APEC Quality Assurance of Online Learning Project

11 October 2017

Introduction

- Project background
- Development of Discussion Paper and Toolkit
- Bali workshop
- Indonesia, Vietnam, Mexico validation visits
- Finalisation of documentation
- Next steps and further developments

Project background

- TEQSA undertook project on behalf of Department of Education and Training for APEC economies
- Key objectives of the project are to:
  - Improve quality assurance of online learning across APEC economies
  - Promote student mobility by supporting interested economies to:
    - Deal with challenges of online learning
    - Develop the capacity for APEC economies to assure the quality of online higher education courses

# Development of Discussion Paper and Toolkit

- Use of experts and critical friends including:
  - University of Melbourne experts
  - HKCAAVQ and QAA
  - APEC Workshop participants
  - TEQSA and DET staff
  - 13 APEC economies
  - Validations: Indonesia, Vietnam, Mexico

Development of Discussion Paper and Toolkit cont.

- Regional contexts – case studies:
  - Indonesia
  - Malaysia
- An integrated approach or a separate approach?
- Focus on outcomes and practical strategies

APEC economy involvement

- Australia
- Chile
- China
- Hong Kong, China
- Indonesia
- Japan
- Malaysia
- Mexico
- Papua New Guinea

- The Philippines
- Thailand
- United States
- Vietnam
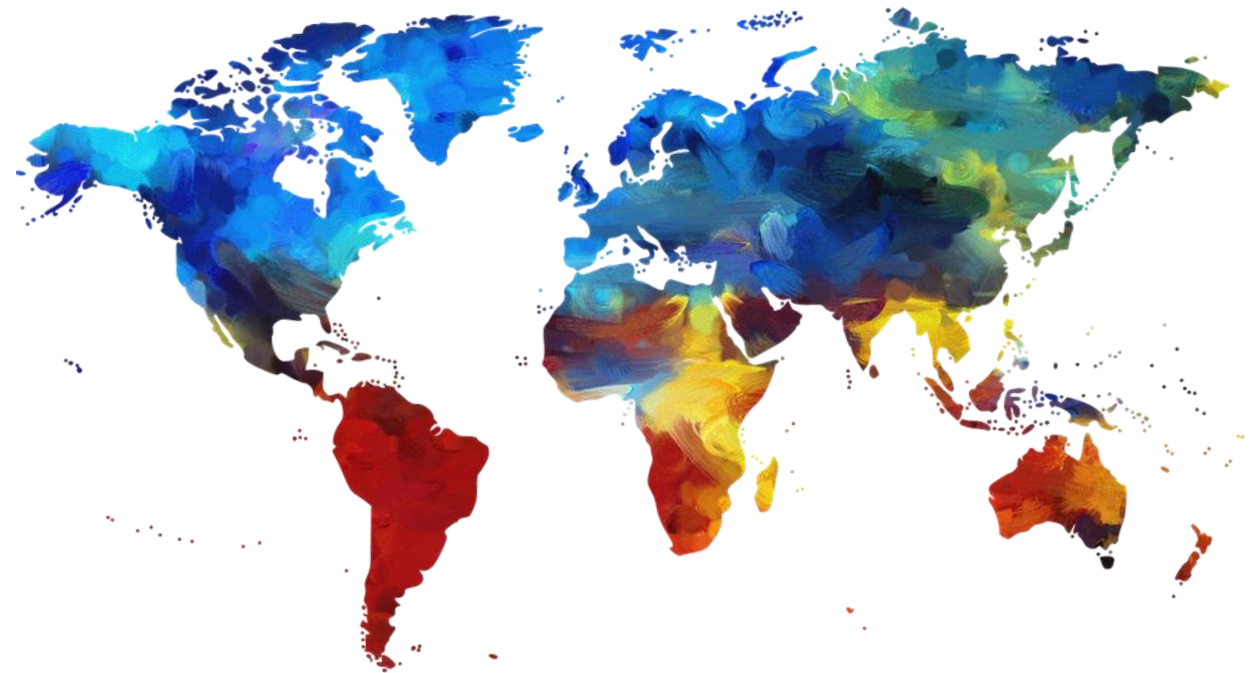
INTERACTION IS KEY

