

Monitoring and Evaluation of online programmes in Higher Education

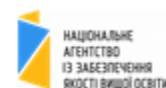


Dr. Esther Huertas (ehuertashidalgo@aqu.cat)

www.aqu.cat [@aqucatalunya](https://twitter.com/aqucatalunya)



- > Introduction
- > On-line and blended programmes:
design, delivery and evaluation
- > To sum up





> Catalunya

- Population: 7,552,596

> Catalan Universities

- Universities: 12
 - 7 public ; 5 private
 - 11 traditional ; 1 on-line
- 560 Bachelor degrees ; 670 Masters ; 254 PhD
- Students: 270,000
 - 54% women ; 46% men
 - 78% Bachelor ; 16% Master ; 6% PhD



> Programme and institutional review

- Review and quality assurance of study programmes (bachelor degrees, masters, PhD)
- Institutional review (learning providers - faculties and departments)

> Quality assurance of teaching staff in higher education

- Quality assurance of teaching staff
- Quality assurance of research

> Knowledge generation

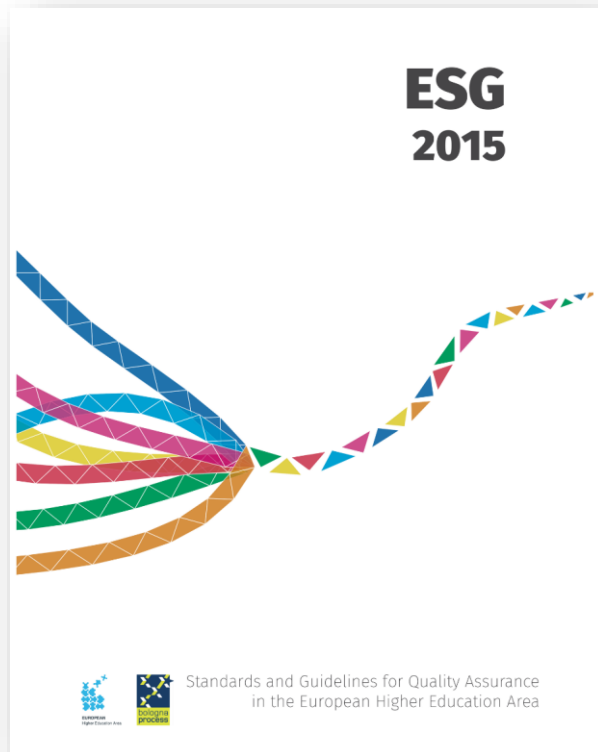
- Surveys of graduate employment outcomes and satisfaction with degree programmes
- Quality assurance methodologies

> Programmes Assessment

- Validation (ex ante accreditation)
- Monitoring
- Accreditation
- Short learning programmes - Micro-credentials
- Quality Labels
- ...

