

Pathways for learning

Quality Issues in Online Learning 11 July 2020



Facilitators



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Quality Issues in Online Learning

- COVID-19 sent many institutions into panic mode.
- Haste to shift learning online without taking quality into account.
- Result – poorly structured systems of coordinating learning activities.
- Compromised quality of academic project of institutions.
- Opens up criticism from sceptics - higher education institutions have relegated students to the vagaries of technology.



Quality Assuring Online Learning

Poll

1. Do you have a system of quality assuring online learning in your institution?

A Yes

B No

2. Which instrument do you use for quality assuring online learning?

A Instrument developed by my institution.

B Instrument used by the national QA Agency.

C Instrument developed by institutions outside my country.

D Other



Poll Results

Short plenary commentary on the poll results



Quality Assuring OER

- Extensive use of OER in online learning

<https://www.oerafrica.org/book/learning-pathways-open-education-online-tutorials>

- Students have access to wealth of resources online.
- How do academics know the resources are good enough and can be integrated in courses
- How do students judge the quality of online resources?



Quality Assuring OER

Various quality assurance instruments

Developing information literacy in your students

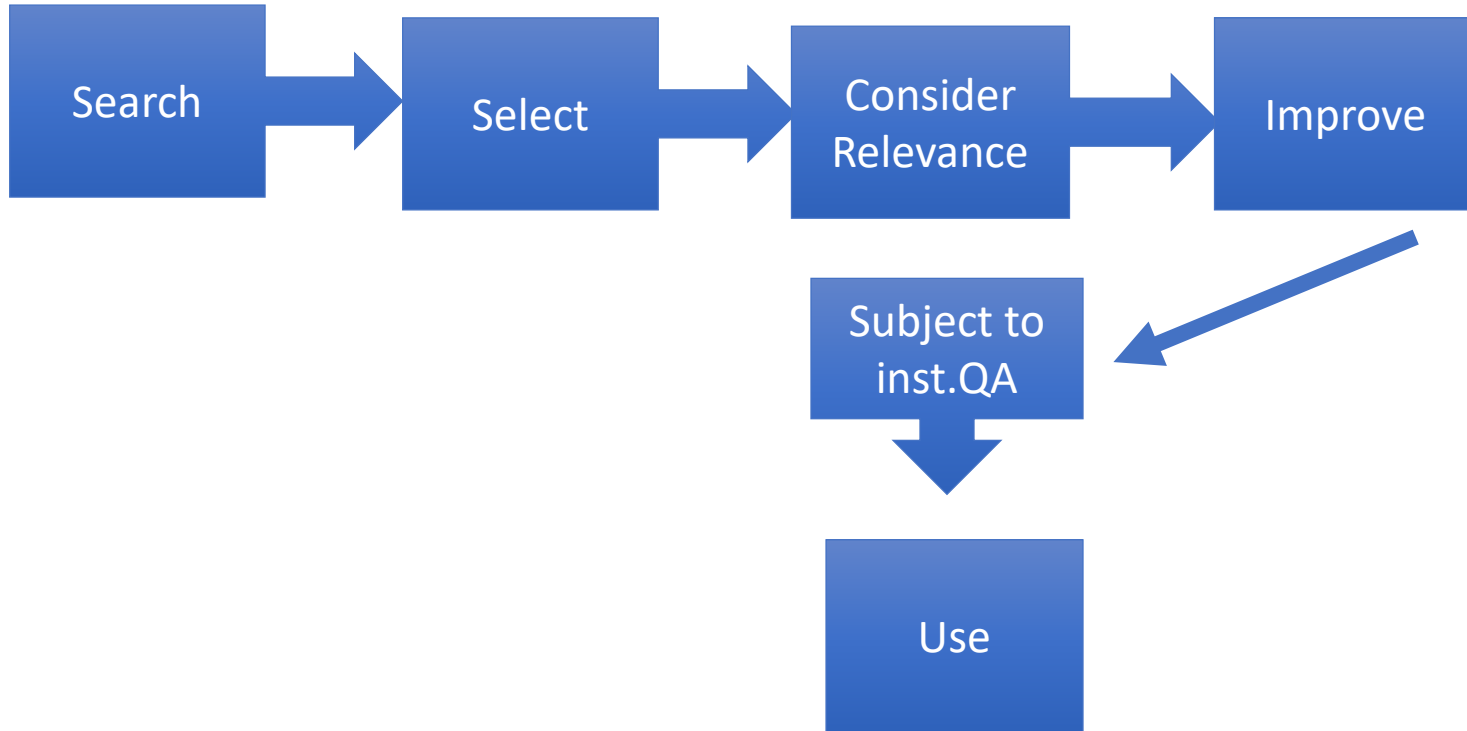
Ensuring that there is a system of quality assuring materials used for learning purposes



