ECA-NVAO Winter Seminar

MOOCs and External Quality Assurance

11th December 2013

eca european consortium for accreditation

nvao nederlands - vlaamse accreditatieorganisatie

Programme

Chair: Lucien Bollaert, Executive Board member of NVAO	
13:00	Welcome and introduction by **Anne Flierman**, Chair of NVAO
13:10	'MOOCs: a paradigm shift in learning and quality assurance?' by **Sir John Daniel**, former President & CEO of Commonwealth of Learning and S**tamenka Uvalic-Trumbic**, consultant of Commonwealth of Learning
14:00	'MOOCs and internal quality assurance' by **Timo Kos**, Director of Education and Student Affairs, Delft University of Technology and **Nellie van de Griend**, Manager Education and Student Affairs, Delft University of Technology
14:45	*Break*
Chair: Rolf Heusser, Chair of ECA	
15:15	'MOOCs and the consequences for external quality assurance' by **Stephen Jackson**, Director of Reviews, QAA UK
16:00	Conclusions by **Rolf Heusser** and **Ann Demeulemeester**, Vice Chair of NVAO
16u15	*Reception*

european consortium for accreditation

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ECA-NVAO Seminar on MOOCs and External Quality Assurance

MOOCs: a Paradigm Shift in Learning and Quality Assurance?

Stamenka Uvalić-Trumbić
&
Sir John Daniel

PLAN

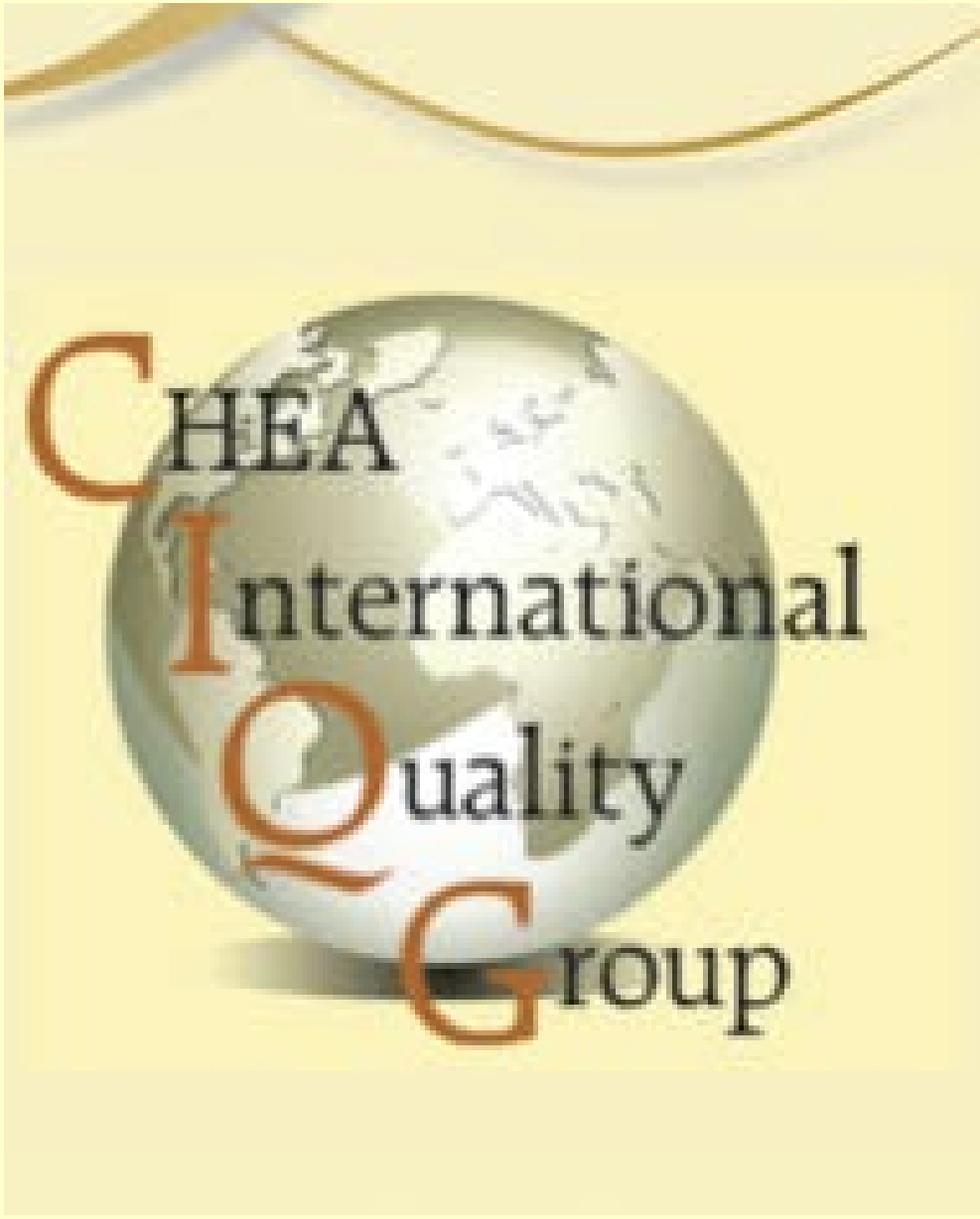
- Higher education challenges

PLAN

- Higher education challenges
- MOOCs – a paradigm shift?

PLAN

- Higher education challenges
- MOOCs – a paradigm shift**?**
- What about quality?



A Guide to Quality in Online Learning

The Economist

APRIL 27TH–MAY 3RD 2013

Economist.com

Britain's shaky economy

Time to scrap affirmative action

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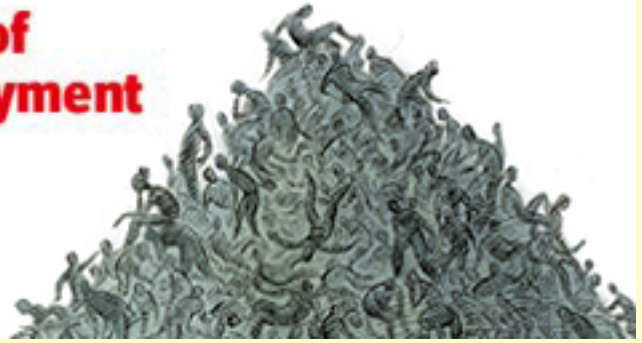
Criminal bumblebees

Generation jobless

The global rise of youth unemployment



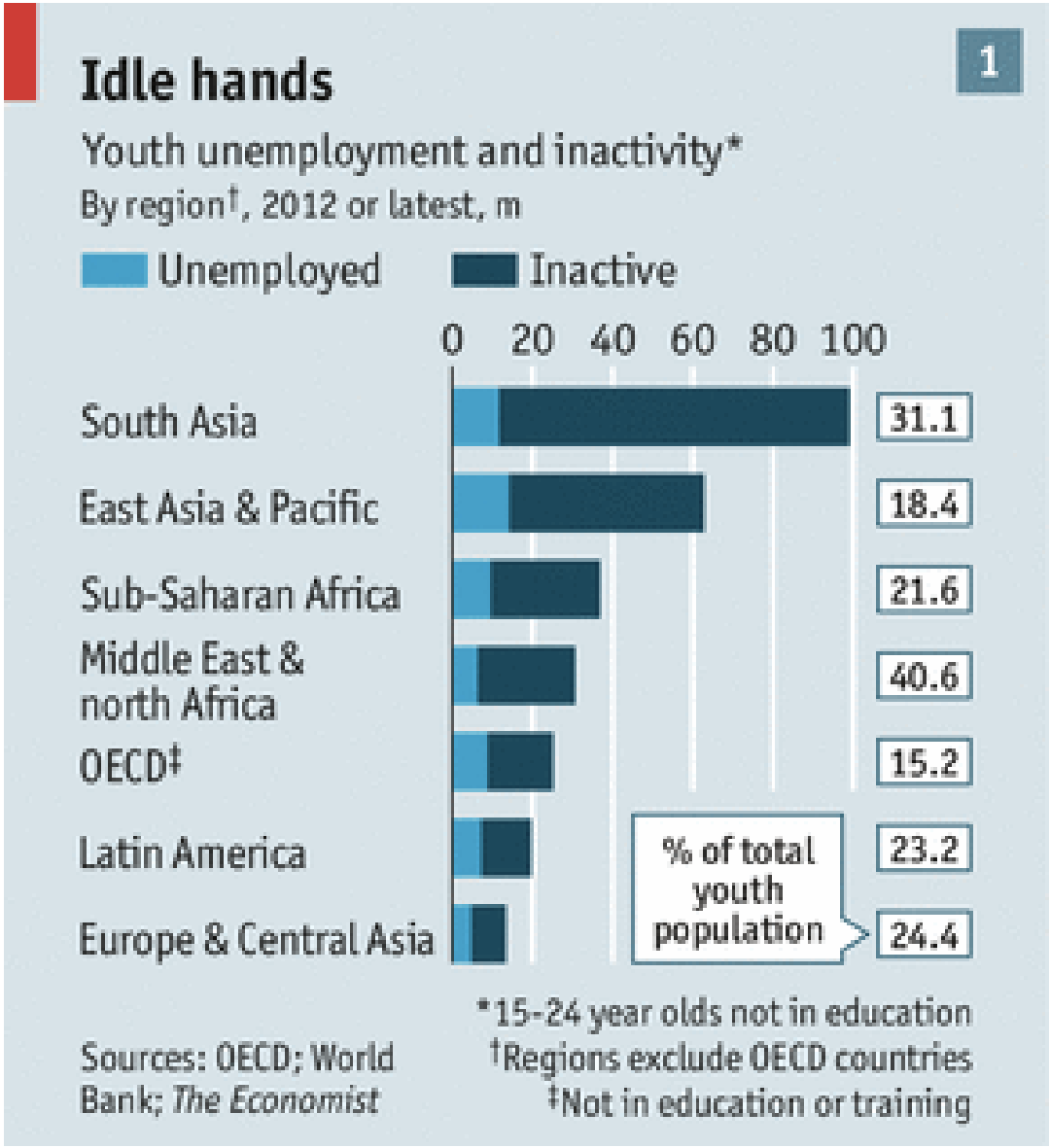
Policymakers know what to do to diminish the problem – ignite growth, break down cartels and build bridges between education and work. New technology gives them powerful tools too.

The Economist, April 2013

Policymakers know what to do to diminish the problem – ignite growth, break down cartels and **build bridges between education and work. New technology gives them powerful tools too**.

The Economist, April 2013

The jobless crisis in figures



High demand for Higher Education

Diversification of providers

‘World-class’ universities

Competency-based

Private

Online

Cross-border

POST-TRADITIONAL HIGHER EDUCATION

The Death of the Degree

Allan Pall, ESU

EAIE 2012 | DUBLIN 11-14 SEPTEMBER
RETHINKING EDUCATION
RESHAPING ECONOMIES

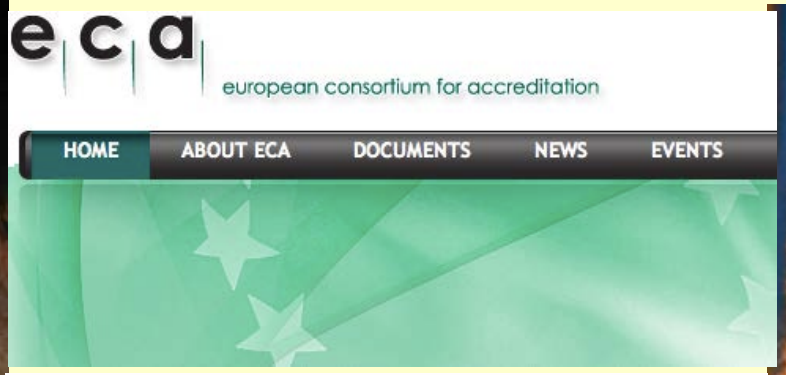
Higher Learning to be more focused on validating the learning process and its outcomes

What we really need is liberation from the degree

Employers need the right mix of skills and competences matched with job requirements

PLAN

- Higher education challenges
- MOOCs – a paradigm shift?