> Institutional Assessment

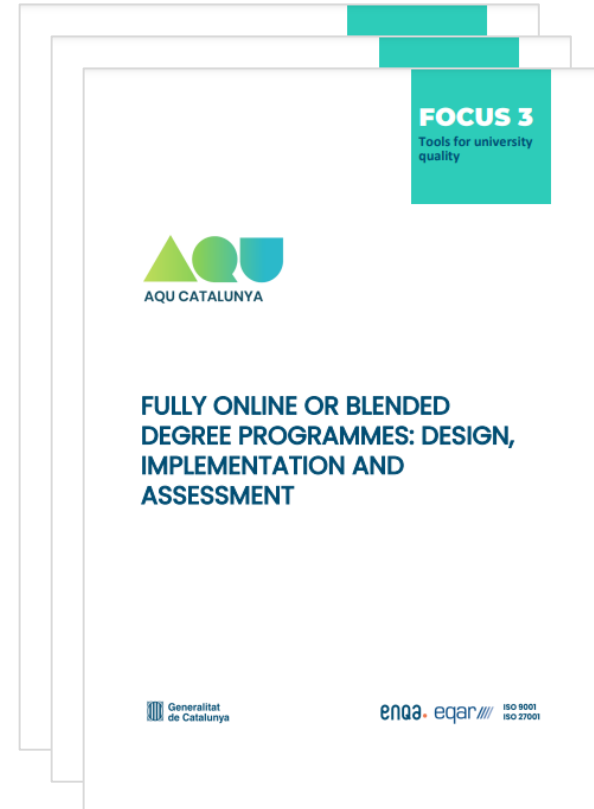
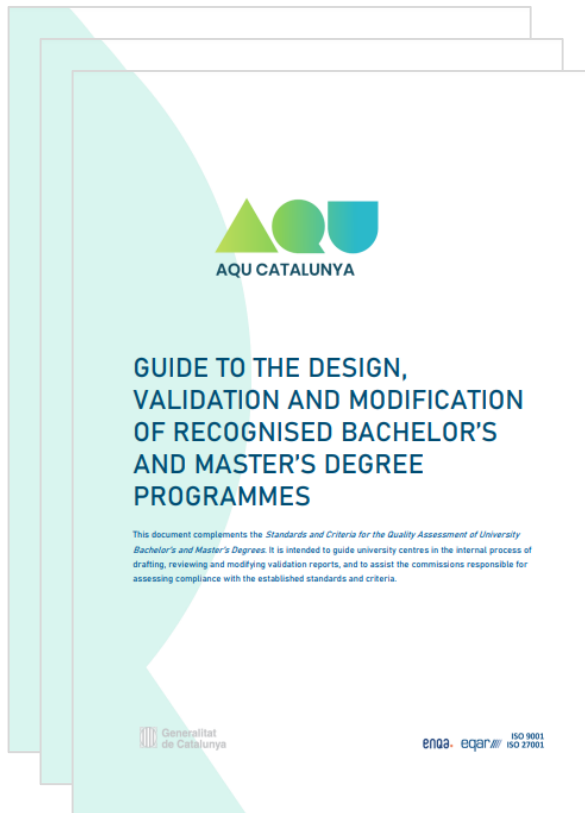
- Certification of internal quality assurance systems (Audit)
- Institutional accreditation
- ...



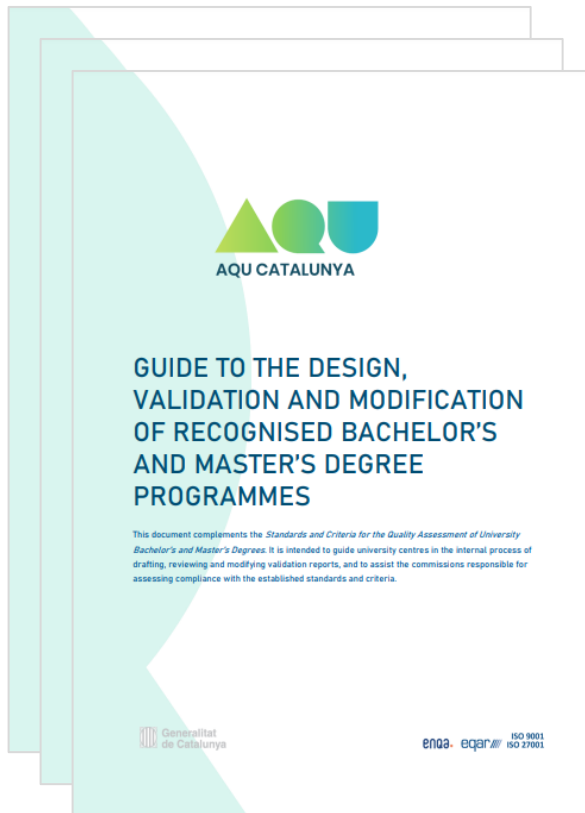
The Standards and guidelines for quality assurance in the European Higher Education Area (ESG, 2015)