Framework 1: Student Review of Resources

				
Who? ..is the author? Looking them up	I cannot find any information about author	I found authors has produced some materials on the topic	I found authors has produced lots of materials on the topic	I found author is well known authority in the field
What? ..is the relevance of points made?	I think this has no relevance to my task/assignment	I think this is of little relevance to my task/assignment.	I think some of the content relevant to my task/assignment.	I think this has all relevant information to my task/assignment.
When? ...was the OER produced?	I found this was published more than 10 years ago	I found this is between 5-10 years old	I found this is between 2-5 years old	I found this is less than 2 years old
Why? ...has the OER been produced?	I found author produced this OER to convince me of theory/opinion with no clear evidence	I found author produced this OER to disseminate knowledge to general public	I found author produced this OER to disseminate knowledge to the professional community	I found author produced this OER to disseminate knowledge to the academic community

Process



Elements to be quality assured

Write in the chat space:

What are the key elements of online teaching and learning that should be quality assured?



Elements to be quality assured

Plenary commentary on what is written in the chat space on elements that should be quality assured.



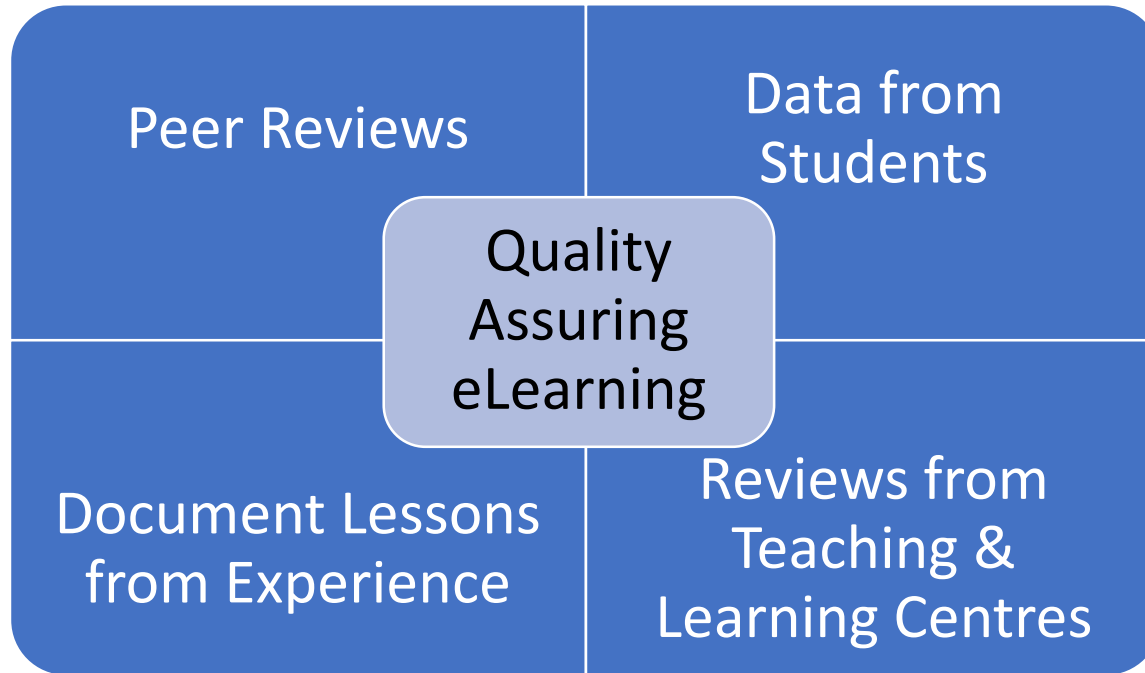
Elements to be quality assured

- Institutional support (vision, planning, & infrastructure)
- Course design & development
- Online assessment
- Teaching and learning (instruction)
- Course structure
- Supporting learners to enrich the learning experience
- Tracking online learners
- Faculty support
- Technology
- Evaluation
- Examination security



Measuring Quality in Online Learning

How do we measure quality in eLearning?



Course Design & Development

Good design of online courses promotes effective learning experiences.

ACDE Toolkit

- Courses are designed based on learner-centered principles
- Approved instructional design in place and followed.
- Course encourages development of creative and critical thinking, independent and lifelong learning and interpersonal communication and team work.
- Course design uses appropriate technology to engage and support learners.
- Have learning outcomes clearly stated.
- Provide clear learning pathway that helps students engage with content in order to master concepts/skills.



Course Design & Development

Design learning to facilitate significant learning experience.

The Taxonomy of significant learning offers us 6 interactive categories of learning.