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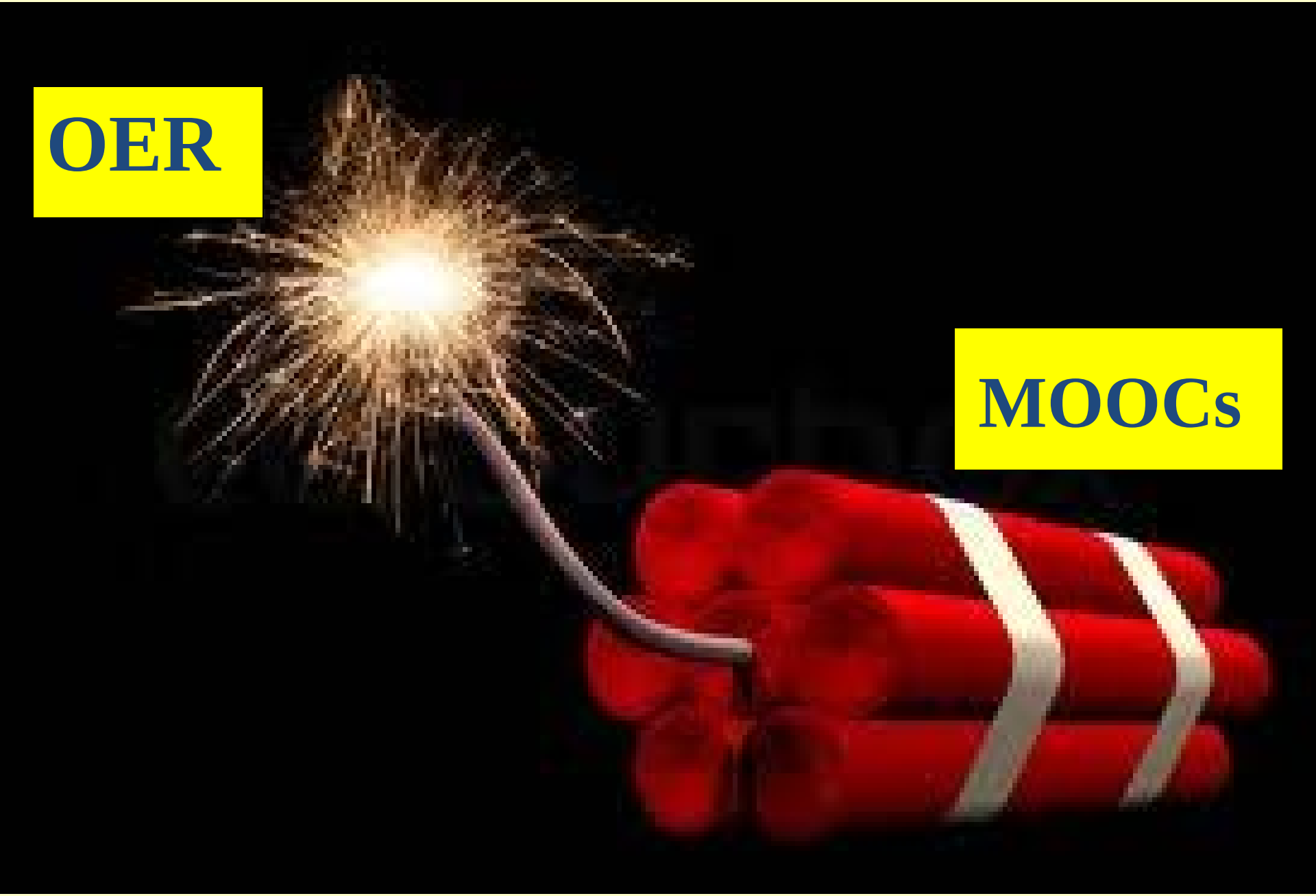
MOOCs: a Paradigm Shift in Learning and Quality Assurance?

Stamenka Uvalić-Trumbić
&
Sir John Daniel

MOOCs are not a paradigm shift in learning – but they may accelerate other trends that could represent a paradigm shift.

What is a MOOC?

Massive Open Online Course


OER
MOOCs

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

MOOCs began in Canada

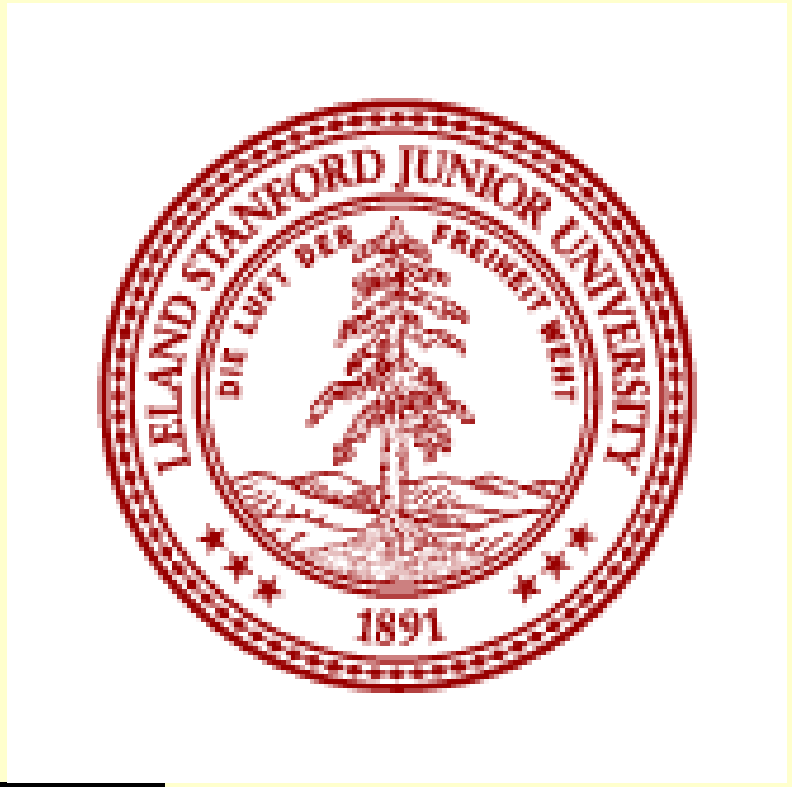
University of Manitoba

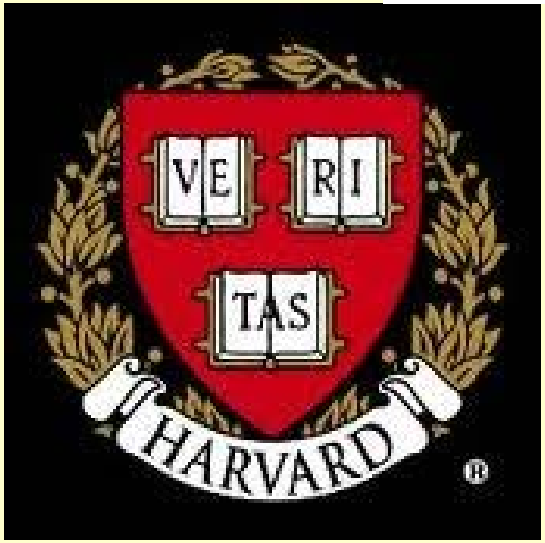
Connectivism & Connective Knowledge

25 students on campus

2,300 public - free

MASSACHUSETTS
INSTITUTE OF TECHNOLOGY
1861


LELAND STANFORD JUNIOR UNIVERSITY
DIE LUFT DER FREIHEIT WEHT
1891


VE
RI
TAS
HARVARD

Course x6002 *Circuits and Electronics*

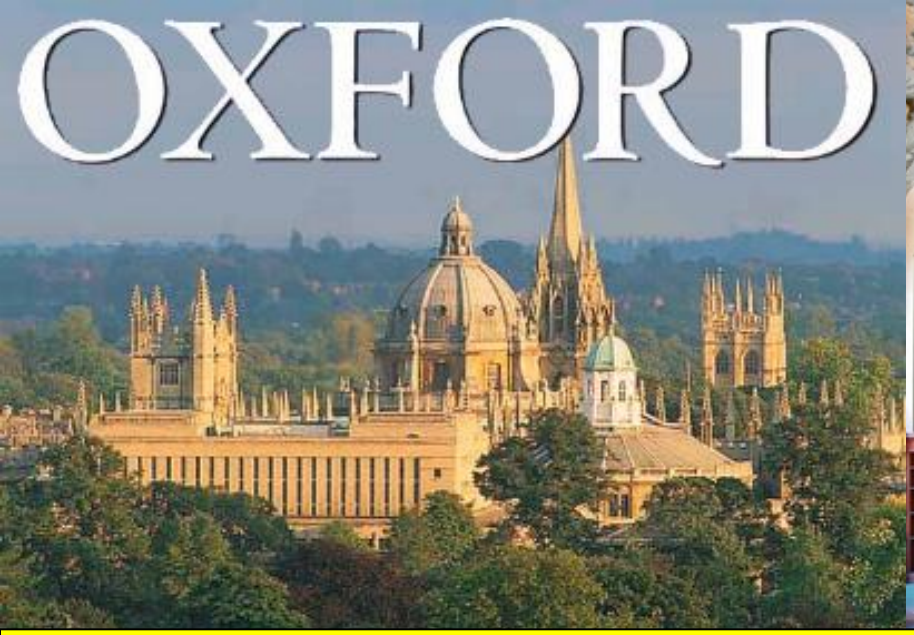
155,000 registrations

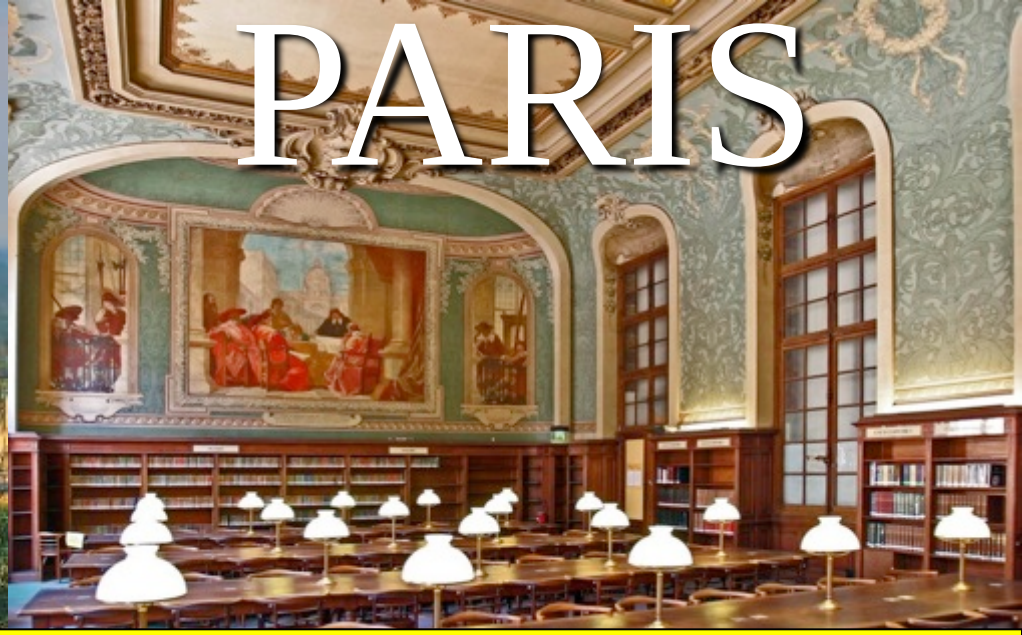
23,000 tried first test

9,000 passed mid-term

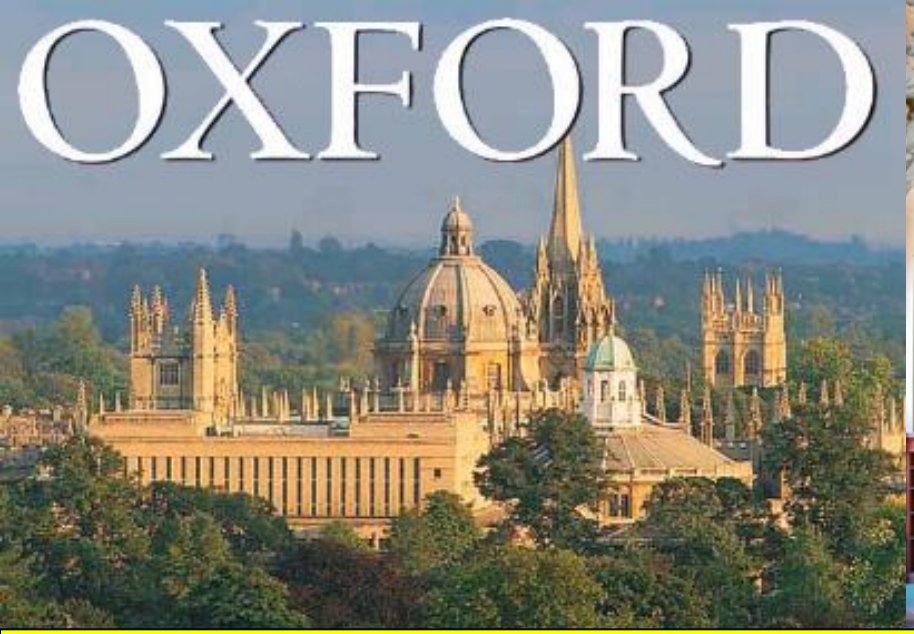
7157 passed = < 5%

The herd instinct to Mooc!

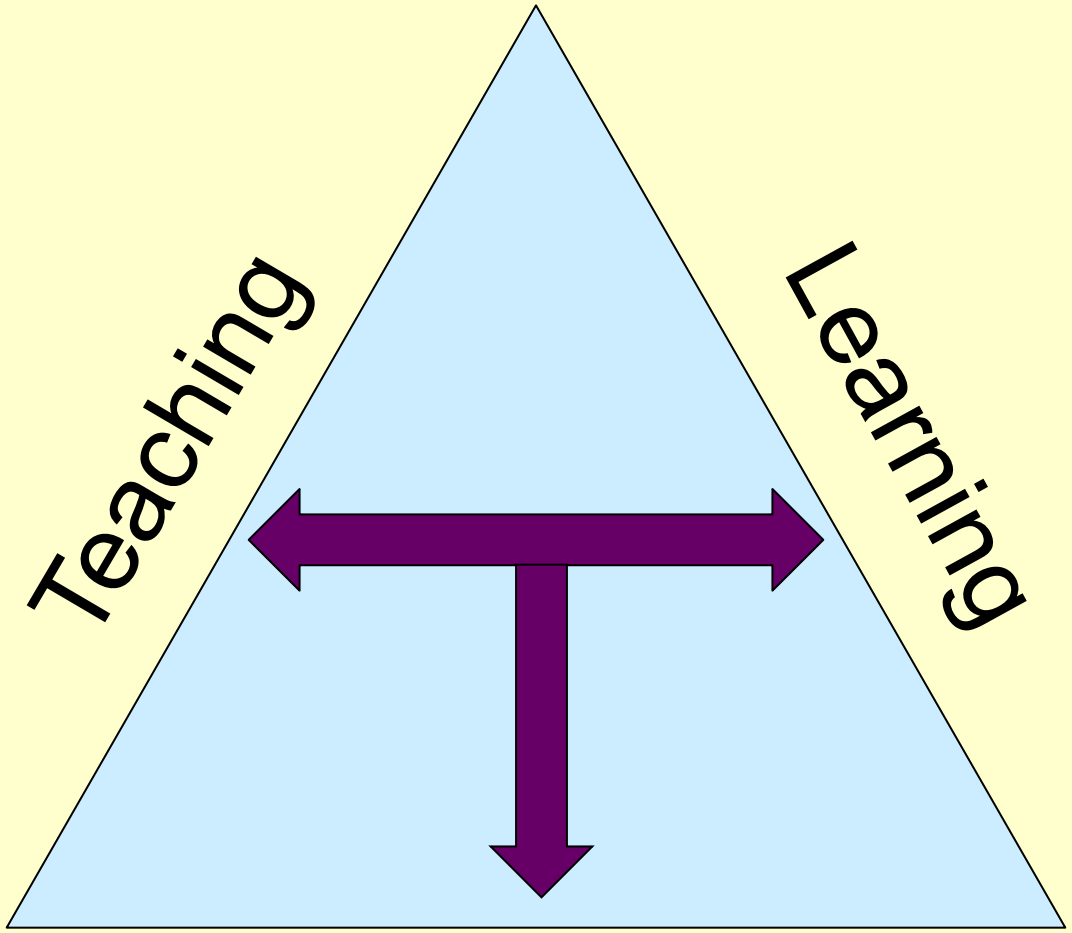




A REVOLUTION IN HIGHER EDUCATION!