Asia-Pacific Economic Cooperation

Australian Government
Tertiary Education Quality and Standards Agency

QUALITY ASSURANCE OF ONLINE LEARNING

DISCUSSION PAPER

TEQSA

Online learning and issues of quality assurance

- Online learning when done well enables:
  - Increased access
  - Personalised learning
  - Interactive learning experience
  - Enhanced assessment of skills and knowledge
  - International collaboration
  - Use of a range of media and platforms

Internet and mobile connections in South East Asia

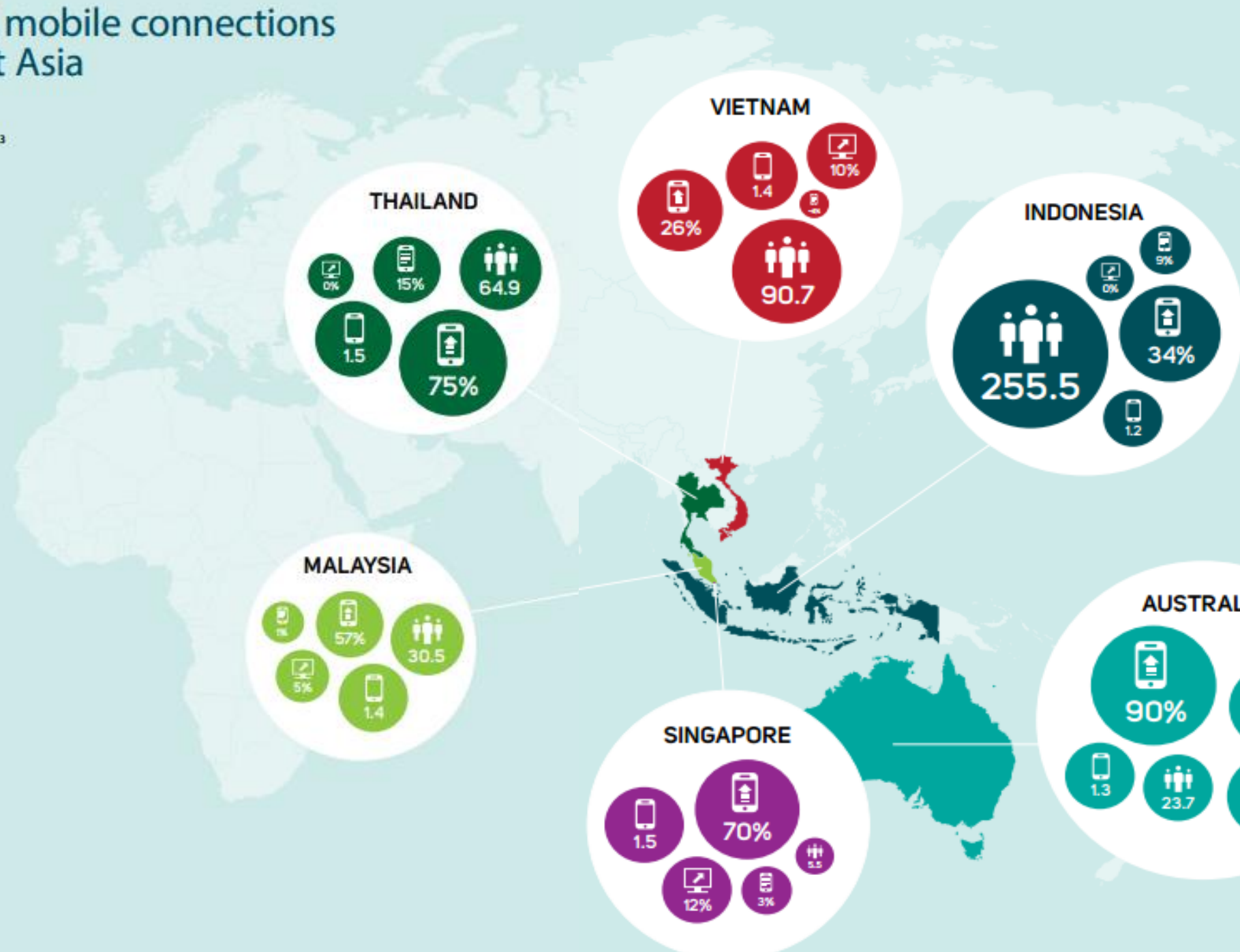**Population (millions)**

Growth in internet users since Jan 2014

Mobile connections (per person)