<https://www.youtube.com/watch?v=zjD9CnPkBps>

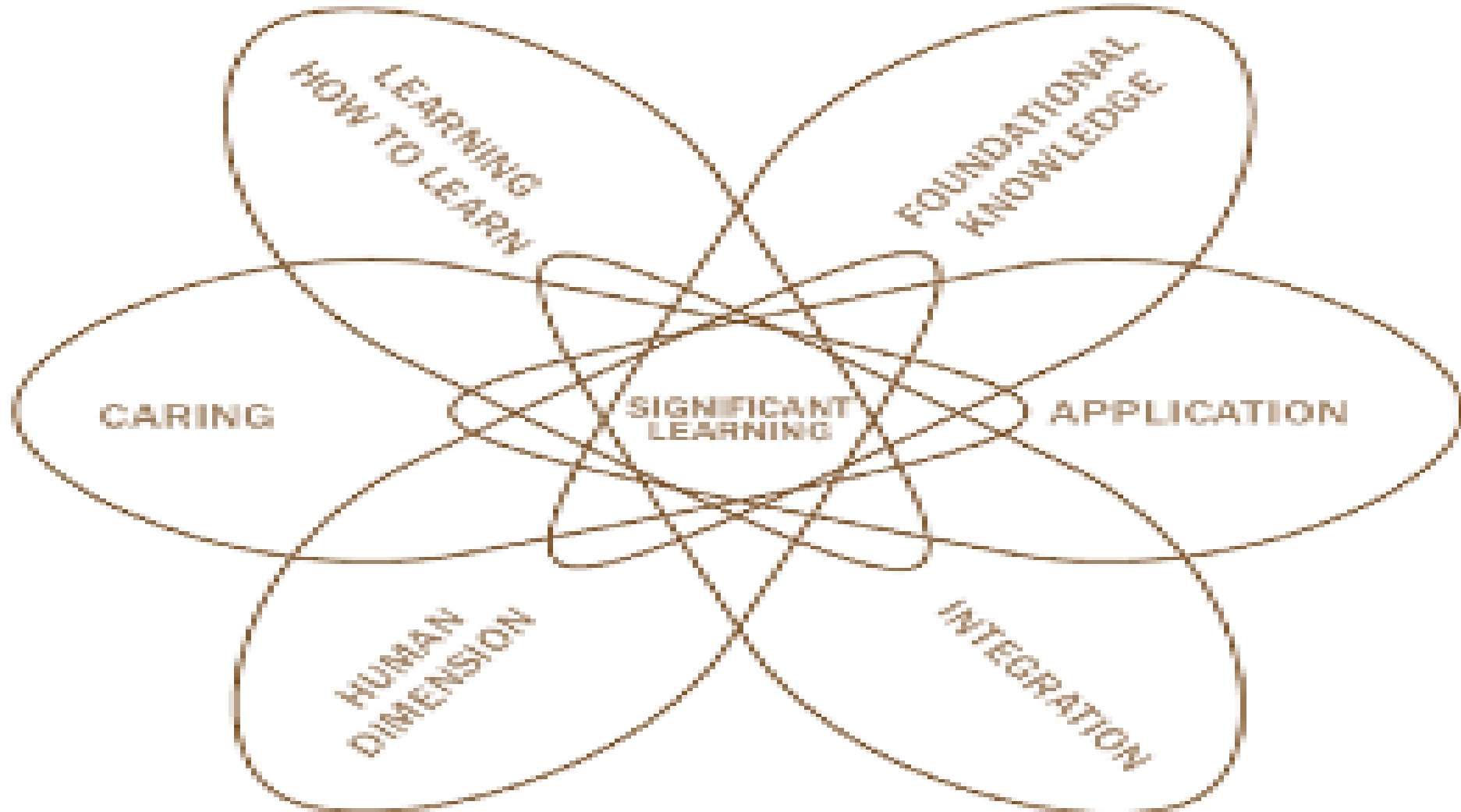


Designing Rich Online learning

Quality of course determines learning experiences student goes through



Taxonomy of Significant Learning



Foundational Knowledge

What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future.



Application

- What key ideas (or perspectives) are important for students to understand in this course?
- What kinds of thinking are important for students to learn?
 - Critical thinking, in which students analyze and evaluate;
 - Creative thinking, in which students imagine and create; and
 - Practical thinking, in which students solve problems and make decisions.



Integration

- What changes/values do you hope students will adopt?
 - Feelings?
 - Interests?
 - Ideas?



Human dimension

What connections (similarities and inter-actions) should students recognize and make...:

- between ideas within this course?
- between this course and courses or areas?
- between this course and the students' own personal, social, and/or work life?



Caring

- What could or should students learn about themselves?
- What could or should students learn about understanding others and/or inter-acting with them?



Learning how to learn

- What would you like your students to learn about:
 - how to be good students in a course like this?
 - how to learn about this particular subject?
 - how to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a plan for learning it?



Assessment

ACDE Toolkit gives comprehensive guidelines on good practice in assessment

- Formative as well as summative assessment
- Alignment with stated learning objectives/outcomes
- Informing students about different types of assessment for the course.
- Security of assessment processes
- Rigour of online assessment
- Overall integrity of assessment.



Effective Teaching Online

	Students should:		Lecturers will:
	PREPARE	Before class	Provide activities & assess
	ENGAGE	During scheduled class time	Discuss difficult to understand concepts. Answer questions
	CONSOLIDATE	After class	Let students Revise, reflect & apply

