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

- Independent Consultant and researcher
- Swedish Association for Distance Education
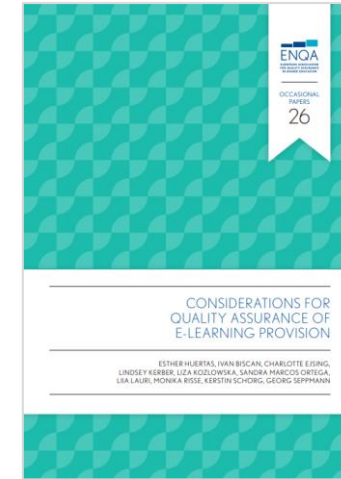- Swedish Organization for e-competence
- Digital Skills and Jobs Coalition Sweden
- Open Education Europa Ambassador and Fellow
- SIS, SIS/TK 304 Quality Management (validation of individual competenses)

- 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

Which are the most challenging standards?

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

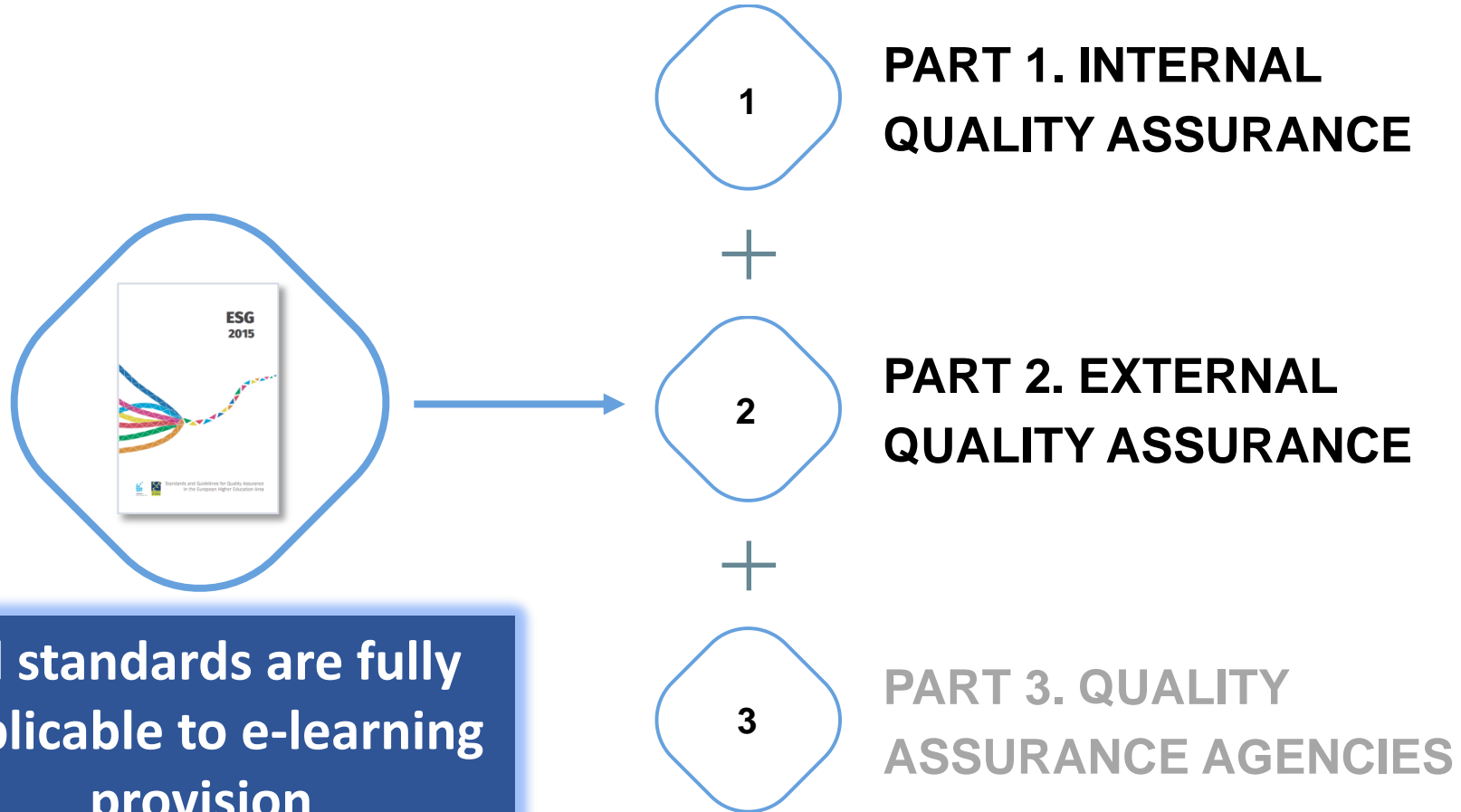# Considerations for quality assurance of e-learning provision - ENQA

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
Higher Education Area

bologna
process

European Standards and Guidelines - ESG (I)

1 — **PART 1. INTERNAL QUALITY ASSURANCE**

+

2 — **PART 2. EXTERNAL QUALITY ASSURANCE**

+

3 — PART 3. QUALITY ASSURANCE AGENCIES

ESG 2015

Standards and Guidelines for Quality Assurance in the European Higher Education Area