Growth in mobile subscriptions since Jan 2014 (%)

Percentage of mobile connections that are broadband (%)

THAILAND
0%
15%
64.9
1.5
75%

VIETNAM
26%
1.4
10%
90.7

INDONESIA
9%
0%
255.5
34%
1.2

MALAYSIA
1%
57%
30.5
5%
1.4

SINGAPORE
1.5
70%
5.5
12%
3%

AUSTRALIA
90%
17%
1.3
23.7
23%

Regional Frameworks
South East Asia

- ASEAN Quality Assurance Framework
  - External quality assurance bodies
  - External quality assurance systems
  - Internal quality assurance systems
  - National qualifications frameworks

Regional Frameworks

Europe

- Bologna Process
  - Outcomes-based regional framework
  - 46 countries have aligned qualifications frameworks
  - European Standards and Guidelines
  - European Association for Quality Assurance (ENQA)
 - European Quality Assurance Register

Why develop a toolkit?

- Toolkit developed in response to the growth on online and blended education across APEC

- Online education modes of delivery develop and need to support the value, quality and validity of higher education

- In many economies, agencies are developing approaches towards quality assurance of online and blended education

- Many of us are grappling with similar issues!

What is in the toolkit: Quality Domains
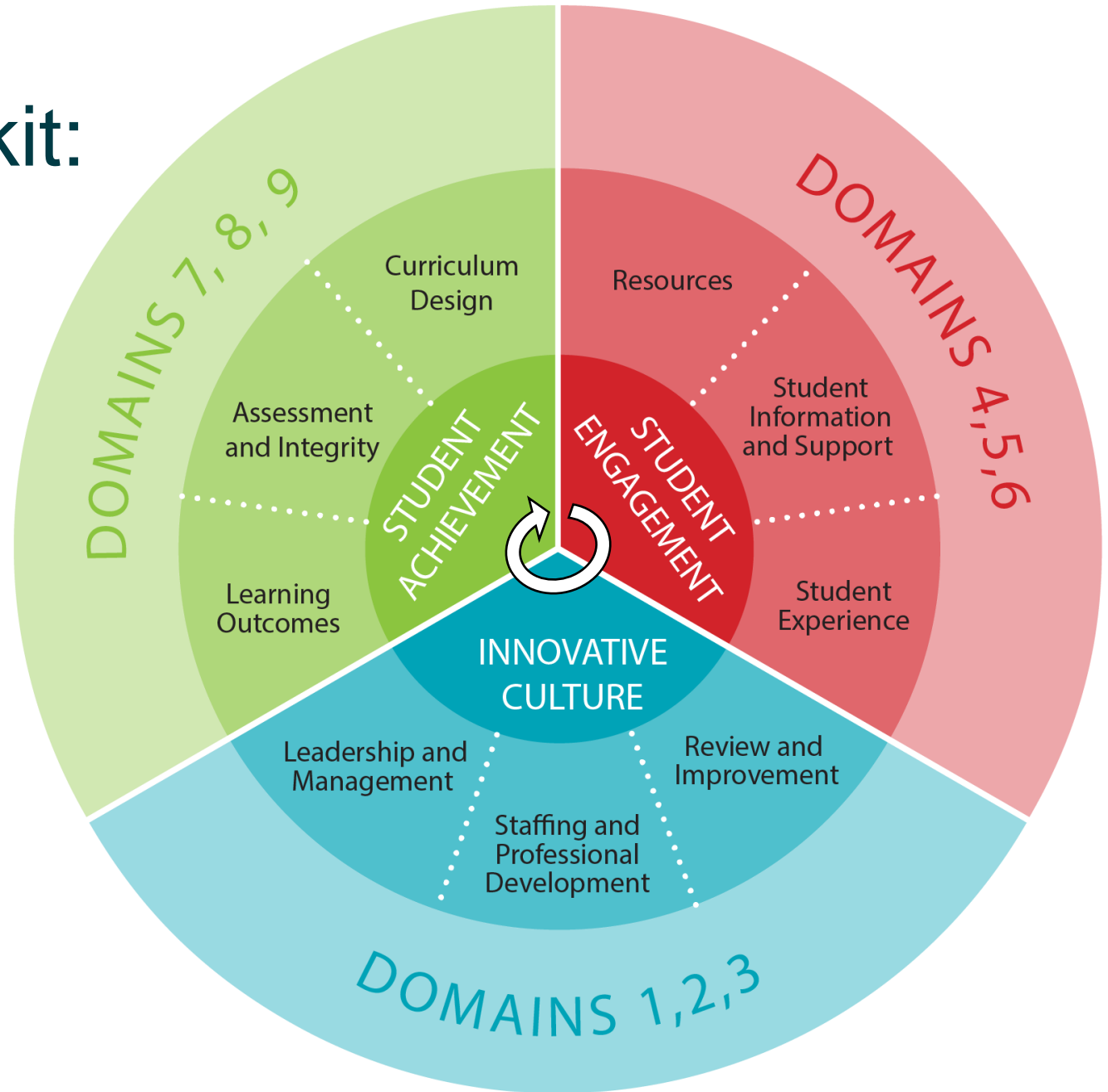
Quality Domains

