3rd webinar on e-learning: Let’s talk about quality

By The European Students Union

Liv & Nina
May 19, 2020
Welcome to our second webinar in a series of webinars on e-learning!
1. Very short recap of the second webinar

- Main topic: e-assessment
  - Privacy
  - Online proctoring
  - Data protection

- 3 experts:
  - Silvester Draaijer
  - Roumiana Peytcheva-Forsyth
  - Naomi de Leng
1. Very short recap of the second webinar

- Main conclusions:
  - The development and implementation of assessment technology takes time and proper evaluation. We have to clearly distinguish between e-learning and online learning in times of crisis.
  - Communication is key in order to involve all stakeholders in decision making to come to a solution that is supported by the majority.
  - Proctoring can be perceived as both a threat to privacy or an opportunity against cheating and for fair evaluation conditions for all students independent of time and location.
Today’s webinar

1. Introductory questions for all of you
2. Presentation of our experts
3. Panel discussion
4. Closing remarks
Some points of attention

1. Ask your questions on Menti during the presentation
2. The webinar will be recorded
3. Use the chat if you have technical questions/remarks
4. Your microphones are all muted
First expert presentation
Are you taking e-courses at the moment?

- 0 Yes, because of COVID-19
- 0 Yes, I am enrolled in an online course
- 0 Yes, I am enrolled in an e-learning program
- 0 No
How satisfied are you with the quality of the e-courses?

Are you taking e-courses at the moment?

- Yes, because of COVID-19
- Yes, I am enrolled in an online course
- Yes, I am enrolled in an e-learning program
- No
How satisfied are you with the options to give feedback about the quality of an e-learning course to the teaching staff and the provider?

<table>
<thead>
<tr>
<th>Very satisfied</th>
<th>Relatively satisfied</th>
<th>Not satisfied</th>
<th>Very unsatisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
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</table>

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- [ ] No
(EXTERNAL) QA OF ELEARNING

MARIA KELLO, DIRECTOR, ENQA
CAN ONLINE EDUCATION BE EQUIVALENT TO FACE-TO-FACE?

different but equal

1st

2nd
THE EUROPEAN FRAMEWORK FOR QA – THE ESG

“The ESG (...) provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.”

• IQA and EQA
• Apply to ALL education by ALL providers
• But... the ESG are generic principles need to be „translated“ into different contexts, without creating a „B-class“

• How to operationalise the ESG into usable and useful practical criteria for elearning?
WHAT SPECIFIC QUALITY CONCERNS FOR ELEARNING?

ESG STANDARDS PART 1 (IQA)

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 1.3: “(HEIs) ensure that the programmes are delivered in a way that encourages students take an active role in creating the learning process, and that the assessment of students reflects this approach”

- **Steps to overcome potential lack of interaction**: tools to engage online e.g. in well monitored discussion groups

- Institutions are invited to **reflect on the most appropriate pedagogical model**, and how to integrate that in elearning mode, to ensure achievement of (all) the intended learning outcomes

- Teachers (and technical staff!) need to be trained to be able to provide content and assignments to ensure students reach the learning outcomes

- Appropriate assessment methods and **technologically sound assessment tools**

TesLA [https://tesla-project-eu.azurewebsites.net/](https://tesla-project-eu.azurewebsites.net/)
ESG 1.6: “Institutions should (...) ensure that adequate and readily accessible learning resources and student support are provided”

- Institutions should be aware of and analyse the learner profile of their elearning students, and reflect on their needs, in order to develop appropriate and well thought-through support systems (not the same even for all elearning programmes!)

- Learning analytics can be an important resource in this context, while at the same time need scrupulous data protection

- Access to library resources and labs; a robust and technically sounds virtual learning environments (VLE)

- Even closer follow-up needed to ensure retention and completion (?)
CONSIDERATIONS IN TIMES OF COVID-19

- Rome was not built in a day...
- COVID-19 adjustments ≠ (necessarily) ("real") "elearning", but "better than nothing"
- Maintain trust
  - 1 phase: give space and time to institutions (extra workload)! Agencies can provide guidance and opportunities to share experiences, show flexibility
  - II phase: to examine and analyse to monitor and evaluate
THANK YOU
Second expert presentation
About

- Student of MSc Theoretical Physics and Astrophysics in Vilnius University, Lithuania;
- BA of Physics in Vilnius University, Lithuania;
- Students’ representative at VU Senate and other bodies;
- Member of ESU QA student expert pool;
- Teacher of Physics at Vilnius Salomėjos Nėries Gymnasium.
Context

• in principle learning using the online environment is the same as in a traditional way.
• However, a lot of new opportunities are opened up by e-learning including individualization of learning, flexibility, internationalization, etc.
• COVID-19 crisis forced to move to teach online. However, it was not designed to be e-learning from the start.
• It should be called “trying to teach online from home during a crisis”.
• In majority cases e-learning in a traditional sense is not present.
• Universities across EHEA are in very different stages of developing e-learning.
Quality assurance of e-learning

- E-learning is still learning only with different means and methods.
- As a result, standard aspects of QA with adjustments should be covered in e-learning as well.
- Important issue that students and teachers might not even meet each other in “real life”.
- Special attention should be given to facilitating discussion and open feedback on quality.
- QA should focus on the student experience in e-learning and how learning outcomes are reached as well as assessed.
Analysis of e-learning

In 2018 analysis of the e-learning situation in Lithuania was performed by a few members of Vilnius University Students' Representation.

We conducted a survey of students and qualitative analysis of several Lithuanian and foreign universities.

