A Global overview on quality in open online learning

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ICDE_ON_BOLDIC
EADTU and ICDE Quality reviewer, e-learning and MOOCs
EC/ET WG Digital and online learning
IPTS OpenEdu Framework (quality)
SIS/ISO Quality Committee
Global OER Graduate Network (OUGN)
SIS/ISO
Learning café at the Strand entitled
A global view on quality in digital learning

During this Learning Café a global overview on quality in open online learning based on the research on behalf of ICDE on quality models in open online learning around the globe, and complemented by current trends in the areas of quality in open online learning will be shortly presented and discussed. The presentation will also focus on stakeholders and maturity levels within the organisations.

The Learning Cafe will be conducted in a participative mode. Reflections will be stimulated on how quality models and strategies can be implemented in the participants’ own organisation, and what is important to consider, at macro, meso and micro levels.

The Learning Café will end by a wrap up, and further directions to take.

The Learning Café requires active participation from the participants, but it does not require any special pre knowledge within the area of quality in open online learning. Everyone who has an interest in quality issues in open online learning today and for the future in the 21st century learning arenas is welcome.
QUALITY IS IN THE EYE OF THE BEHOLDER

WHAT'S IN IT FOR ME?
The **Education 2030**: Towards inclusive and equitable quality education and lifelong learning for all

**Framework for Action**, which provides guidance for implementing Education 2030 (The **Incheon Declaration**)

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

Access

Inclusion and equity

Gender equality

Lifelong learning opportunities
The **Qingdao Declaration** promotes use of ICT to achieve education targets in new sustainable development goals.

Global, lifelong, lifewide learning arenas.
UNESCO: Education needs to change fundamentally to meet global development goals (1)

“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,” said UNESCO Director-General, Irina Bokova.

“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.”
The 4th Industrial revolution: what it means, how to cope with it

• The impact on business
• The impact on organizations
• The impact on people

Traditional society to know
Industrial society to know and to know how to do
Information Society occupations that not exist
4th Industrial revolution, cyber physical systems, robotization, big data, 3d printing, circular economy
Disruption – Innovation and change for future learning

• Learning activity in the center
• Universities hold the monopoly to award accreditations degrees, will this be still in the future
• Do university offer what is needed for the labor market?
• Are learners looking for products or service
• What are the role of professors?
• Agenda UN 2030
• What is the role of universities in
• Quadruple Helix innovation; government/Public, academic, Industry, citizen
• Need to collaborate for a sustainable world
Research Content Guidance Assessment Certification Selection

Research

Certification

Assessment

Guidance

Content

MOOCs

Selection

Certification

Assessment

Today

Educational Institution

EUCEN 25th November 2016_Ossiannilsson_A Global overview on quality in open online learning
Quality models in online and open education around the globe: State of the art and recommendations

Authors: Ebba Ossiannilsson, Keith Williams, Anthony F. Camilleri, and Mark Brown

May 2015

Complete report

+ 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

Macro, meso and micro level

Recommendations
Quality Assurance Agencies will become sprawling education regulations

Quality Assurance Agencies will become Increasingly irrelevant
Normbased vs Processbased

Norm based accreditation  Process based enhancement

Accreditation, Certification, Benchmarking
<table>
<thead>
<tr>
<th>Quality Model</th>
<th>Certification</th>
<th>Benchmarking</th>
<th>Accreditation</th>
<th>Advisory Framework</th>
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<tbody>
<tr>
<td>CHEA (the Council for Higher Education Accreditation), US</td>
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<td>E-xellence EADTU</td>
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<td>OpenupEd EADTU</td>
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<td>The eLearning guidelines (eLg)</td>
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<td>The E-Learning Maturity Model (eMM)</td>
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<td>The OLC Quality Scorecard</td>
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<td>Quality Matters</td>
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Quality models a holistic approach
(Ossiannilsson et al., 2015)

Services
- Student support
- Staff support

Products
- Curricula design
- Course design
- Course delivery

Management
- Strategic planning and development
- Visions

...Autonomy, Diversity, Inclusiveness, Just for me, Openness, Passion, Presence, Purpose

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Set of characteristica (Ossiannilsson et al 2015)

- **Multifaceted** – e.g. 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** – e.g. 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** – e.g. 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** – e.g. quality systems seek to balance the perspectives and demands of various interested stakeholders, including students, staff, enterprise, government and society at large.
- **Multifunctional** – e.g. 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 for outside perspectives.
THE SAMR MODEL
Dr. Ruben R. Puentedura