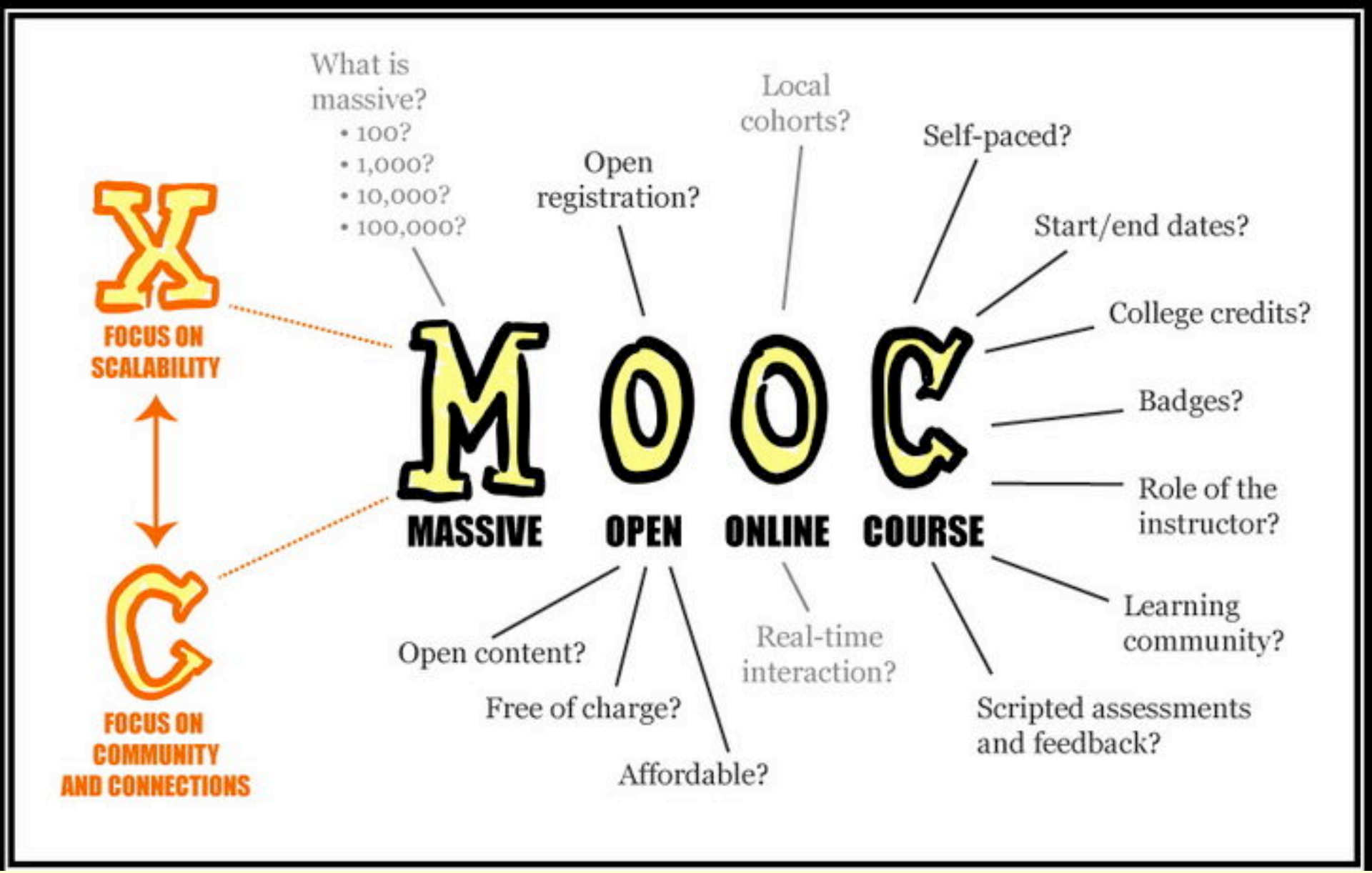
HIGHER EDUCATION DOES NOT DO REVOLUTIONS!



What is higher education?

MOOCS

A shake-out in 2014?



M O O C – Every letter is now negotiable!

The Economist

APRIL 27TH–MAY 3RD 2013

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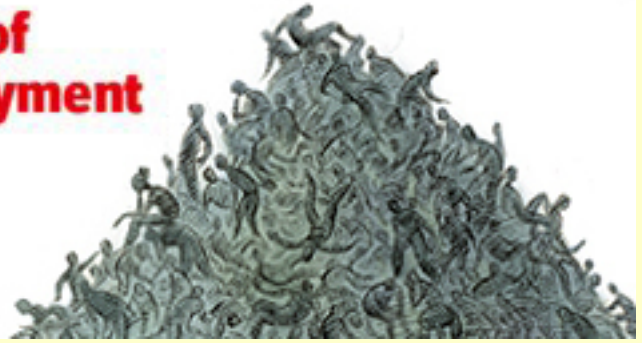
The global rise of youth unemployment

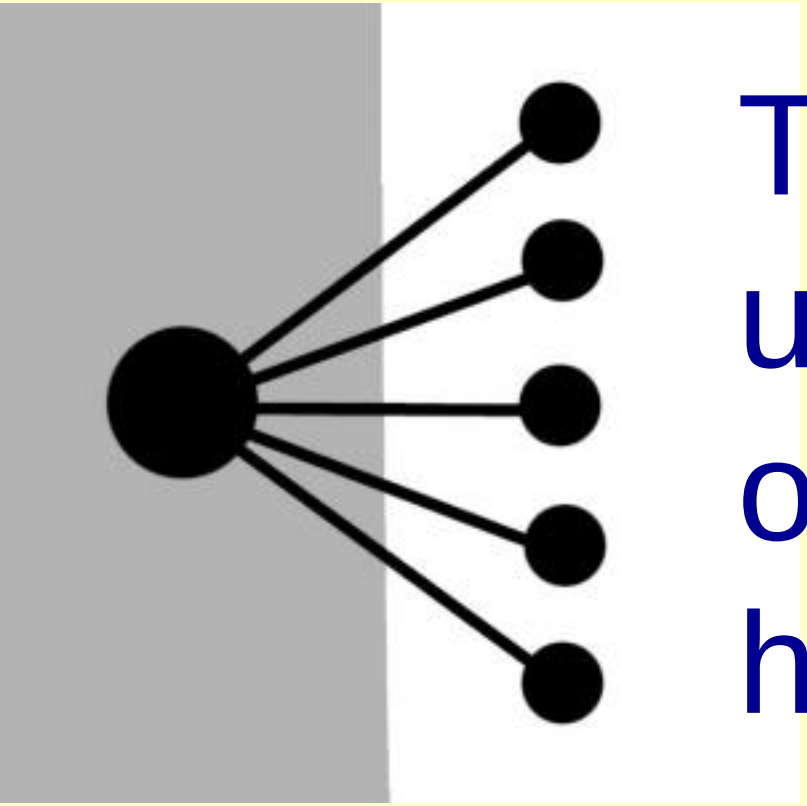


Many learners in the first MOOCs already had degrees.

MOOCs

Needed:

- Employment-related topics
- Credible recognition



The unbundling of higher education

MOOCs

Accelerating four trends:

- More online learning
- Shorter courses
- New types of awards
- Partnerships

MOOCs

Accelerating four trends:

- More online learning

AOU
الجامعة العربية المفتوحة
Arab Open University

中央广播电视大学
THE OPEN UNIVERSITY OF CHINA

มหาวิทยาลัยสุโขทัยธรรมาธิราช
Sukhothai Thammathirat Open University

ANADOLU ÜNİVERSİTESİ

The Open University
Allama Iqbal Open University

AFRICAN VIRTUAL UNIVERSITY
UNIVERSITE VIRTUELLE AFRICAINE
UNIVERSIDADE VIRTUAL AFRICANA

دانشگاه پیام نور

The Open University of Sri Lanka
LIFE LONG LEARNING THROUGH DISTANCE EDUCATION

Korea National Open University

IGNOU

Athabasca University

260,000 students
of which
>60,000 ex UK

Open as to:

- People
- Places
- Methods
- Ideas

ENGLAND'S TOP UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004
(Sunday Times University Guide 2004)

1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	**THE OPEN UNIVERSITY**	**87%**
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
9	ESSEX	77%

…and OU top for student satisfaction

If Harvard is going online it must be OK!

Online teaching and learning is now part of the future of universities

Professor Tony Bates

“2013: online learning comes of age”

(www.contactnorth.ca)

United States

‘over 80% of US students are expected to be taking courses online in 2014, up from 44% in 2009.’

How can MOOCs stimulate the transition to open and online learning?

“universities must stop focusing on MOOCs and develop policies for teaching more and more of their regular programmes online”

POST-TRADITIONAL HIGHER EDUCATION

PLAN

- Higher education challenges
- MOOCs – a paradigm shift**?**
- What about quality?

BAD NEWS

- No credit for MOOCs
- External QA: no interest in MOOCs

GOOD NEWS

Flexibility allows for innovation

MOOCs

Accelerating four trends:

- Shorter courses

MOOCs

Accelerating four trends:

- New types of awards

old wine

?

new bottles

mozilla
OPEN BADGES

ABOUT | ISSUER | EARNER | DISPLAYER

what are OPEN BADGES?

Learning today happens everywhere. But it's often difficult to get recognition for skills and achievements that happen online or out of school. Mozilla Open Badges helps solve that problem, making it easy for any organization to issue, manage and display digital badges across the web.

MOOCs

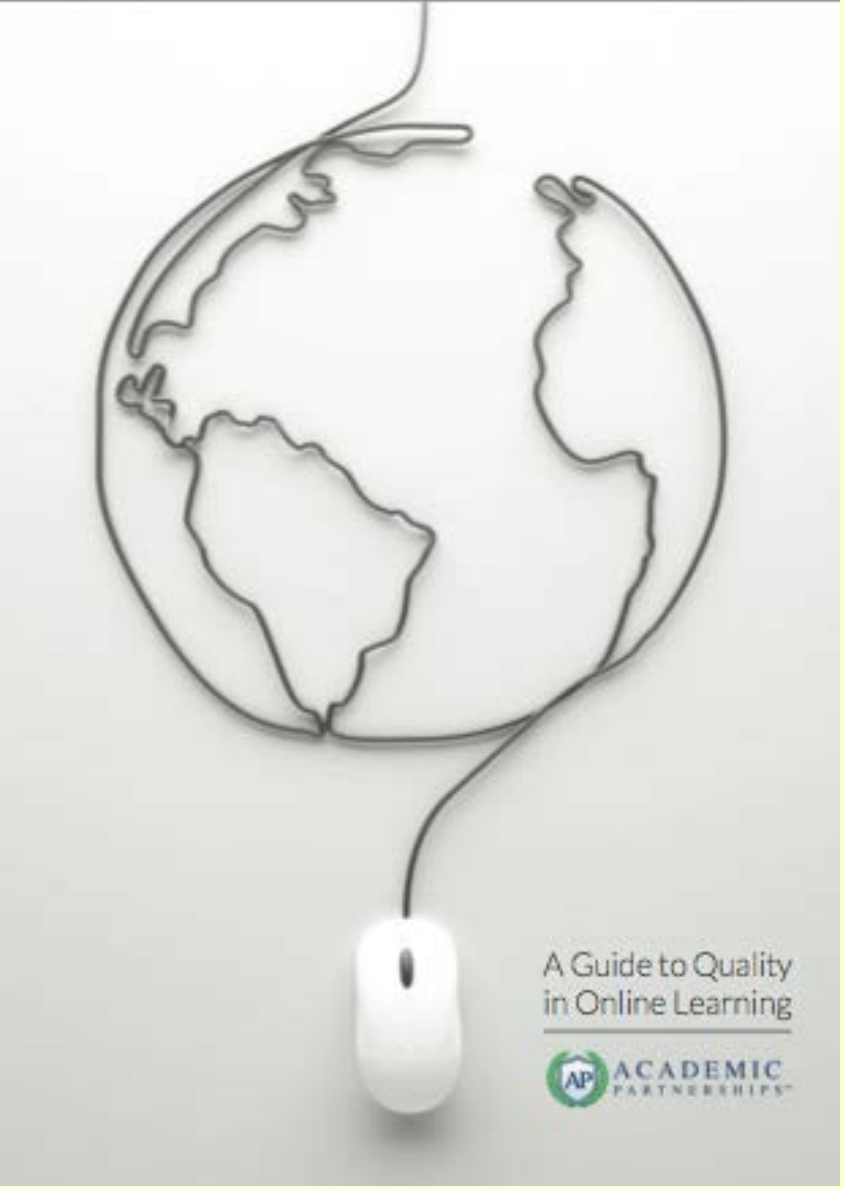
Accelerating four trends:

- Partnerships

ACADEMIC PARTNERSHIPS™

Academic Partnerships

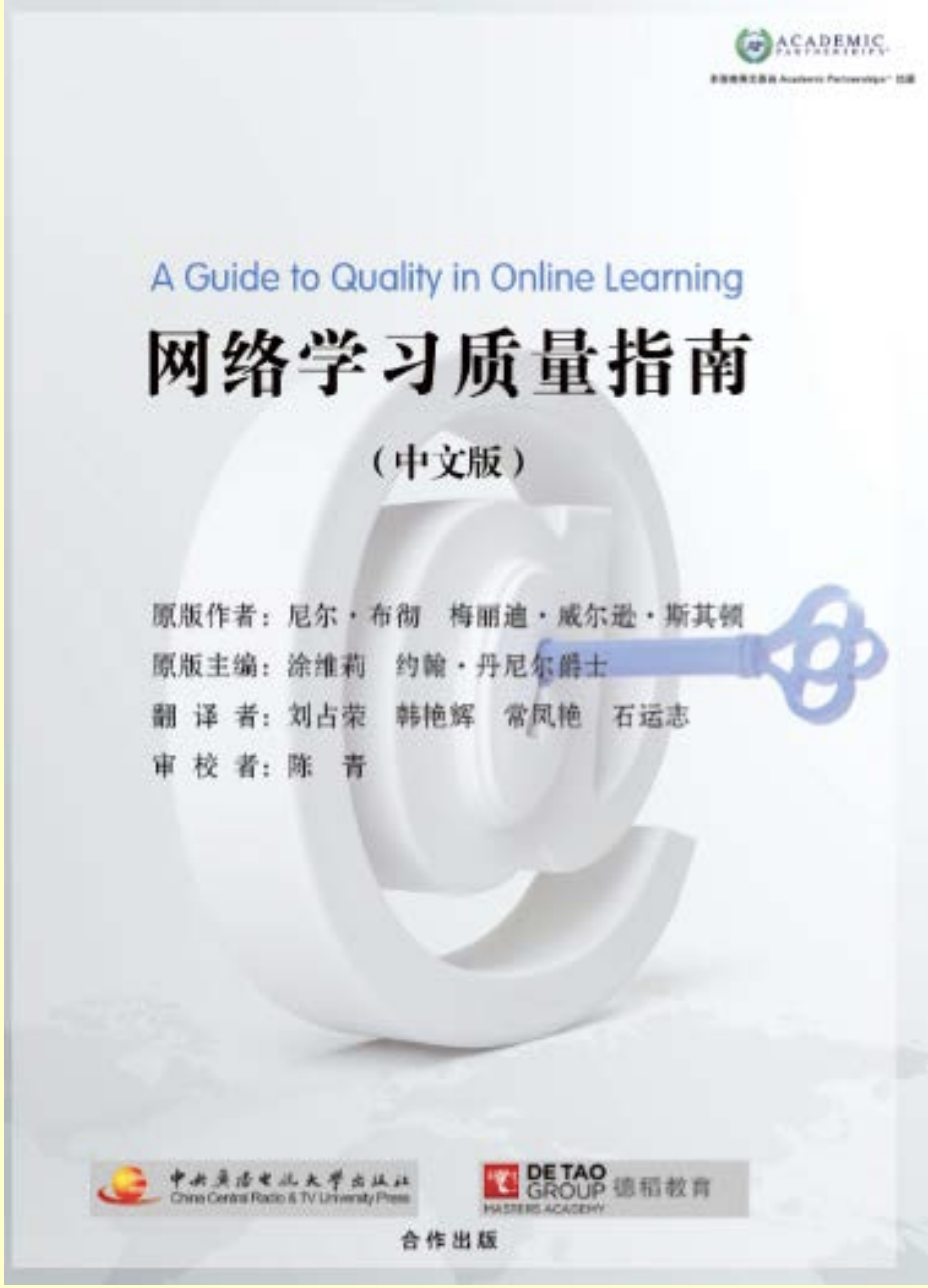
We assist leading universities around the world in the development and marketing of their online degree programs



A Guide to Quality In Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel



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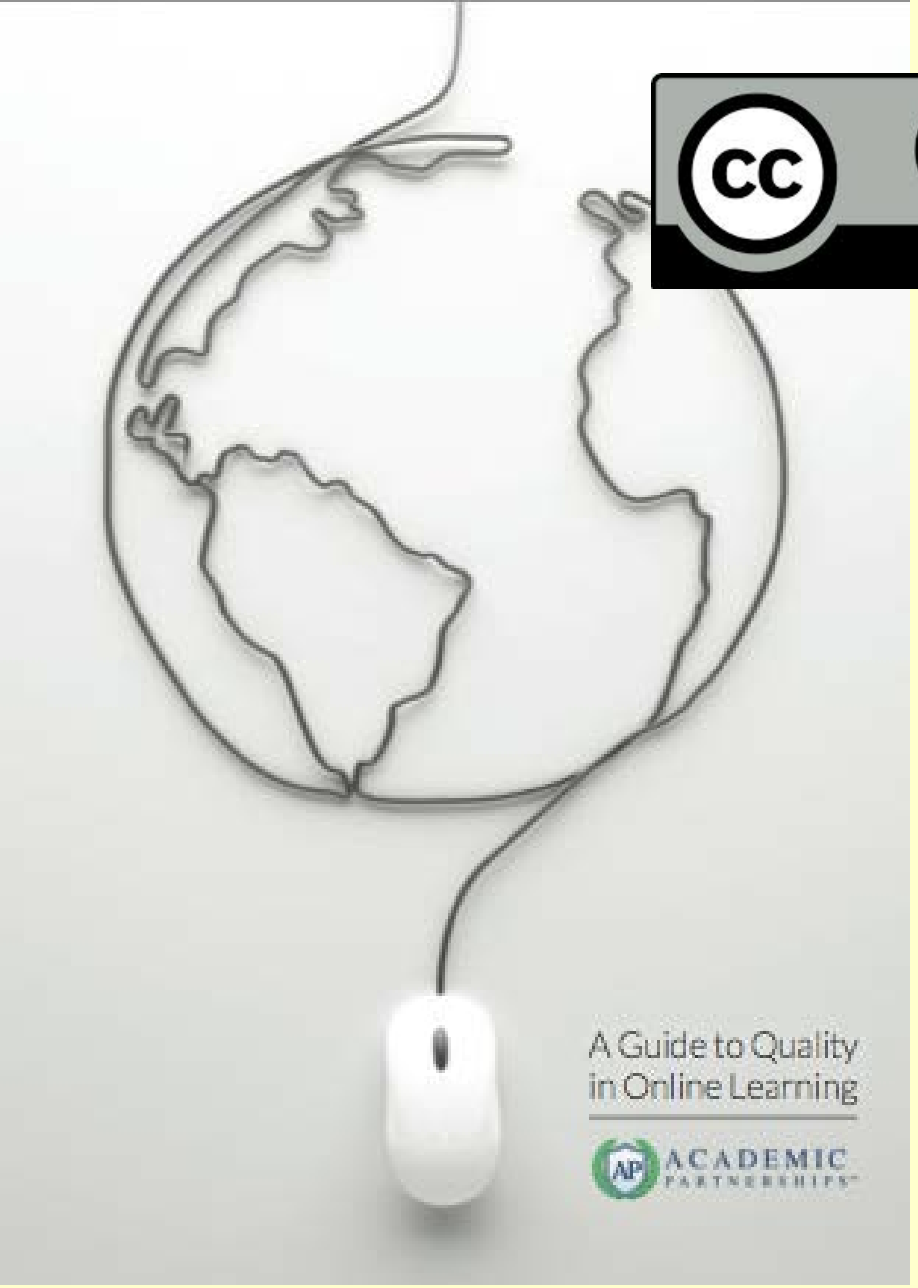
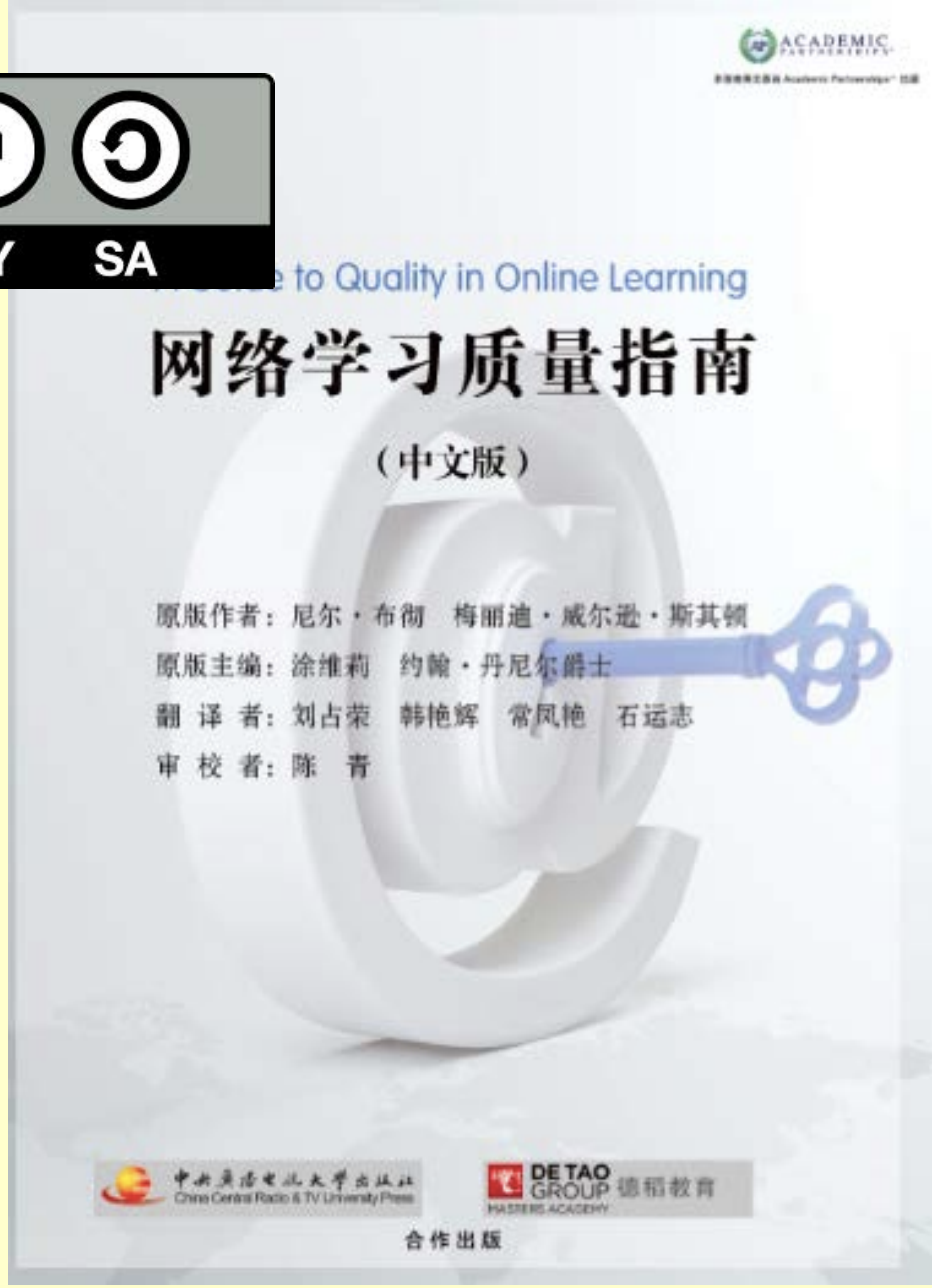




A Guide to Quality in Online Learning

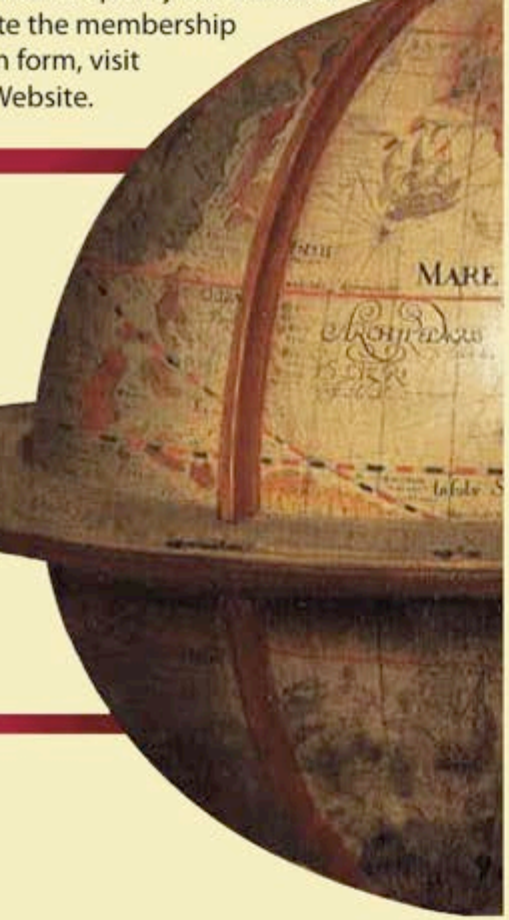
Guide to Quality in Post-traditional Online Learning