- Leadership and management
- Staffing profile and professional development
- Review and improvement
- Resources
- Student information and support
- Student experience
- Curriculum design
- Assessment and integrity
- Learning outcomes

Structure of each Quality Domain

- **Domains** – represent assessable areas of institutional practice
- **Principles** – provide a statement of good practice
- **Research findings** – summarise recently tried and tested quality models
- **Focus points** – challenge institutional practices
- **Evidence** – demonstrates the application of the principles in practices

Example: Domain 1

DOMAIN 1: Leadership and management

Principle

Leadership and management actively support the realisation of quality online and blended education by developing strategic plans, creating performance indicators, and by influencing the culture of quality within an institution.

Research findings

» Without active support from leaders for the quality of online or blended programs, institutions will be unlikely to achieve status as a quality provider of online education.

» Realising a culture that values innovation in teaching and learning through technology requires influence from leaders.

» Leaders and managers must make decisions to invest in staff, infrastructure and systems for online and blended learning.

Focus points

» Do the institutional missions, goals and objectives include the delivery of quality online or blended education?

» Are leaders aware of how online or blended programs are quality assured?

» Do key documents, such as institutional quality assurance policies, provide for online or blended delivery?

» Is there a dedicated leadership position responsible for the quality or management of online or blended education?

Evidence

» Strategic plans include a vision for providing quality online education.

» A leader, who is expert in the field of online education, is appointed to the staff.

» Institutional budgets reflect investment in online infrastructure or systems.

» Actions are undertaken in response to cyclical reviews of online or blended programs.