All standards are fully applicable to e-learning provision

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**

ESG
2015

Standards and Guidelines for Quality Assurance in the European Higher Education Area
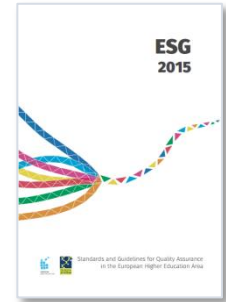
Part 1. Internal Quality Assurance

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 Kozlowska, 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**

ESG
2015

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

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/

TeSLA
Trust-based Authentication & authorship e-assessment analysis

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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
Trust-based Authentication & authorship e-assessment analysis

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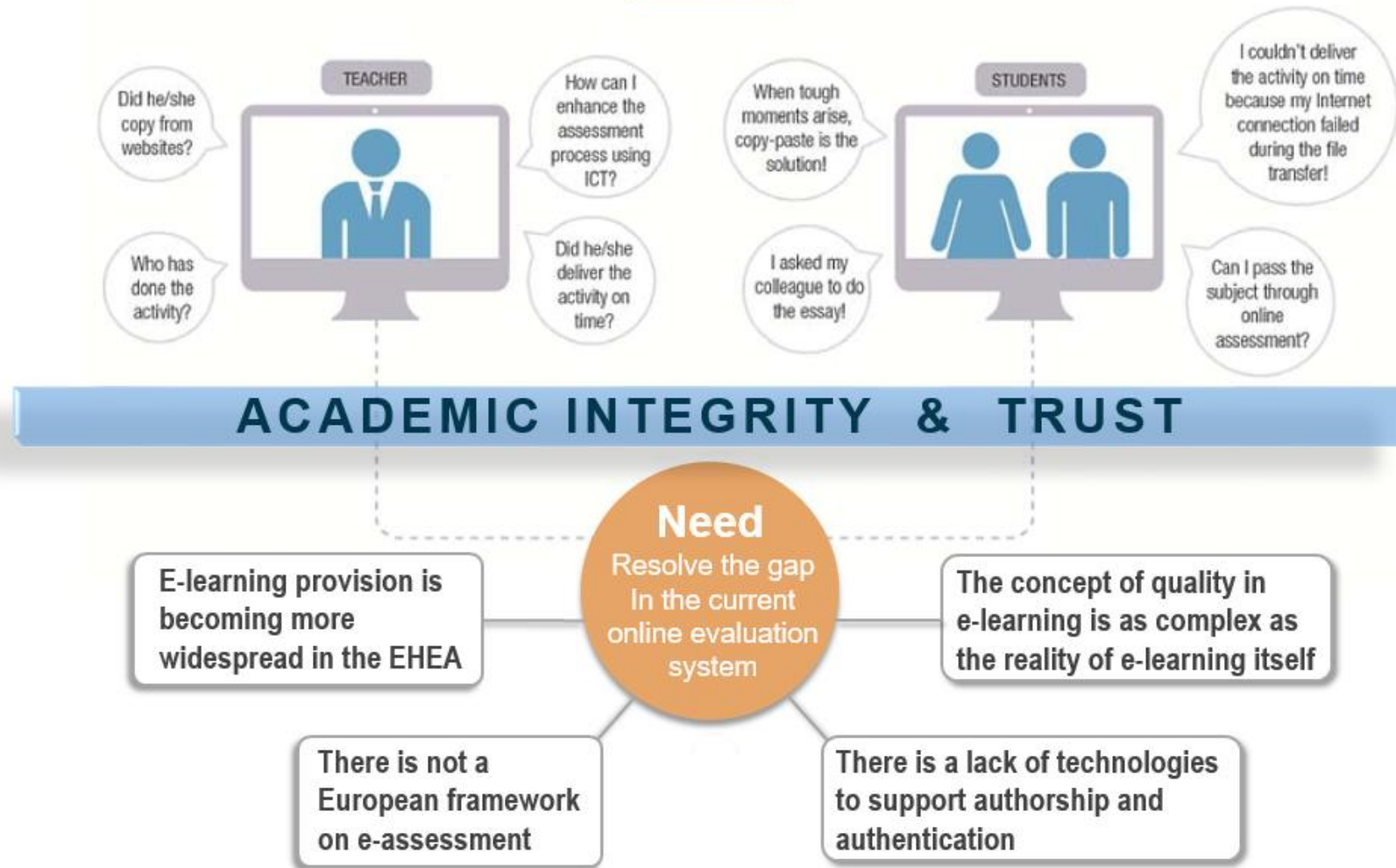
TeSLA project

TeSLA project. Assessment methodology
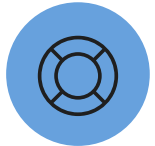

ASSESSMENT METHODOLOGY

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.

INDICATORS

EVIDENCES

- 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,
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ADVOCACY COMMITTEE

Open Educational Resources

A COMMITTEE FOR THE GLOBAL ADVOCACY OF OER.

My Footprints

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