- > Part 1: internal quality assurance
- > Part 2: external quality assurance
- > Part 3: quality assurance agencies

On line and blended programmes: design, delivery and evaluation



<https://www.aqu.cat/en/Studies/Dissemination/Publications/Publications-finder/Focus-3-Fully-online-or-blended-degree-programmes>

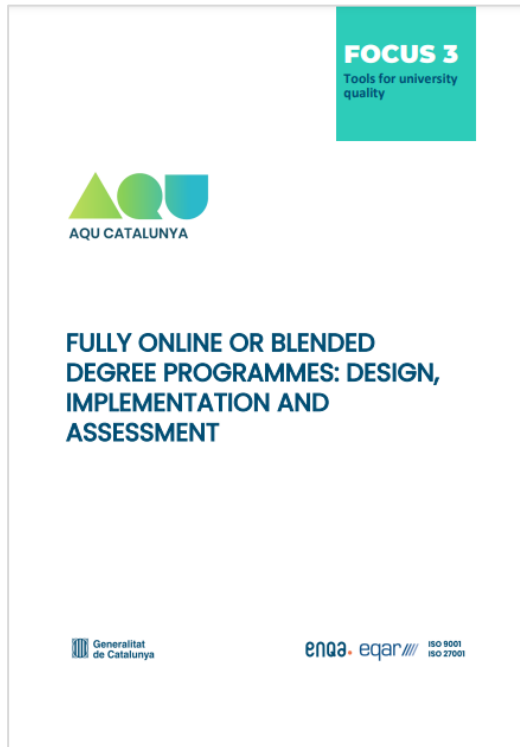


- > **Face to face programmes** from traditional universities
- > **Blended programmes** from traditional universities
- > **Online programmes** from online university

Provide guidelines to support the process of transforming degrees towards new modes of delivery.

- > Higher Education Institutions
 - > Governance and strategy
 - > Instructional designers
 - > Stakeholders (teaching staff, support staff, students)

- > Review bodies (evaluation commissions, accreditation committees)



> Introduction

> Modes of delivery

- Definitions for face to face, online and blended learning

> Guidelines

- Institutional strategy and policies
- Internal quality assurance system
- Justification
- Learning outcomes
- Mode of delivery
- Student centred learning
- Learning resources
- Student support
- E-assessment
- Teaching staff development
- IT infrastructure
- Public information
- Academic results

Institutional strategy and policies

Any initiative or strategy for delivering fully online or blended degree programmes must be part of the overall strategy of the institution.

HEI' internal quality assurance systems (IQAS) play a central role in ensuring that their policies are properly implemented, updated and subjected to risk analysis procedures.

Validation

Design

1. Description of study programme
2. **Rationale**
3. Learning outcomes
4. Student access and admission
5. Planning of study programme
6. Teaching staff and support staff
7. Material resources and services
8. Expected results
9. IQAS
10. Implementation schedule

Accreditation

Implementation

1. Quality of the training programme
2. Relevance of the public information
3. Efficacy of IQAS
4. Suitability of teaching staff
5. Effectiveness of Learning support systems
6. Quality of programme (Learning) outcomes

Face-to-face, online or blended: choice and justification

Justified on the basis of the suitability of the format in relation to:

- > Student profile (international, previous professional experience, etc.).
- > Whether there are already examples of degree programmes taught in the proposed format in the country or abroad.
- > The future potential and past experience of the centre(s) with respect to online learning.
- > **The added value of implementing online learning in the design of the degree programme and in the achievement of the intended learning outcomes.**

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- **Defined competences should be able to be acquired regardless of the mode of delivery.**



Important

Academic outcomes

Online degree programmes may employ indicators that are specific to online / blended learning format.

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- Information: type of delivery, pedagogical model and workload.
- Academic regulation and support system.
- **Support services adapted to the virtual environment (pedagogical model, technological mechanisms and administrative support).**

Addressing students' educational and technological needs

The needs of students on online or blended degree programmes must be met to ensure a satisfactory teaching-learning process.

