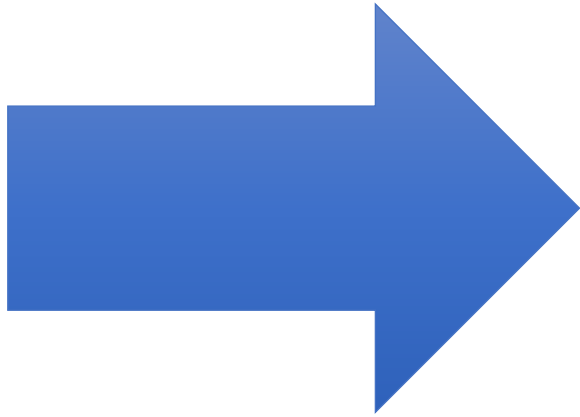
Quality Assurance Agencies will become sprawling education regulations

Quality Assurance Agencies will become increasingly irrelevant

The 21st C Learner is . . .

a self-directed learner

globally aware

a communicator

RVS

an innovator

civically engaged

a problem-solver

financially & economically literate

information & media literate

a collaborator

a critical thinker

Learn to learn you learners

What's the point of education if Google can tell us anything?

Irina Bokova
Director-General of UNESCO
#unite4heritage

[A] fundamental change is needed in the way we think about education's role in global development because it has a catalytic impact on the well-being of individuals and the future of our planet. . . . Now, more than ever, education has a responsibility to be in gear with 21st-century challenges and aspirations and foster the right types of values and skills that will lead to sustainable and inclusive growth and peaceful living together (UNESCO, 2016).

We can not educate today's students with methods from the past century, for a future we do not know anything about

How Do We Prepare Students For Jobs That Don't Exist Yet?

We are currently preparing students for jobs that don't yet exist

in order to solve problems

we don't even know are problems yet

DIGITAL AGENDA ACTION PLAN

Priority 1: Making better use of digital technology for teaching and learning

Priority 2: Developing digital competences and skills

Priority 3: Improving education through better data analysis and foresight

Think Digital, Internet, Just For Me, and Just In Time, and Mobile First

Ossiannilsson 15 February 2018 UNESCO Regional Consultation Meeting for Western Europe, Geneva

Strategic objectives for ICDE 2017-2020

To promote quality digital, open and flexible education.

To nurture leadership and good governance.

To develop cooperation, collaboration and networking among members through enhanced services.

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CARING IS SHARING,
SHARING IS CARING

www.i4quality.se

My Footprints

Ossiannilsson QOOL (quality in open online learning) Consultancy
E-learning, online learning, OERs, MOOCs and e-learning specialist with focus on quality

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