S - SUBSTITUTION
Technology acts as a direct substitute, with no functional change

A - AUGMENTATION
Technology acts as a direct substitute, with functional improvement

M - MODIFICATION
Technology allows for significant task redesign

R - REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

ENHANCEMENT
TRANSFORMATION
Stakeholders perspectives and maturity levels of maturity  (Ossiannilsson et al 2015)

<table>
<thead>
<tr>
<th></th>
<th>Designing</th>
<th>Implementing</th>
<th>Enhancing</th>
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<tbody>
<tr>
<td>Learners perspective</td>
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<td>Teacher perspective</td>
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<td>Manager perspective</td>
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<td>Organizational leader perspective</td>
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<td>Quality assurance perspective</td>
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## Quality interventions

(Ossiannilsson et al 2015)

<table>
<thead>
<tr>
<th>Stage description</th>
<th>Initial/Early Stage</th>
<th>Developing</th>
<th>Mature</th>
<th>Evolving</th>
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<tbody>
<tr>
<td>Purpose of quality schemes</td>
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<td>Role of quality managers/reviewers</td>
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</table>
THERE IS NO SINGLE ONE AND ONLY QUALITY MODEL

• Norm based vs Process based
• Intervention
• Maturity level
• Macro, meso, micro level
• Stakeholders

... but the importance of a holistic, contextualized approach
Rethinking quality - When the questions are about ... 

• Impact, short time impact, long time impact, and personal, social and community impact 
• Student engagement and satisfaction 
• Tracing student activity and achievements 
• Efficacy of learning 
• Interactivity 
• Knowledge, skills, capability and competenceies as as result of learning 
• Faculty satisfaction with their conditions of pracice 
• Indicators of faculty engagement in academic decision making
Quality in open education IPTS
(Inomorates dos Santos et al., 2016)

- Efficacy
- Impact
- Availability
  - Accuracy
  - Excellence
Over to you...

• Work in groups of three/four
• What do you consider as important quality within one/or several of the six/or ten areas
• ...are there others?

1. Strategic Management
2. Curriculum Design
3. Course Design
4. Course Delivery
5. Student Support
6. Staff Support
Strategic management

See: e-xcellencelabel.eadtu.eu/

• Example benchmark
  
  – The institution has an e-learning strategy that is widely understood and integrated into the overall strategies for institutional development and quality improvement. E-learning policies conform to legal and ethical frameworks.
Curriculum Design
See: e-excellencelabel.eadtu.eu/

• Example benchmark
  – Curricula that use e-learning offer personalisation and a flexible path for the learner, while ensuring the achievement of learning outcomes.
Course Design
See: e-xcellencelabel.eadtu.eu/

• Example benchmark
  – E-learning materials have sufficient interactivity (student-to-content, student-to-student and student-to-teacher) to encourage active engagement and enable students to test their knowledge, understanding and skills.
Course Delivery

See: e-xcellencelabel.eadtu.eu/

• Example benchmark
  – The systems for communication and storage of data are secure, reliable and assure appropriate levels of privacy. Measures are in place for system recovery in the event of failure or breakdown.
### Staff support

See: [e-excellencelabel.eadtu.eu/](e-excellencelabel.eadtu.eu/)

<table>
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<tr>
<th>6 benchmarks</th>
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<tbody>
<tr>
<td>• 30 indicators</td>
</tr>
<tr>
<td>• 17 indicators of excellence</td>
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</table>

**Technical aspects**
- Technical support
- Technical training

**Educational aspects**
- Educational support
- Educational innovation

**Resources**
- Information and media support
- Administrative support

**Career development, incentives and recognition**

- The institution ensures that appropriate training and support is provided for staff and that this training is enhanced in the light of technological and educational developments.

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Student support

See: e-xcellencelabel.eadtu.eu/

5 benchmarks

- 67 indicators
- 22 indicators of excellence

3rd Edition

The chapter has been restructured and reorganized

Specific areas have been renamed

New areas and indicators have been added

- Example benchmark
  - Students have access to learning resources, including online library access, study skills development and a study advisor, and they receive guidelines and training in using these resources.
OpenupEd aims to be a distinct quality brand embracing a wide diversity of (institutional) approaches to open up education via the use of MOOCs. As a consequence, OpenupEd partners agreed to develop a quality label for MOOCs tailored to both e-learning and open education.

- Framework
- Openness to learners
- Digital openness
- Learner centred
- Independent learning
- Media supported learning
- Quality focus
- Spectrum of diversity
- OpenupEd label
Caring is sharing, sharing is caring

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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