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Improving the quality of teaching in educational institutions through the introduction of new educational programs, modern pedagogy and smart-technologies in the educational process



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ICDE, EDEN, EADTU, ISO, SIS
Swedish Association for
Distance Education

European University Association (EUA) is managing for the European Commission in partnership with the University of Barcelona (UB): Centralised Support for Higher Education Reform Experts (HERE) in European Neighbourhood countries technical assistance missions' (TAM)

Improving the quality of teaching in educational institutions through the introduction of new educational programs, modern pedagogy and smart-technologies in the educational process (introduction of electronic modules and introduction of distance learning), the acquisition of digital skills and learning methods , the development of open educational resources



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Independent Consultant and researcher

Swedish Association for Distance Education

Swedish Organization for e-competence

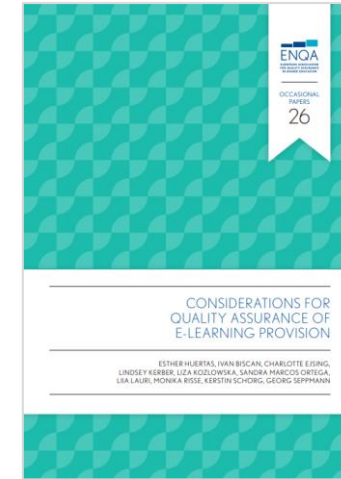
Digital Skills and Jobs Coalition Sweden

Open Education Europa Ambassador and Fellow

SIS, SIS/TK 304 Quality Management (validation of individual competences)

- International Quality Reviewer ICDE; EADTU
- ICDE OER Advocacy Committee, Chair
- ICDE Ambassador for the global advocacy of OER
- ICDE QUALITY NETWORK
- ICDE Executive Committee
- EDEN, EC, EDEN SIG TEL QE, EDEN Fellow, EDEN Fellow council
- ISO/TC 176, Quality Management and quality assurance
- ISO Educational organizations -- Management systems for educational organizations -- Requirements with guidance for use, ISO 21001:2018
- ISO Future Concepts