Recommendations were developed based on this analysis\(^1\) (in Lithuanian).

\(^1\) [https://static.vusa.lt/uploads/user/files/dokumentai/tyrimai_rekomendacijos/eStudiju_rekomendacijos.pdf](https://static.vusa.lt/uploads/user/files/dokumentai/tyrimai_rekomendacijos/eStudiju_rekomendacijos.pdf)
Action to be taken by students

Formulating aim

Teacher level

University level

National level
Formulating aim

Students need to be aware of their needs for e-learning.

Various aspects of the study process have to be considered including provision of learning materials, communication, assessment, feedback from students and teachers, etc.

Therefore student unions need to formulate their aims on e-learning.

Aims might depend on the maturity level of HEI.
Example of aim towards e-learning by Vilnius University Student’s Representation

Aim: On the 1st of September, 2020 every faculty starts at least one new blended learning course.

Objectives:
1. Develop a campaign to raise awareness of e-learning among teachers and students.
2. Make sure that e-learning and blended learning would become part of courses suggested for teachers by the university.
3. Find teachers in faculties willing to develop blended learning courses.
4. Initiate development of regulation on e-learning and blended learning.
5. Initiate formation of commission for QA of blended learning.
Usage of technology in learning

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

Encouraging teachers

- At the core of developing e-learning courses and programmes are teachers.

- Activities to encourage teachers to improve e-learning or move to it:
  - Talking directly with teachers
  - Dissemination of good practice via articles and other means
  - Advocating policies at university and national level
  - Suggesting measures to support teachers with e-learning
Final considerations

- An action plan based on clear aims and expectations has to be present.
- At the beginning of e-learning development teachers have a high burden so they need to be supported.
- E-learning is not always possible in certain disciplines (physics, chemistry, life sciences, archaeology, medicine, etc.).
- E-learning provides many opportunities that should be used effectively.
- However, the importance of communicating by being physically present should not be forgotten.
Third expert presentation
The E-xcellence QA framework

George Ubachs (EADTU) & Jon Rosewell (The Open University, UK)
19 May 2020
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

The European quality benchmark for online, open and flexible education

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.

How would you expect a course to use social media?

*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.
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
No perfect recipe but... Learning design helps
Learning design – activity classes

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilative</td>
<td>read, watch, listen, think about, observe</td>
</tr>
<tr>
<td>Finding &amp; handling info</td>
<td>list, analyse, collate, find, select, manipulate</td>
</tr>
<tr>
<td>Communicative</td>
<td>communicate, debate, discuss, collaborate, present</td>
</tr>
<tr>
<td>Productive</td>
<td>build, write, make, design, construct, produce, draw</td>
</tr>
<tr>
<td>Experiential</td>
<td>practice, apply, experience, investigate, perform</td>
</tr>
<tr>
<td>Interactive/adaptive</td>
<td>explore, experiment, improve, model, simulate</td>
</tr>
<tr>
<td>Assessment</td>
<td>write, demonstrate, critique, peer review, self-assess, receive feedback</td>
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</table>
**Learning design – activity planner**

### Hours spent undertaking each type of activity

<table>
<thead>
<tr>
<th>Week</th>
<th>Assimilative</th>
<th>Finding and handling information</th>
<th>Communication</th>
<th>Productive</th>
<th>Experiential</th>
<th>Interactive / Adaptive</th>
<th>Assessment</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 and 2</td>
<td>5.13</td>
<td>0.1</td>
<td>0.95</td>
<td>0.25</td>
<td>0.2</td>
<td>7.31</td>
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<tr>
<td>Week 3 and 4</td>
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<td>0.1</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>5.39</td>
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<td>Week 5 and 6</td>
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<td>0.1</td>
<td>0.5</td>
<td>0.5</td>
<td>0.2</td>
<td>4.88</td>
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<tr>
<td>Week 7 to 9</td>
<td>5</td>
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<td>0.2</td>
<td>0.3</td>
<td>0.2</td>
<td>7.12</td>
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<td>Week 10 and 11</td>
<td>4.27</td>
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<td>0.6</td>
<td>0.2</td>
<td>0.2</td>
<td>5.97</td>
<td></td>
<td></td>
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<tr>
<td>Week 12 and 13</td>
<td>5.17</td>
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<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
<td>6.57</td>
<td></td>
<td></td>
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<tr>
<td>Week 14 to 15</td>
<td>4.4</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>6.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16 to 17</td>
<td>5.09</td>
<td>0.2</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
<td>6.49</td>
<td></td>
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<tr>
<td>Week 18</td>
<td>1.95</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>6.32</td>
<td></td>
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<tr>
<td>Week 19 to 21</td>
<td>4</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>6.32</td>
<td></td>
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</tr>
</tbody>
</table>

#### Total hours:
- Assimilative: 39.18 (71%)
- Finding and handling information: 0.5
- Communication: 0.1
- Productive: 2.15
- Experiential: 0.6
- Interactive / Adaptive: 1.5
- Assessment: 11.3
- Total: 55.33

#### Module hours:
- Total module hours: 100
- Directed study hours: 55.33
- Self directed study hours: 45
Learning design – in practice

Don’t forget to ask your questions via menti.com!

Code:
Closing remarks
Upcoming webinar

3. Recognition of e-learning - 9th of June 2-3PM CET
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The European Students’ Union
Rue de l’Industrie 10 · 1000 Brussels, Belgium · Tel: +32 2 893 25 45 · www.esu-online.org

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Hope to see you at the next webinar! THANK YOU!