February 2014

New trends in higher education

What about quality?

te the membership
n form, visit
Website.



ww.cheainternational.org

For more information on the CHEA International Quality Group, contact:

The Council for Higher Education Accreditation (CHEA)
One Dupont Circle NW • Suite 510
Washington, DC 20036
202.955.6126 • 202.955.6129 fax

Or visit the CIQG Website at:
www.cheainternational.org

CHEA International Quality Group

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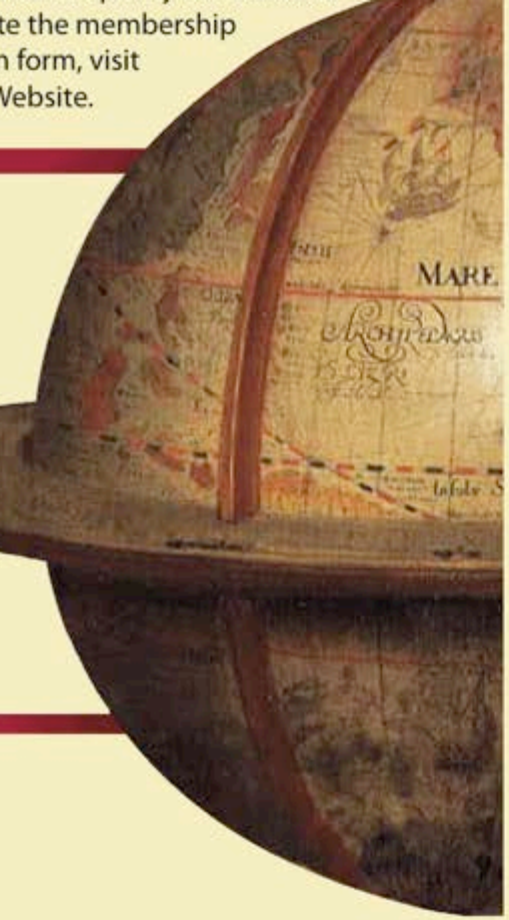

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CHEA International Quality Group

CHEA International Quality Group

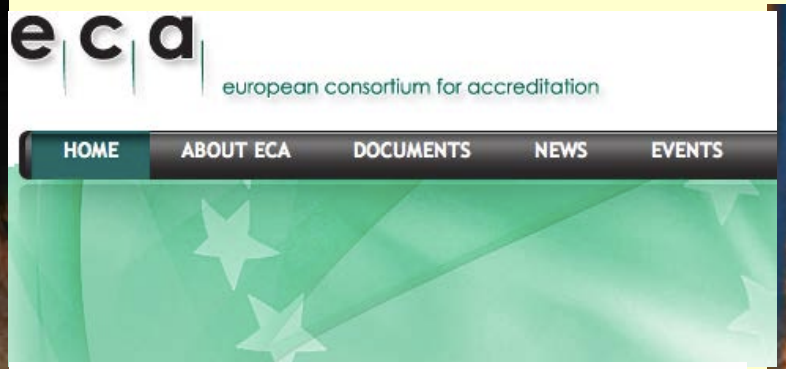
Post-traditional higher education

Quality Platform: a support to post-traditional higher education

- MOOCs
- Competency-based education
- Assessment of Prior Learning
- Open Educational Resources…

CHEA QUALITY PLATFORM

- Review performance and effectiveness of post-traditional
- Review against primary purpose: education towards a degree or not
- Success of providing student learning and assessment of learning outcomes
- Review by peers
- Successful completion – “Quality Platform Provider”



MOOCs: a Paradigm Shift in Learning and Quality Assurance?

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&
Sir John Daniel

Conclusion

- MOOCs are not a paradigm shift in learning or quality assurance
- MOOCs are a symbol of paradigm shifts in post-traditional HE

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Thank you

suvalictrumbic@gmail.com odlsirjohn@gmail.com

Text and slides at: www.sirjohn.ca

Online Education @ TU Delft

Timo Kos

Nellie van de Griend

Content

1. Global developments
2. Vision
3. State of play @TUDelft

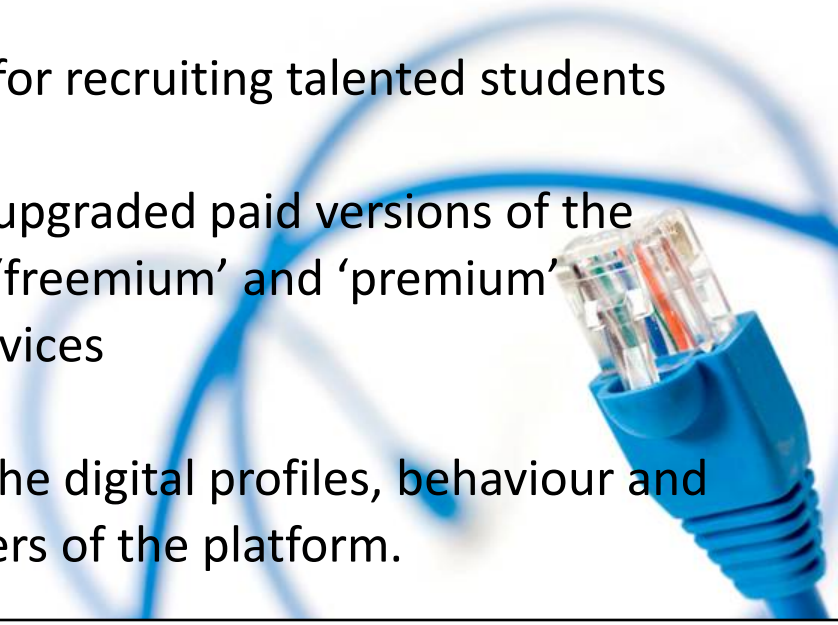
Leading platforms grow spectacular ...

UDACITY		coursera		edX	
Start date:	Januari 2012	**Start date:**	April 2012	**Start date:**	May 2012
Founder:	S. Thrun *(Stanford)*	**Founder(s):**	Koller & Nge *(Stanford)*	**Founder:**	A. Agarwal (MIT & Harvard)
Budget:	$ 15 million (Venture Capital)	**Budget:**	$ 65 miljoen (Venture Captital)	**Budget:**	$ 80 million (8 Universities)
Company:	Commercial	**Company:**	Commercial	**Company:**	Non-profit
Profile:	Professional	**Profile:**	Academic	**Profile:**	Academic Selective
Open Source:	No	**Open Source:**	No	**Open Source:**	Platform
# Universities:	non	**# Universities:**	107	**# Universities:**	29 (+ 3 regions)
# Courses:	30	**# Courses:**	540+	**# Courses:**	100
# Students:	1.5 million	**# Students:**	5,5 million	**# Students:**	1,5 million
Disciplines:	ICT	**Disciplines:**	All	**Disciplines:**	All
Certificates:	Yes	**Certificates:**	Yes	**Certification:**	Yes
Accreditation:	Yes (1)	**Accreditation:**	Yes (5)	**Accreditation:**	Yes (1)

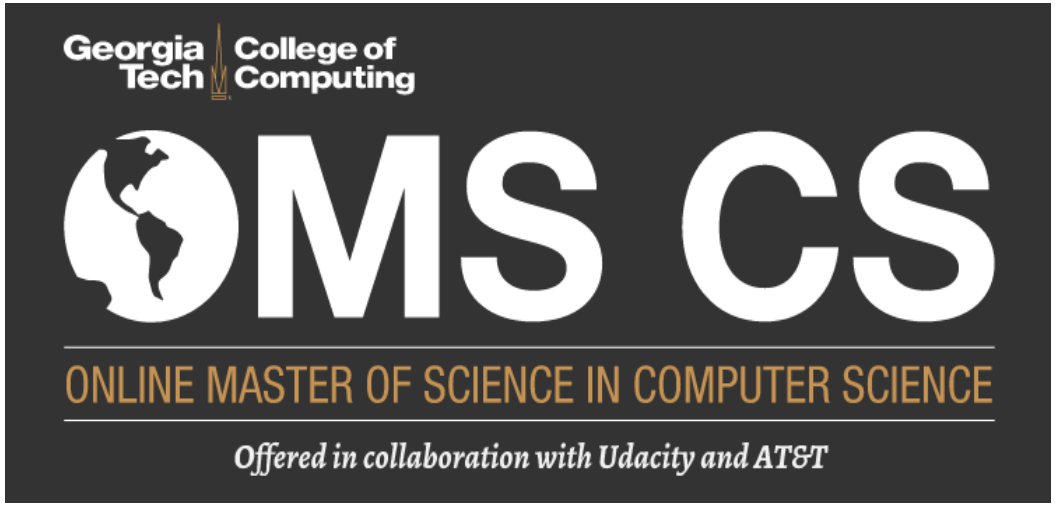
Followed by a surge of new platforms

..exploring potential revenue models…

- **license model:** a share of gross revenue between platform provider and universities offering courses hosted on the platform and used for tuition paid degee programs (Small Private Online Course - SPOC, ‘mooc-as-a-book’ for blended learning)
- **Administrative fees**: for identity-verification (off- or online proctoring)
- **Recruitment fees**: from corporations for recruiting talented students
- **Premium/Fremium model**: free and upgraded paid versions of the MOOCs and services, resembling the ‘freemium’ and ‘premium’ payment models of other internet services
- **Data/advertisement**: monetizing on the digital profiles, behaviour and social characteristics of millions of users of the platform.



... and disruptive pricing strategies.

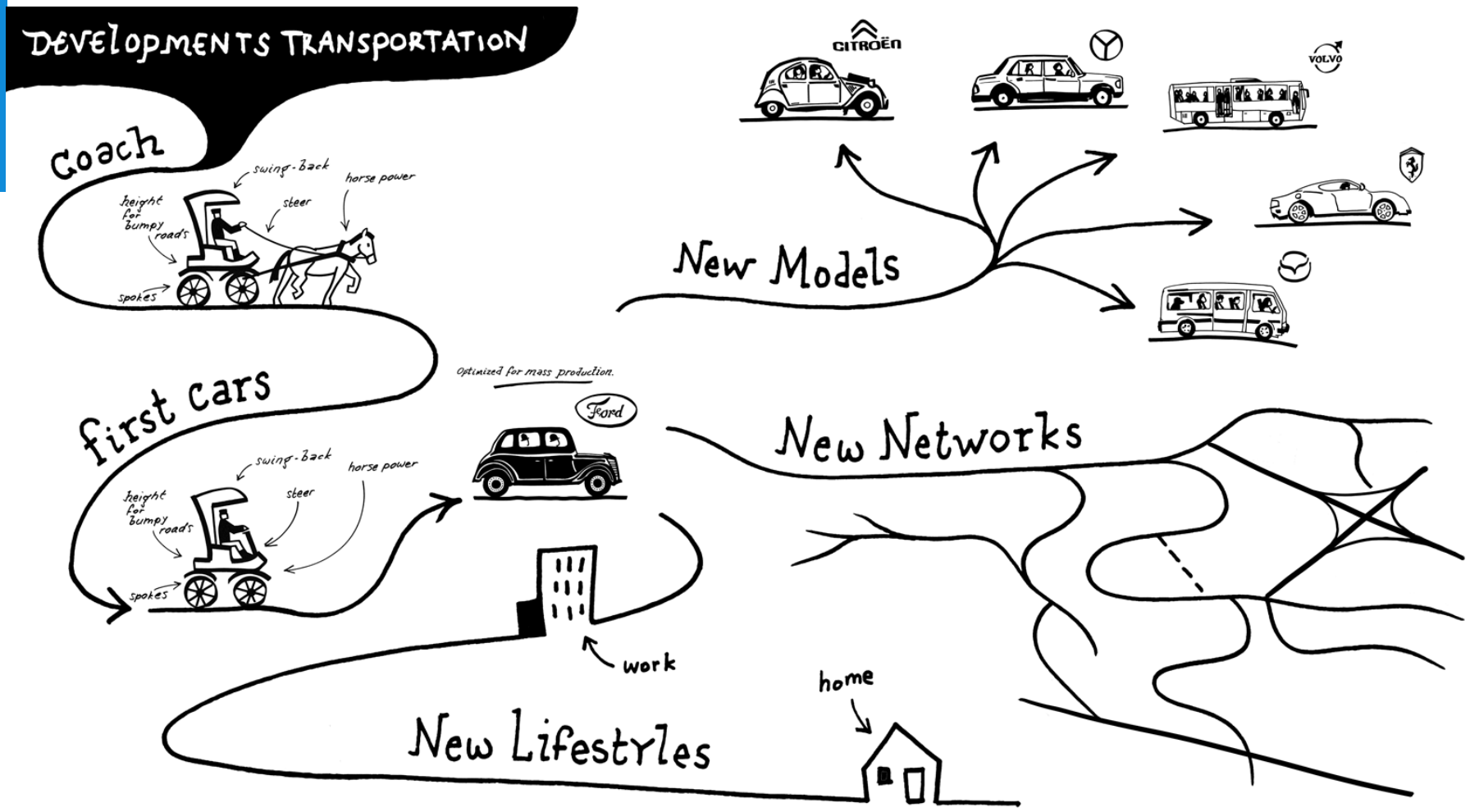


- **Accredited** Master Degree Program
- **Price: $ 6600,- for 2 years** in stead of $ 40.000 per year
- Number of students: 10.000 in 3 years
- Number of faculty extra: 8 at Georgia Tech (for content production) and undisclosed for Udactiy
- Revenu model: 60% for Georgia Tech, 40% for Udactity