European Standards and Guidelines - ESG



Considerations for quality assurance of e-learning provision - ENQA

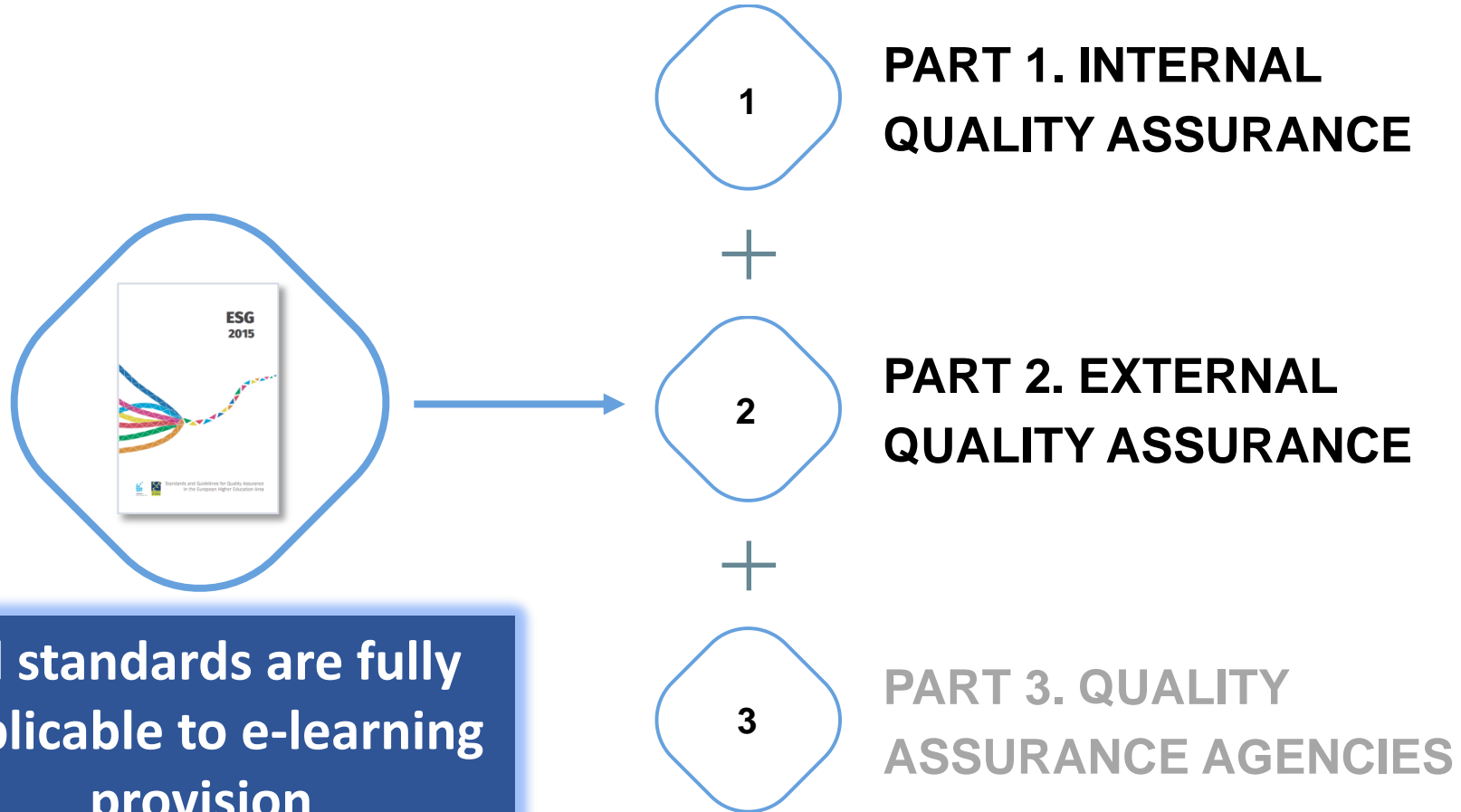


QA in the European Higher Education Area

- Generic, not specific → provide **the framework and common basis** for national and institutional activities.
- Standards and guidelines for QA, not quality as such.
- Apply to **all higher education** offered in the EHEA regardless of the mode of study or place of delivery (TNE, e-learning, short courses...).
- Thus **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 Standards and Guidelines - ESG (I)

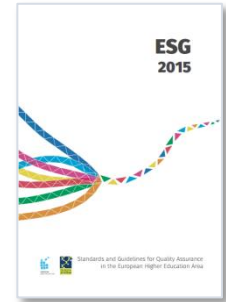


Recommendations to QAA and HEI

New

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

1.1

Standard 1.1 – Policy for quality assurance

- E-learning strategy is embedded in the overall strategy of the institution (adapt QA strategies?).
- Policies to grant access & ensure participation of SEND students.
- Ethical and legal considerations.
- Stakeholders involvement.

1.3

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.

Part 1. Internal Quality Assurance

Standard 1.4 – Student admission, progression, recognition and certification

1.4

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

Standard 1.5 – Teaching staff

1.5

- 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

1.6

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.

Virtual mobility (students and academics)

Standard 1.7 – Information management

1.7

- Data & indicators derived from e-learning.

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 Kozłowska, Liia Lauri, Kerstin Schoerg, Ana Capilla