APEC Quality Assurance of Online Learning – Bali Workshop
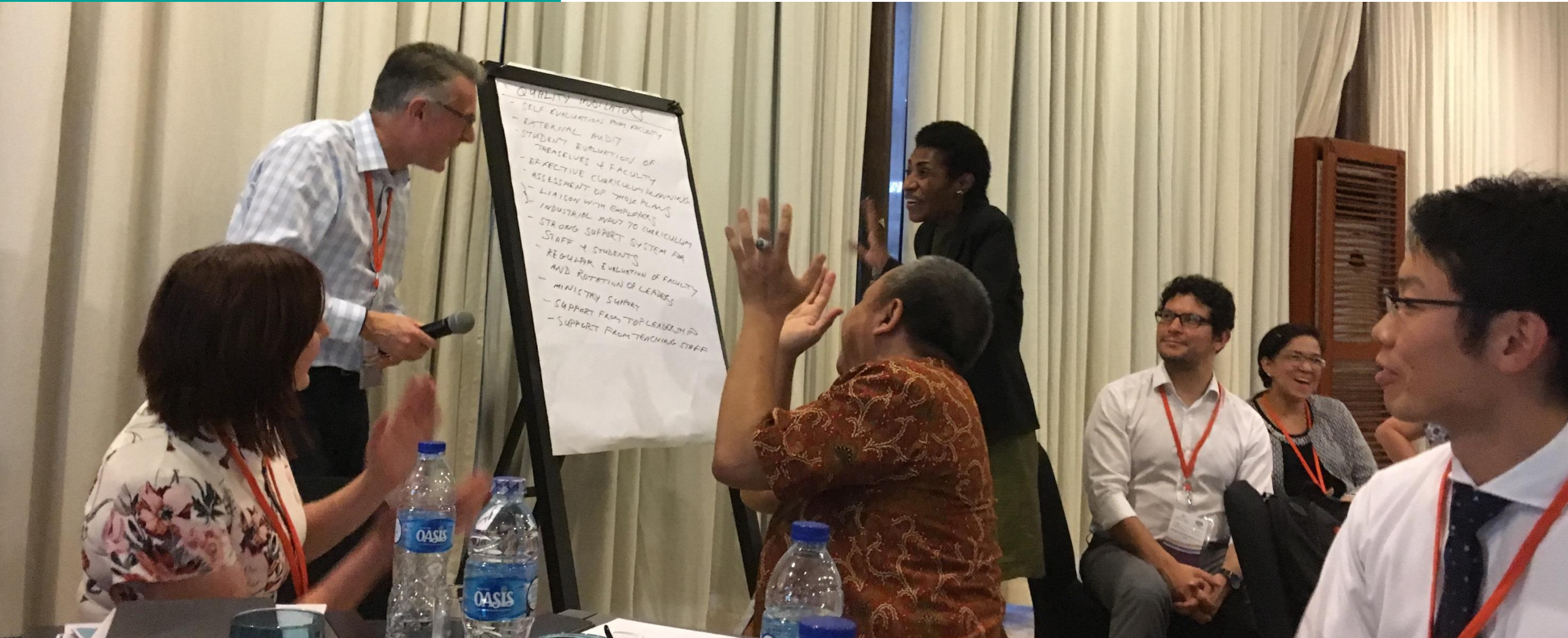
Bali Workshop

- Really successful engagement with participants from APEC economies
- Confirmed most economies are thinking about and managing the quality assurance of online learning in a variety of ways
- Validated toolkit and suggested changes included:
  – Addition of an extra domain
  – Acknowledged need for a toolkit to have "tool"

Validation visits

- Validation visits March-April 2017
  - Indonesia
  - Vietnam
  - Mexico

- Many other economies have contributed advice and "tools" for our toolkit

- Toolkit has been endorsed by the NZQA and shared with KHDA, HKCAAVQ

Validation activity – engagement and feedback

- How useful is the toolkit? Are there any gaps?

- How would you use the toolkit in your day-to-day work?

- How could the toolkit be further developed?

The Tools

- Initially came from our research

- Have been built upon by the generous contributions from APEC economies

- Economies are using a range of tools to evaluate the quality assurance of online learning and each economy is different

- Much can be learned by comparing different tools and approaches

What we've learned

- Many countries are struggling with the development of efficient approaches to the quality assurance of online learning.

- Many countries are still in the process of establishing approaches to quality assurance in higher education.

- There is keen interest in the approaches of Australian HE providers to online learning.

- There are many strong and developing relationships between TEQSA and other countries and some regular face-to-face engagement is good.

Next steps……

- Discussion Paper and Toolkit published
- Future development of the toolkit, an online toolkit
- How do we keep the tools up to date?
- How do countries adapt and use the toolkit over time?
- How would we evaluate the effectiveness of the toolkit over time?
- Further project funding

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