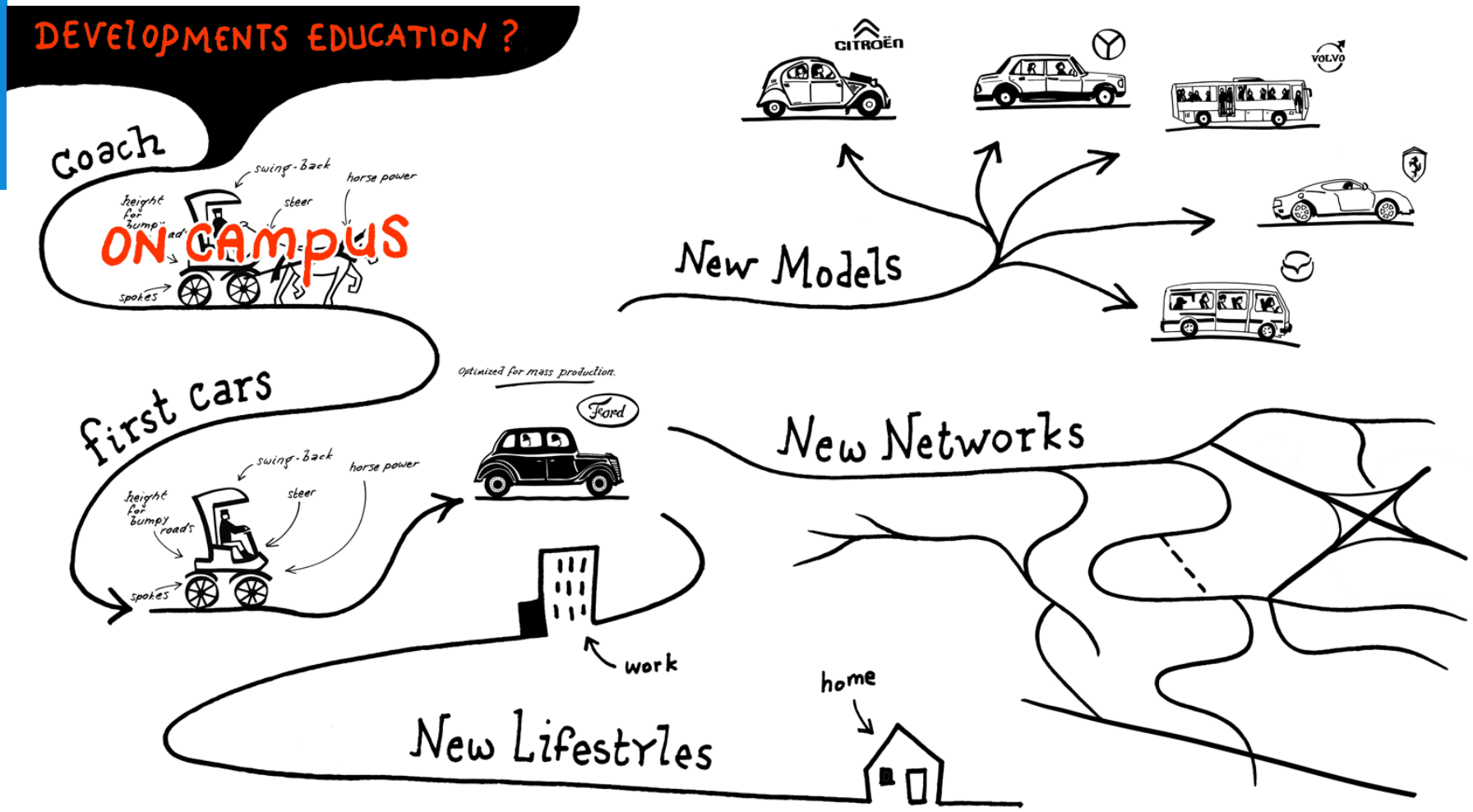
Content

1. Global developments
2. Vision
3. State of play @TUDelft

Disruptive innovation..



… for online education?



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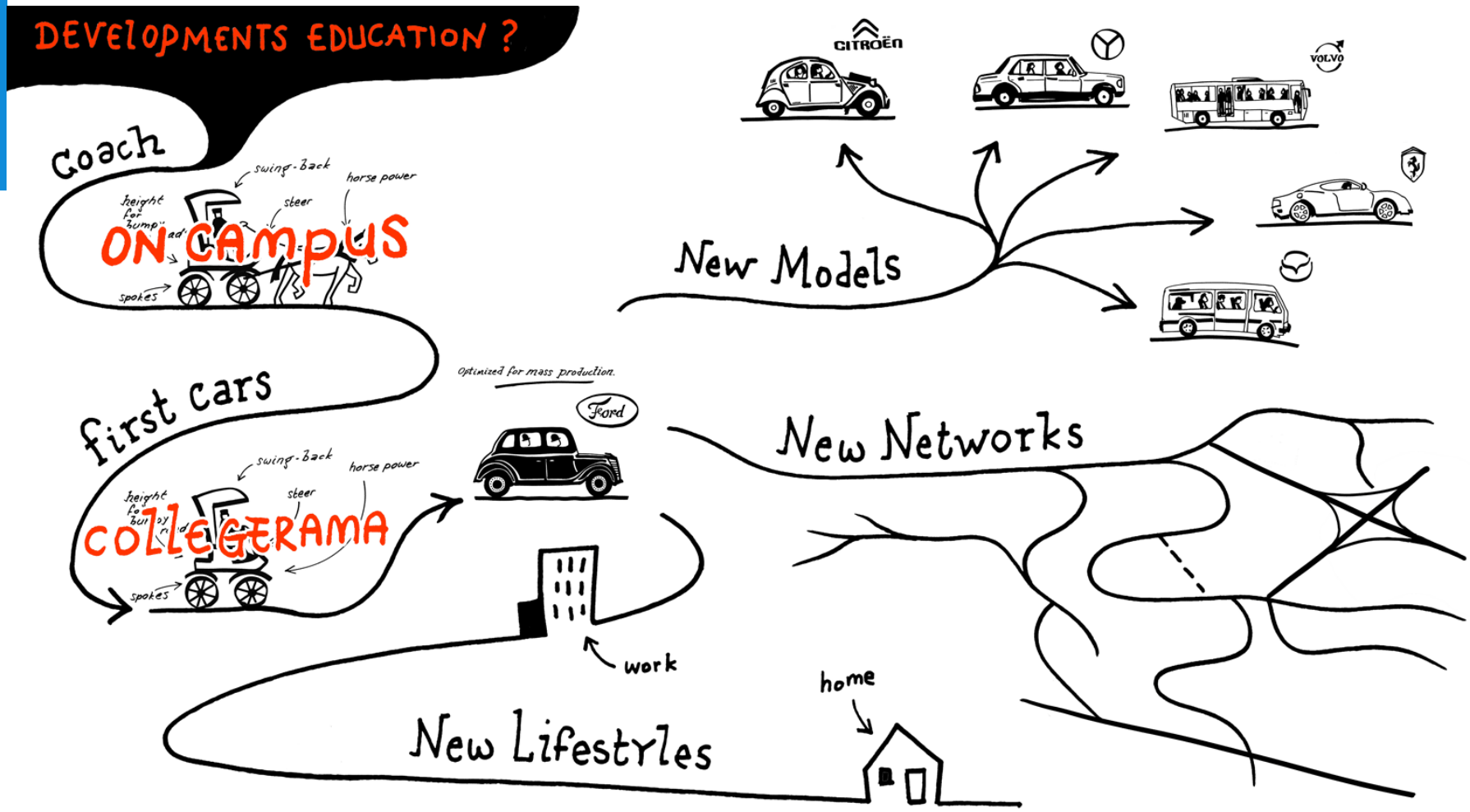

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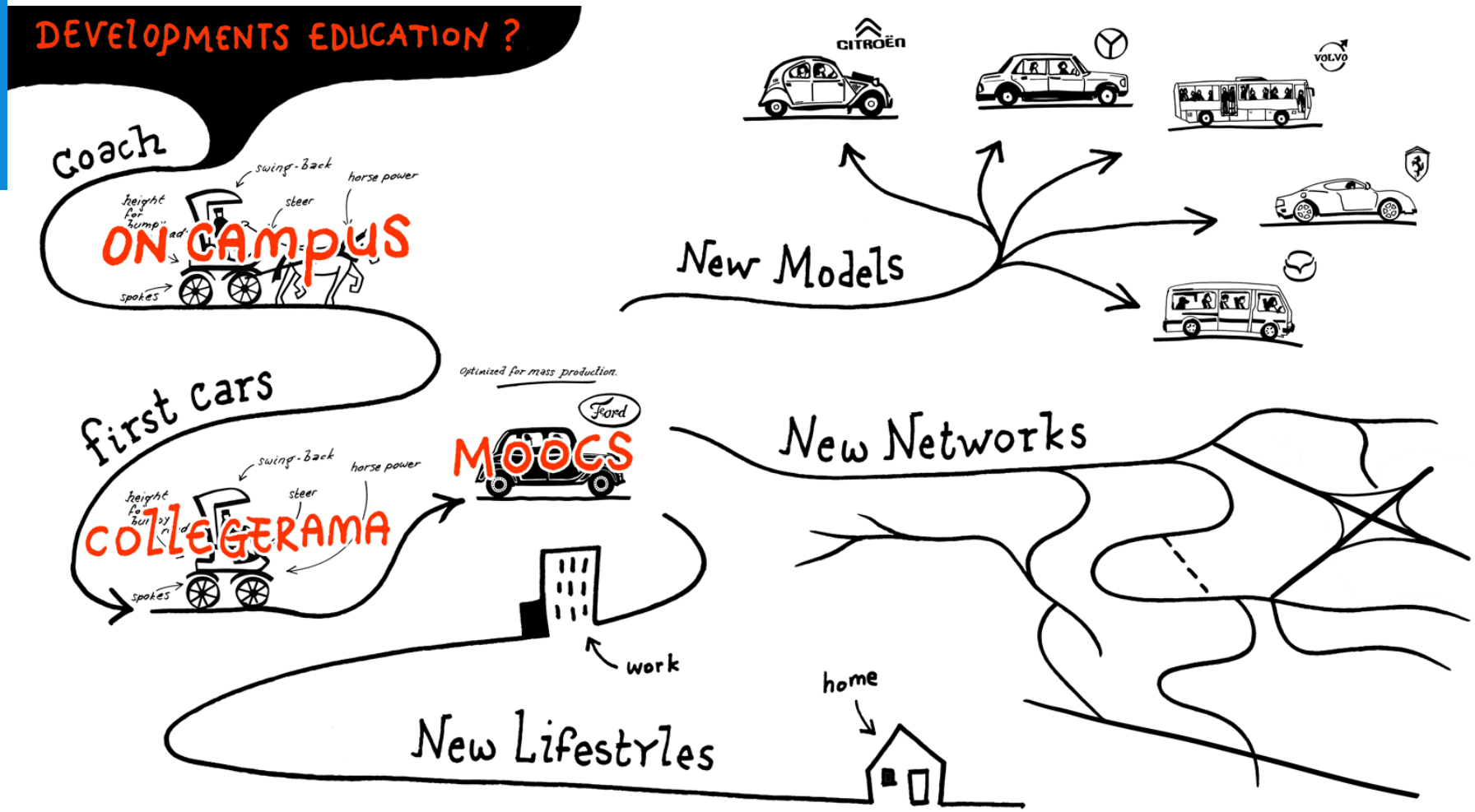

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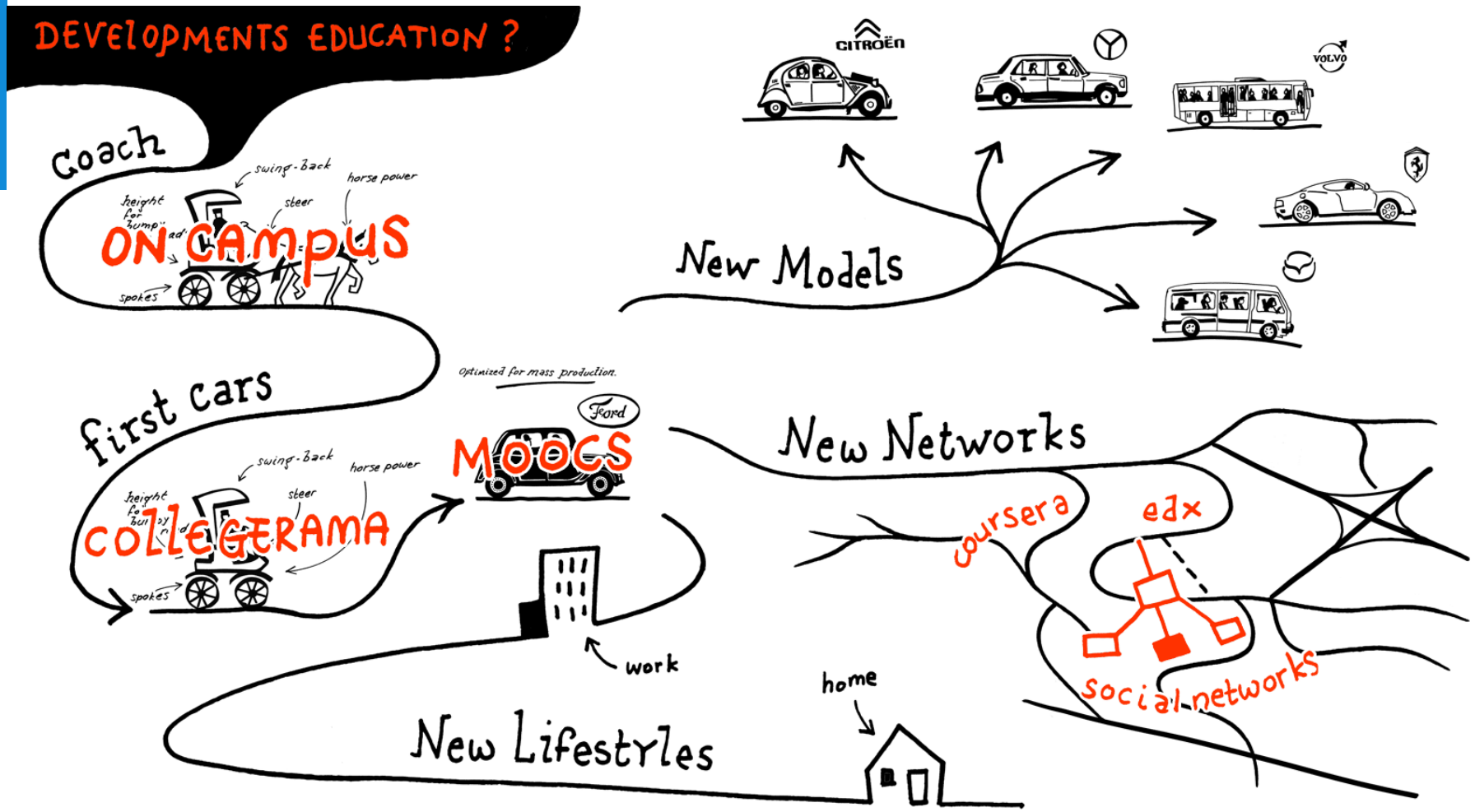