An integrated system must be implemented to ensure ongoing student support and to monitor students' academic progress.

This system must be adapted to the learning format and available during the learning period.

Given the importance of support and guidance mechanisms, these should be part of the institution's policy and strategy and may be formalised in a tutorial action plan or similar.

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- **Teaching and learning process.**
- **Teaching materials.**
- **Assessment (e-assessment).**
- **Tutoring and follow-up of students.**
- **Horizontal and vertical coordination.**

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Implementation of the curriculum

Online and blended degree programmes must provide a detailed definition of the format(s) chosen, **ensuring that the main features of the educational proposal are clearly specified and that they are consistent with the underlying institutional educational model.**

For online programmes, it is necessary to clearly define and communicate the rationale for how much of the programme is face-to-face, as well as the size and characteristics of student groups.

For blended programmes, it is necessary to clearly define and communicate the rationale for the programme's blend of face-to-face and online components (i.e. its curricular design), as well as how this blend is implemented (i.e. whether it is done by module and/or course or whether there are face-to-face and online components to each module and/or course).

Student-centred learning and teaching

The profile and specific needs of students are among the factors that determine the choice of learning format.

The implementation of teaching methodologies and learning activities in online or blended learning environments must be broad and varied enough to enable students to develop and achieve the expected knowledge, skills and competences in all courses of the curriculum, as well as to assess this achievement.

The curricular design of blended programmes must optimise the potential of both face-to-face and online learning, in keeping with the proposed learning activities, the teaching methods, and the learning support and assessment system.

Online programmes, students need to be able to interact in educational and social spaces, especially over stretches of time with no face-to-face activity. Likewise, there must be a system for teachers to support and monitor their students. It is also imperative to provide students with the necessary tools and resources for a complete educational experience, in both face-to-face and online settings.

Designing systems and procedures to assess and certify learning outcomes

There must be a system in place to facilitate **mechanisms for monitoring student learning and providing educational feedback**, and to ensure the enduring availability of evidence for monitoring and assessing students in both the face-to face and online parts of the programme.

The introduction of **policies to prevent plagiarism and ensure the academic integrity of the assessment** process is essential to certify the achievement of learning outcomes and guarantee the quality of the programme.

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- **Structure, profile, qualification and staff assignment.**
- Maximum number students / teacher (group).
- **Own teachers (stable): coordinator and design.**
- **Permanent training.**
- Educational and technological support infrastructures.

The profile and professional development of teachers and support staff

Teaching, support and administrative staff must have the **necessary skills and knowledge to teach and provide support in non-face-to-face degree programmes**. Teaching experience in online or blended environments and in the pedagogical use of digital technologies is certainly an asset. However, in order to ensure the quality of online or blended degree programmes, **teachers must undergo training** that lays the pedagogical foundations for these learning formats.

Therefore, institutions must train their academic and support staff to perform their tasks online and in blended formats.

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- **VLE: reliable, secure, available.**
- **Technical resources and materials → teaching and learning process.**
- **Authorship and authentication.**
- Security plan for information.
- Access to the **e-library.**

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- **Policy for quality assurance and strategy for e-learning and blended learning.**
- Policy/ code of good practices regarding electronic security measures.
- **Specific procedures.**