Calendar

November 2016 – November 2018



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

2.2

- 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

2.3

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

2.4

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



TeSLA project. Main objectives



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.**



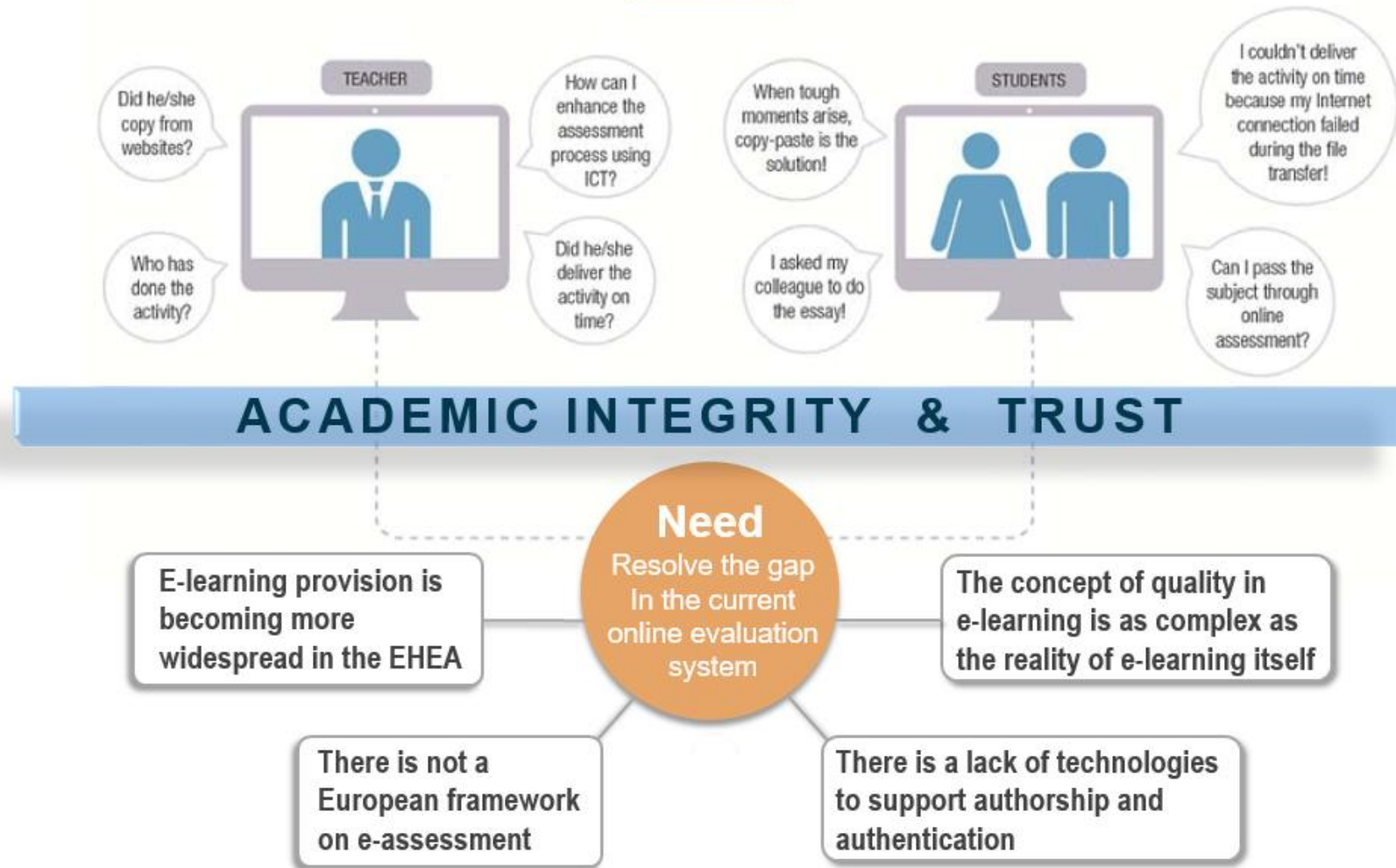
<http://tesla-project.eu/>



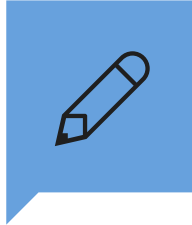
STANDARDS

1. Policies, structures, processes and resources for QA of e-assessment.
2. Assessment of learning.
3. E-assessment system security, capacity and authenticity.
4. Infrastructure and resources.
5. Student support.
6. Teaching staff.
7. Learning analytics.
8. Public information.