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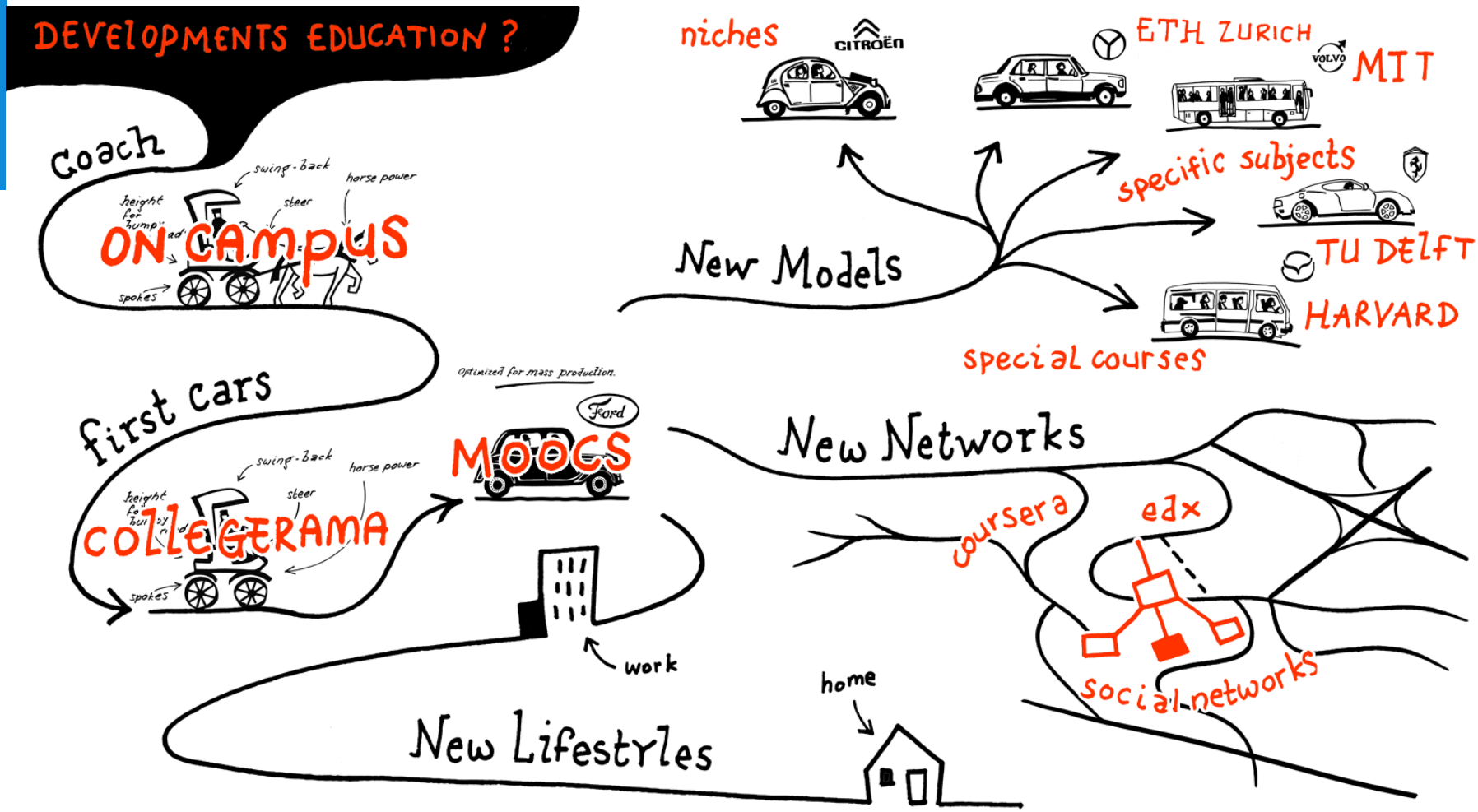

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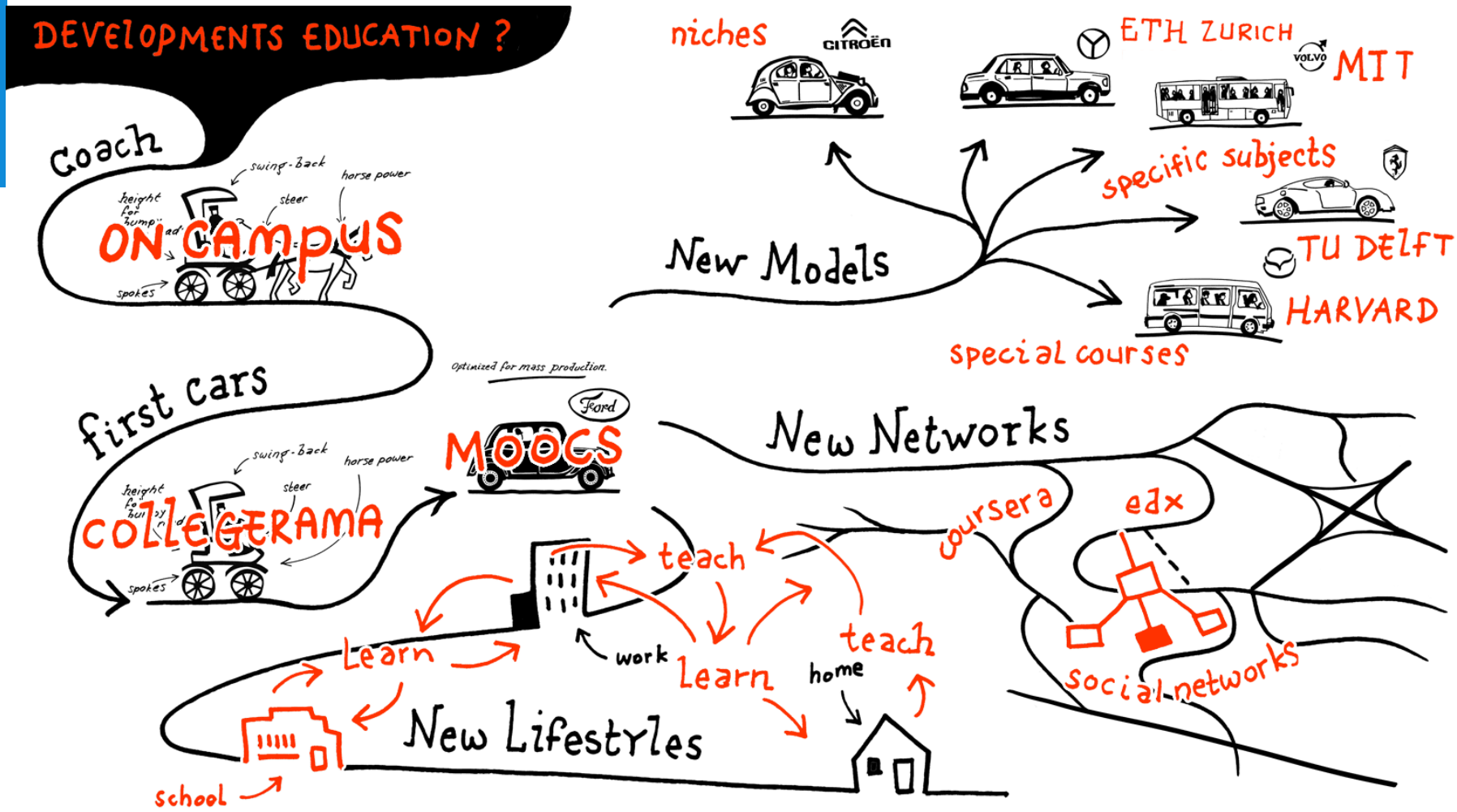

Mission

Improving quality of both campus & online education

- higher quality courses & didactics (both online & on-campus)
- better progress of students in full-time degree programs (studiesucces)
- better fit with future student expectations

Content

1. Global developments
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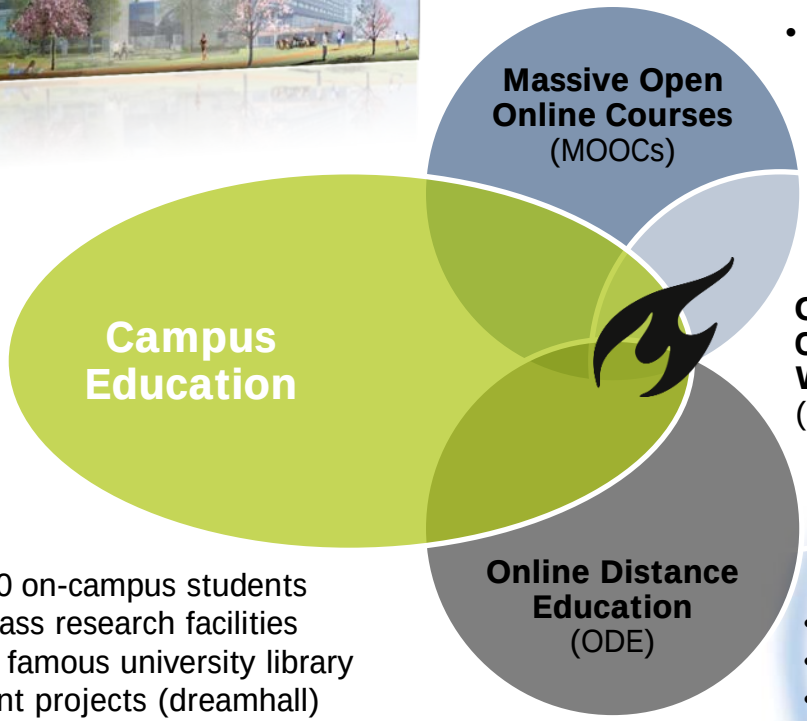
3. State of play @TUDelft

Open & Online portfolio

- First European partner of edX (april 2013)
- **2 MOOCs** (> 70.000 enrollments)
- **≈ 6.000 Certificates of Completion**
- 3 MOOCs announced for Spring 2014
- Bachelor level
- *No Credits*



- Started 2007
- Sustaining member OCW Consortium
- **More than 120 courses online & 10.000 weblectures recorded**
- Unique daily visitors > 800
- Courses from Bachelor and Master
- *No interaction with faculty*
- *No accredited certificate*

- 19.000 on-campus students
- Top-class research facilities
- World famous university library
- Student projects (dreamhall)
- Active student societies
- Bachelor – Master – Phd
- **2 blended Bachelors**

- **1 full online master (25 courses)**
- **2 modules, 1 minor, 1 master (6 courses)**
- 50 students (30 on-campus)
- Master level
- Full Master Degree / Accredited Course Certificate

OpenCourseWare

Policy Analysis of Multi-Actor Systems

- Course Information
- Lectures
- Readings
- Assignments
- Exams

OCW > Engineering and Policy Analysis > Policy Analysis of Multi-Actor Systems >

Description:

This course is about solving complex problems. Our favorite problems are not just technically complex but also characterized by the presence of many different social actors that hold conflicting interests, objectives, and perceptions and act strategically to get the best out of a problem situation. This course offers guidance for policy analysts who want to assess if and how their analysis could be of help, based on the premise that problem formulation is the cornerstone in addressing complex problems. After this course, students would have obtained a theoretical insight into different models of decision-making processes, their implications in terms of supporting decision making and the potential roles that analysts; they can make a structured problem analysis in a complex situation, and can lay down their findings in an 'issue paper'; they know how to use a range of different methods and techniques to

Course Info

Course Coordinator

Enserink, B.

About this course

Study load (hrs)

100

Level

Master

Related information

Related TU Delft courses

Since 2006:
110 + courses

Courses: Showing 1 - 2 of 2 all | current | new | past

ET3034TUx: **Solar Energy**

Discover the power of solar energy and design a complete photovoltaic system.

STARTS: **16 Sep 2013** INSTRUCTORS: **Arno Smets** **DelftX**

CTB3365x: **Introduction to Water Treatment**

Learn about urban water services, focusing on basic drinking water and wastewater treatment technologies

STARTS: **16 Sep 2013** INSTRUCTORS: **Jules van Lier** **DelftX**

Courses: Showing 1 - 3 of 3 all | current | new | past

NEW

AE1110x: **Introduction to Aeronautical Engineering**

Discover the fascinating world of aviation by investigating aeronautics, with a closer look at aerodynamics and flight mechanics.