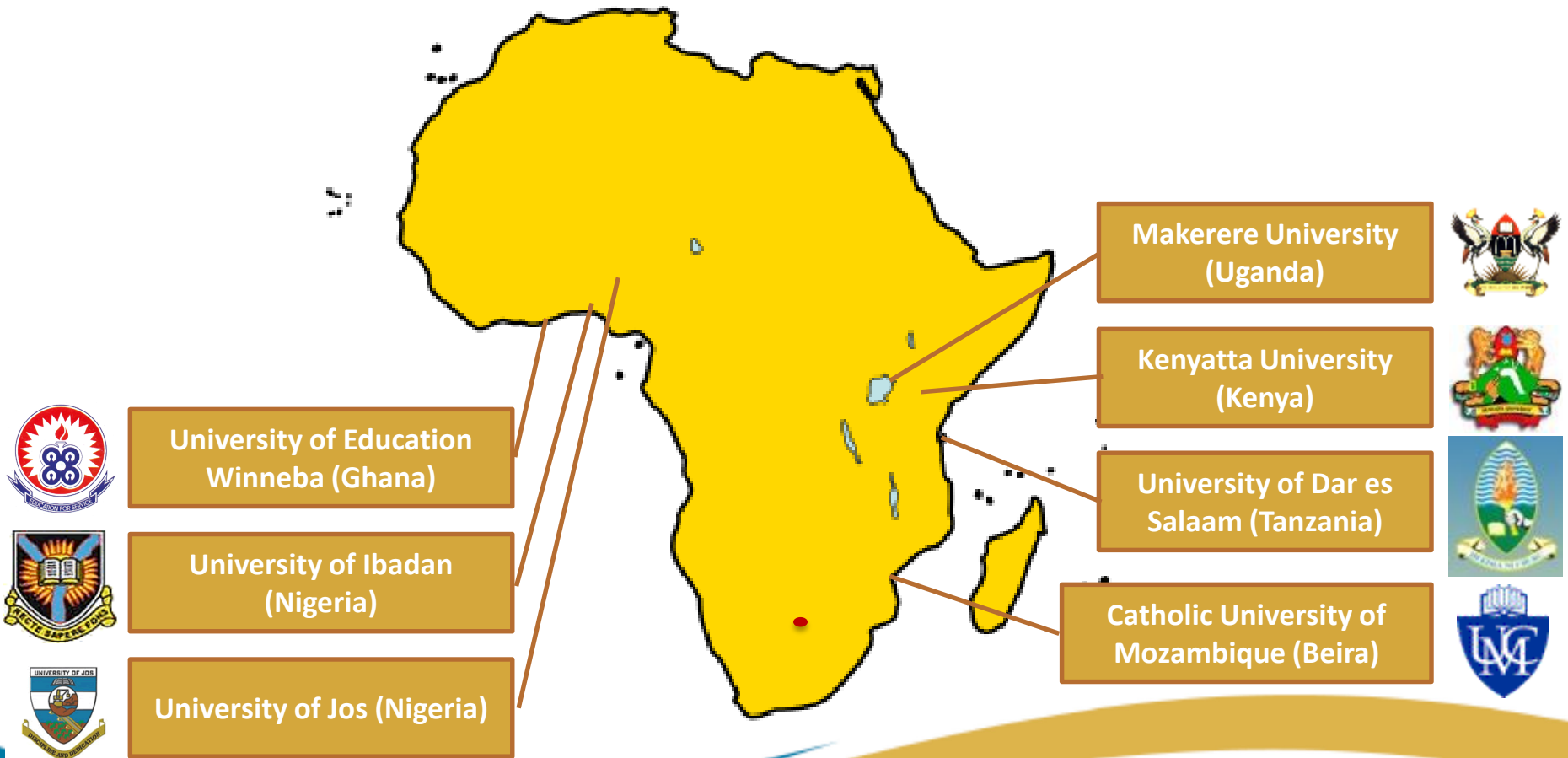
Quality Assuring Online Learning

Breakaway Groups (15 minutes):

1. What are the common complaints from students?
2. What measures do you take to ensure that you offer high quality eLearning?



PHEA Initiative: Seven Participating SSA HEIs



Examples of Quality Guidelines

- ACDE Quality Assurance Toolkit
- PHEA Quality Review Instrument
- California Community Colleges Quality Guidelines
- Quality Matters Guidelines