TeSLA project



TeSLA project. Assessment methodology



ASSESSMENT METHODOLOGY

| | |
|--|--|
| 1. Policies, structures, processes and resources for quality assurance of e-assessment | |
| Standard The institution that e-assesses ensures, the institution and | 1. Policies, structures, processes and resources for quality assurance of e-assessment Standard The institution has appropriate policies, structures, processes and resources to ensure that e-assessment is timely and fair, and it includes ethical and legal considerations. Besides, the institution ensures the constant achievement of its objectives. |
| Indicators 1.1 Institution guidance (a. E-Adaptation b. Accessibility c. Proper and timely technical support for e-assessment platform use) | Indicators 1.1 Institution guidance (a. E-Adaptation b. Accessibility c. Proper and timely technical support for e-assessment platform use) |
| 1.2 The institution when deciding on the adoption of new technologies to ensure the expected quality of e-assessment. | 1.2 The institution uses a clearly articulated policy framework and governance structure when deciding on the adoption of new technologies to ensure the expected quality of e-assessment. |
| 1.3 The e-assessment and pedagogical purposes (have to ensure the minimum evidence requirements are the following: 1.1 Transparent definition of quality expectation for e-assessment methodology and the definition of processes, in-line with institutional assessment regulations and accreditation procedures (i.e. mechanisms, instruments and responsibilities to check the quality of system functionality). 1.2 Policy for the sustainable provision of the technological system with regulations for data security, data and privacy protection in line with European and national regulations. 1.3 Assessment regulations including regulations for students with disabilities and/or mitigation circumstances. Rules for alternative assessment methods and pedagogical modes. Transparency defined processes, instruments and allocated responsibilities for e-assessment methodology reviews and updates, taking a cyclical approach. 1.4 Policy and guidelines for external sourcing of technological system and contractual relationships with external providers and partners. 1.5 Reports to institutional committees responsible for academic standards and quality. | 1.3 The e-assessment proposal is aligned with the institution's educational objectives and pedagogical modes and it has mechanisms and processes in place for the review and renewal, if necessary, of the e-assessment methods. 1.4 Quality assurance procedures are in place for external partners providing e-assessment systems or services. 1.5 The institution has a policy and a code of practice related to electronic security measures with the use of student data that cover privacy, security, consent, and purposes for which learning analytics is carried out. This policy and code of practice have to ensure quality as well as information integrity, validity and data protection. |
| 1.4 Quality of assessment (measures) purposes (have to ensure the minimum evidence requirements are the following: 1.1 Transparent definition of quality expectation for e-assessment methodology and the definition of processes, in-line with institutional assessment regulations and accreditation procedures (i.e. mechanisms, instruments and responsibilities to check the quality of system functionality). 1.2 Policy for the sustainable provision of the technological system with regulations for data security, data and privacy protection in line with European and national regulations. 1.3 Assessment regulations including regulations for students with disabilities and/or mitigation circumstances. Rules for alternative assessment methods and pedagogical modes. Transparency defined processes, instruments and allocated responsibilities for e-assessment methodology reviews and updates, taking a cyclical approach. 1.4 Policy and guidelines for external sourcing of technological system and contractual relationships with external providers and partners. 1.5 Reports to institutional committees responsible for academic standards and quality. | 1.4 Quality assurance procedures are in place for external partners providing e-assessment systems or services. 1.5 The institution has a policy and a code of practice related to electronic security measures with the use of student data that cover privacy, security, consent, and purposes for which learning analytics is carried out. This policy and code of practice have to ensure quality as well as information integrity, validity and data protection. |
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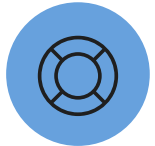


STANDARDS

1. Policies, structures, processes and resources for QA of e-assessment.
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INDICATORS



EVIDENCES

Overall conclusions

- HEI are adopting **new pedagogies** very quickly, while **QAA lag behind** in terms of giving special consideration to e-learning.
- ENQA's WG report demonstrates that **ESG are fully applicable to e-learning provision.**

Common understanding for HEI and QAA.

- **Innovation projects, as TeSLA,** can contribute to provide **more confidence** to HE system, society...
- Transition to Education 4.0?



ISO Educational organizations -- Management systems for educational organizations -- Requirements with guidance for use, ISO 21001:2018

- ISO 21001:2018 specifies requirements for a management system for educational organizations (EOMS) when such an organization:
 - a) needs to demonstrate its ability to support the acquisition and development of competence through teaching, learning or research;
 - b) aims to enhance satisfaction of learners, other beneficiaries and staff through the effective application of its EOMS, including processes for improvement of the system and assurance of conformity to the requirements of learners and other beneficiaries.
- All requirements of ISO 21001:2018 are generic and intended to be applicable to any organization that uses a curriculum to support the development of competence through teaching, learning or research, regardless of the type, size or method of delivery.

CARING IS SHARING, SHARING IS CARING



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ICDE OER
ADVOCACY COMMITTEE



A COMMITTEE FOR THE GLOBAL ADVOCACY OF OER.

My Footprints

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Ossiannilsson QOOL (quality
in open online learning)
Consultancy

E-learning, blended learning, open, online
learning, OERs, MOOCs and TEL specialist
with focus on quality

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