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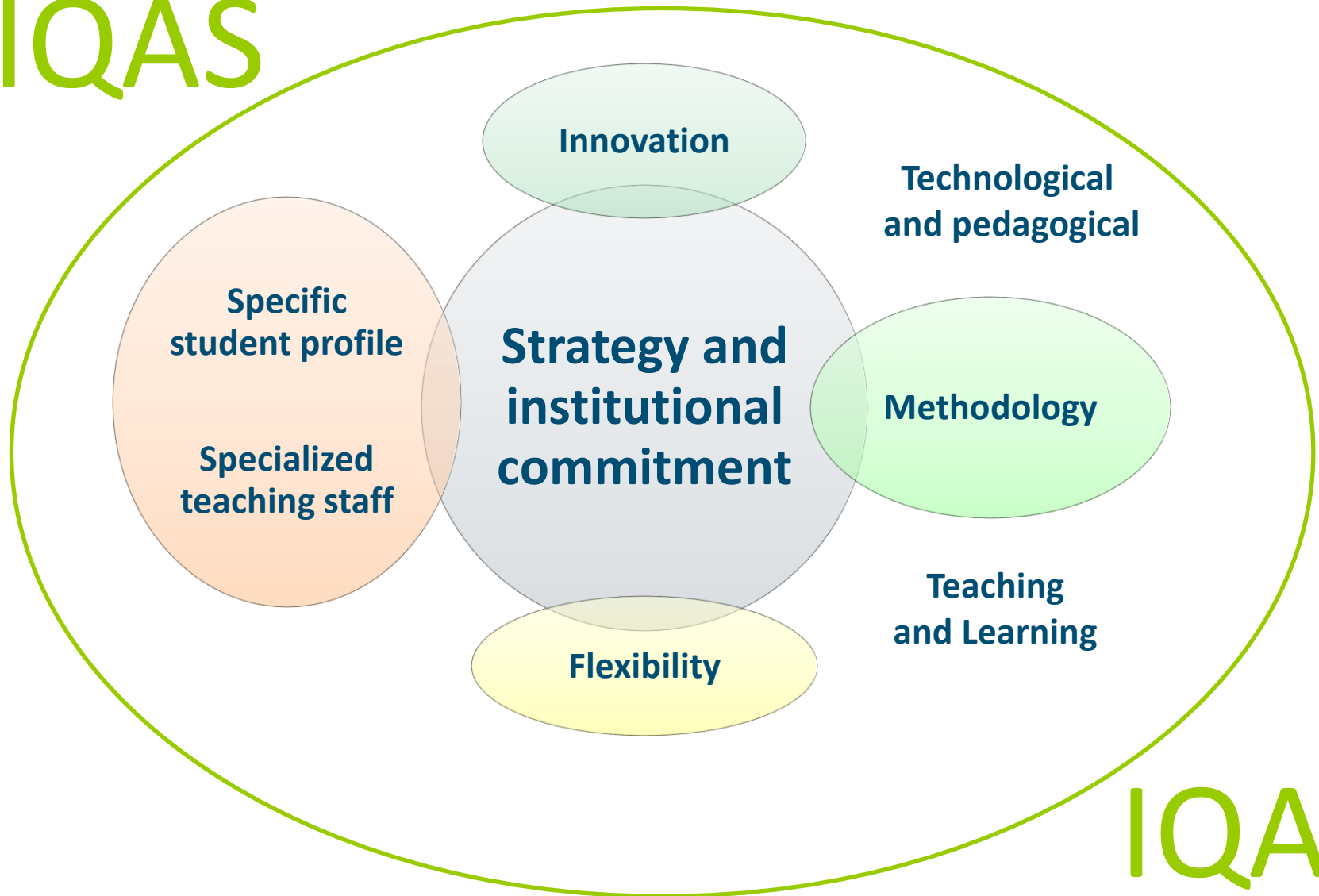
Providing the right information about the degree programme

Higher education institutions must provide **public information on the academic and technical needs of students** who choose to enrol or are enrolled in online or blended degree programmes. This information must clearly describe the system of teaching, tutoring, support, access to learning materials needed to follow the programme, etc.

It is also necessary to inform enrolled students about the mechanisms for addressing their needs.

- **INSTITUTIONAL STRATEGY**
- **TEACHING STAFF**
- **METHODOLOGIES AND DESIGN OF CONTENTS**
- **VIRTUAL LEARNING ENVIRONMENT**
- **QUALIFIED EXPERTS**

IQAS



IQAS



дуже дякую
THANK YOU!

Dr. Esther Huertas (ehuertashidalgo@aqu.cat)

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