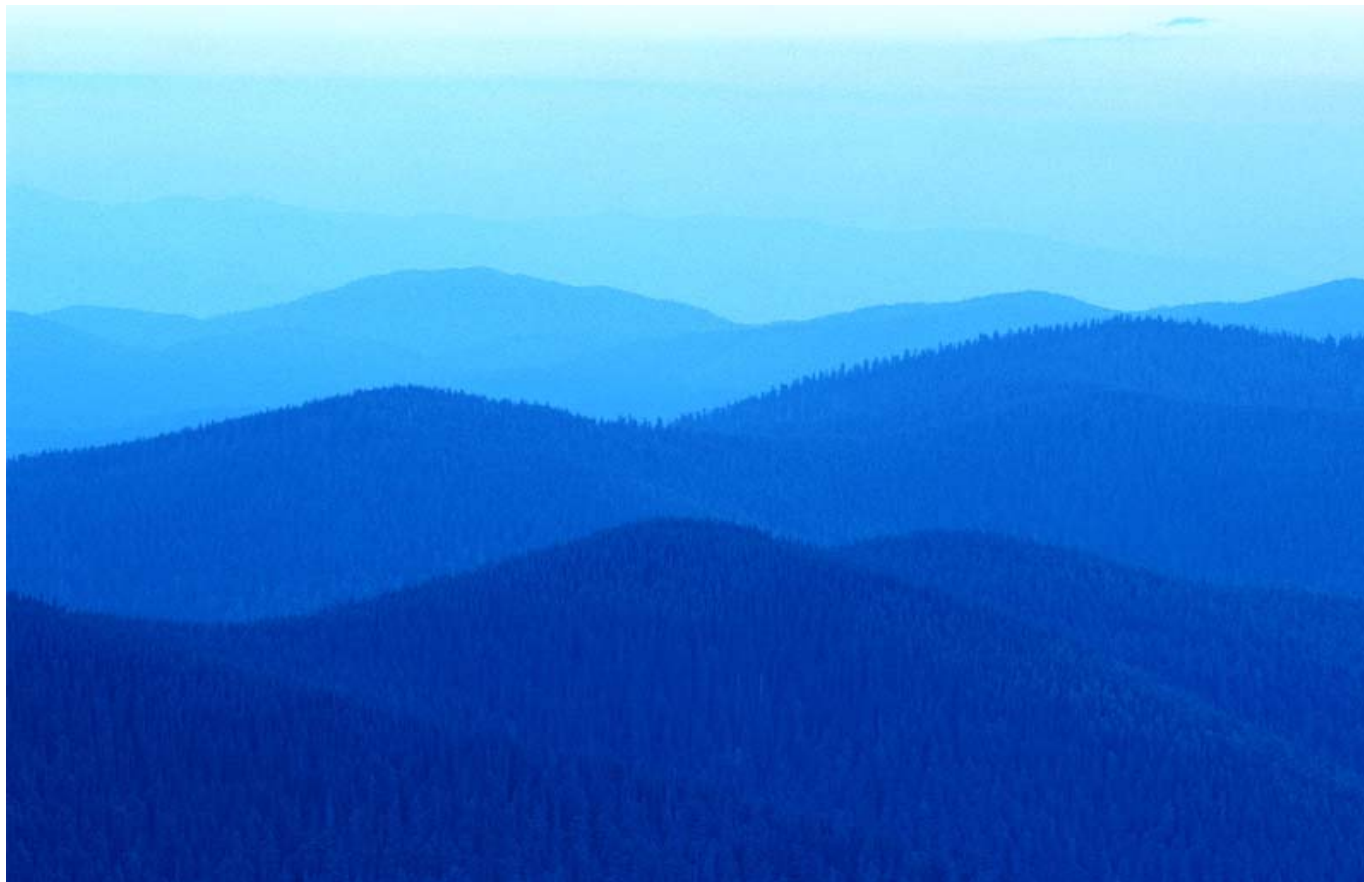
Quality Matters

Standards	Quality Elements	Points
1. Course Overview Introduction	9 quality elements	
2. Learning Objectives (Competencies	5 quality elements	
3. Assessment and Measurement	5 quality elements	
4. Instructional Materials	6 quality elements	
5. Course Activities and Learner Interaction	4 quality elements	
6. Course Technology	5 quality elements	
7. Learner Support	4 quality elements	
8. Accessibility and Usability	5 quality elements	

Conclusion

- QA as a proactive process – put in place measures to ensure that desired educational ends met through online learning.
- Clarity on what should be achieved
- Monitor student progress & provide timely support
- Constant evaluation of your programmes and teaching processes
- Benchmark performance





THANK YOU