STARTS: **March 2014** INSTRUCTORS: **Jacco M. Hoekstra** **DelftX**

learn more

NEW

NGI101x: **Next Generation Infrastructures - Part 1**

Explore the complexity and challenges of infrastructure systems (Transport, Energy, IT/Telecom and Water) in the 21st century.

STARTS: **April 2014** INSTRUCTORS: **Margot Weijnen** **DelftX**

learn more

NEW

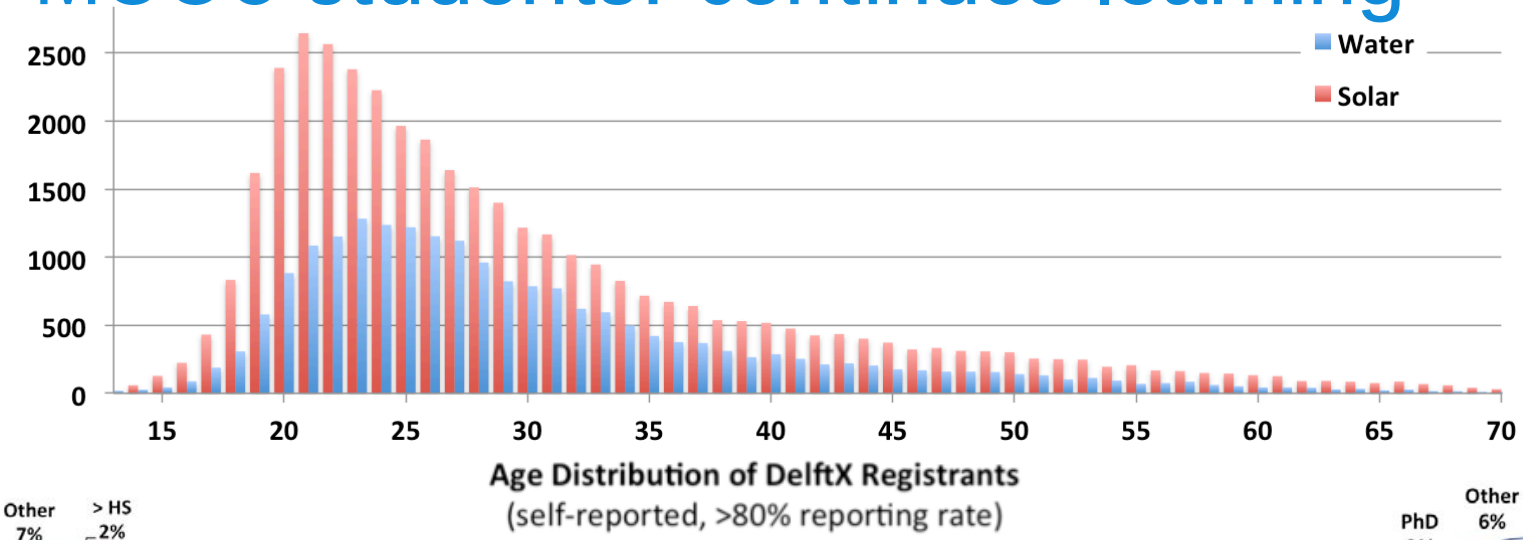
TW3421x: **An Introduction to Credit Risk Management**

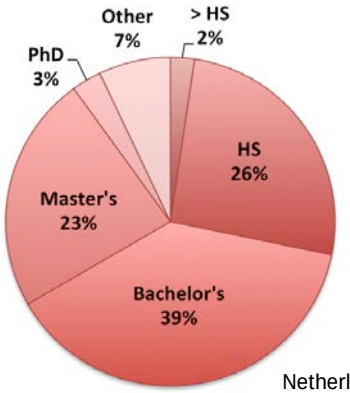
What is credit risk? Why is it so important, in modern economies, to correctly deal with it? This course combines theory with practice to answer these questions.

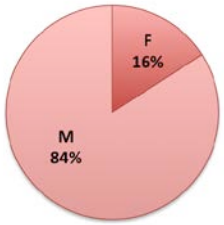
STARTS: **1 Apr 2014** INSTRUCTORS: **Pasquale Cirillo** **DelftX**

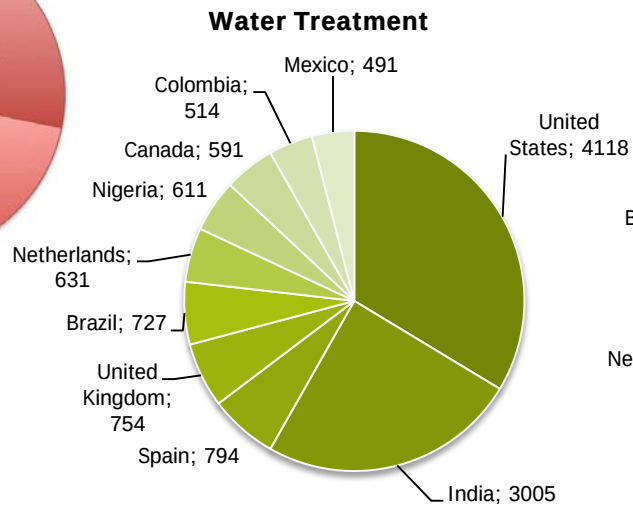
learn more

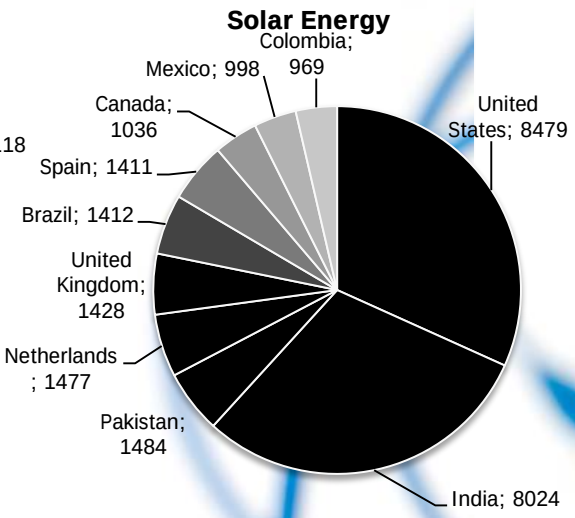
MOOC students: continues learning

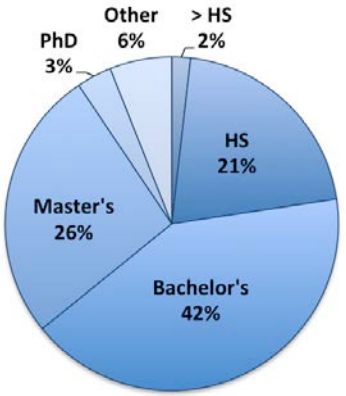


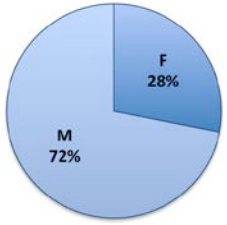








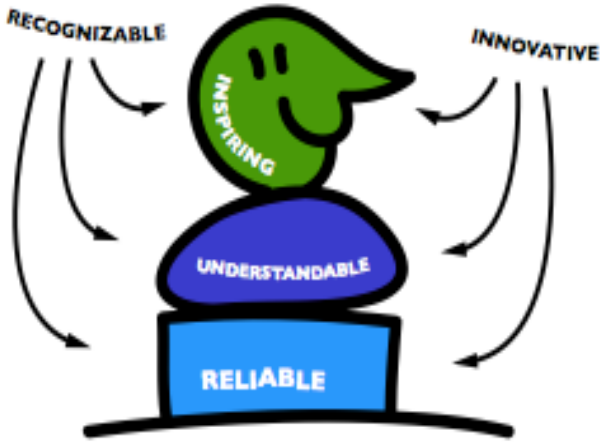




Visions DelftX & online education

Yet undefined but...we strive for excellence.

What is excellence? How to measure excellence?



Reliable

Understandable

Inspiring

Recognizable

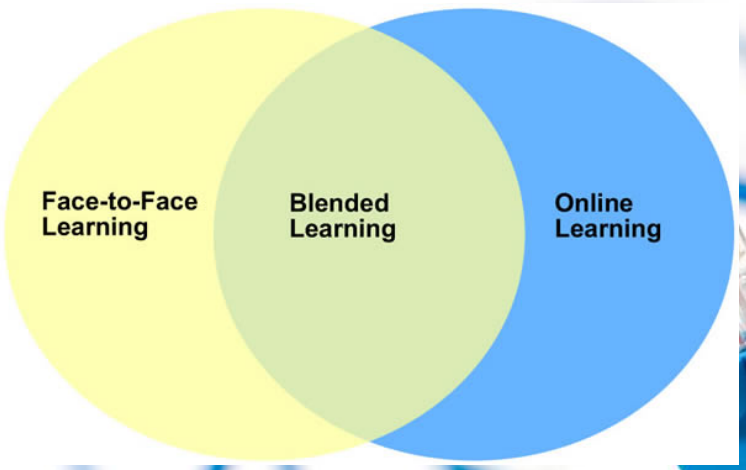
Innovative

Blended learning

2 projects:

- Bended BSc Technology, Policy and Management
- Blended minor Mechanical Engineering

- active learning
- regular study
- stimulating



http://www.whatislms.com/using-blended-learning-to-enhance-education

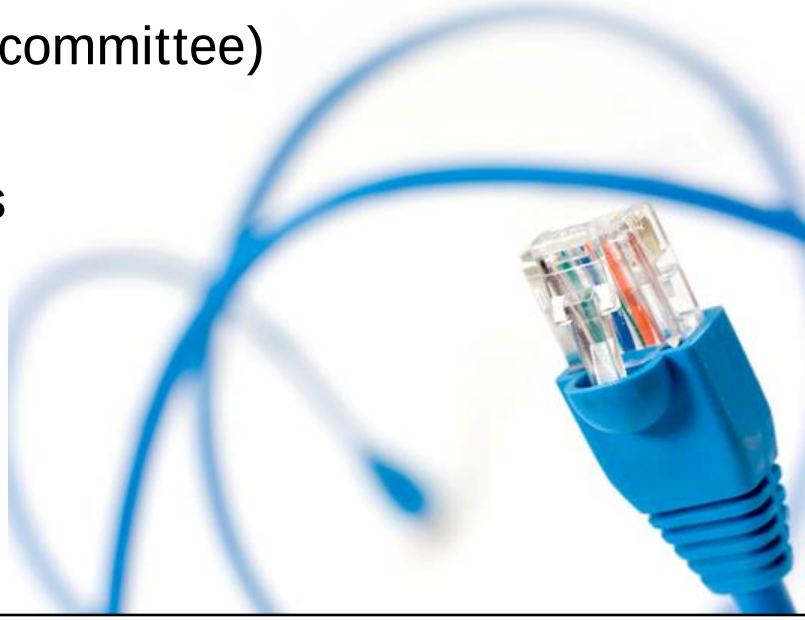
Pilots Online Master Courses (offered since September 2013)

3 pilots:

Aerospace Engineering, 6 courses, 13 online participants
Water management, whole master (25 courses), 10 online participants
Engineering & Policy Analysis, 6 courses, 31 campus participants

Set up online courses

- Identical learning objectives & content
- Same admission requirements, also for individual courses
- Exception for certain target groups based on previously acquired competencies (admission committee)
- Same ‘quality assurance’ conditions



Questions?

Website: TU Delft – Study - Online

Hypothesis

There is no need for a global accreditation system, as long as we accept international rankings, for example the Times Higher Education Ranking. Being a top 100 institute must be validating enough!

We can easily validate knowledge and skills acquired all over the world, as long as the assessment is done by accredited institutions.

The Quality Assurance of MOOCs

ECA-NVAO Winter Seminar

11 December 2013

Stephen Jackson

QAA

Developments in the UK

FutureLearn:

- Owned by the Open University
- A partnership including:
  - 23 UK Universities
  - 3 International partners
  - 3 National Organisations

    British Museum; British Council; British Library
- 36 courses currently available

QAA

The challenge of MOOCs

‘One of the main challenges raised is the issue of quality assurance: who should look after the quality of OER and MOOCs? MOOC Platforms, HEIs, public authorities, quality assurance and accreditation agencies, none/all of them?’

OECD (2013)

Webinar: open educational resources and MOOCs:

What is the evidence?

QAA

The challenge of MOOCs

‘The issue of quality assurance of MOOCs is a big concern for HEIs. ……the most significant form of quality assurance and enhancement comes from the reflections and informal evaluations of the enthusiasts who put on the courses and the comments from participants using social media’

JISC cetis (2013)

MOOCS and Open Education: Implications for Higher Education

QAA

Who are MOOCs for?

- Widening access to HE
- Students in HE
- Vocational Training
- Continuing professional development
- Lifelong learning

QAA

Benefits to institutions

- New business model?
- Competitive positioning: Institutional profiling
- Recognition for innovation in teaching and learning
- Educational research and development
- Outreach – promotion of courses

- Risk to reputation drives quality

QAA

Quality issues:
Design and approval of MOOCs

- Academic planning and development
- Quality control of course materials
- Learning outcomes
- Use of the UK Quality Code
  - Chapter B1: Programme design and approval
  - Chapter B3: Learning and teaching
  - Chapter B6: Assessment of students and accreditation of prior learning

QAA

Structures and frameworks

- Duration and completion
- ‘Stand alone’ courses
- Supplementary learning
- Level of study
- From courses to qualifications

Recognition of achievement

- The award of academic credit
- Recognition of prior learning (RPL)
- Assessment arrangements
  - Forms of assessment
  - Examinations
  - External awards
- Certificates and transcripts
  - Certificates of completion
  - Certificates of achievement
  - Statements of accomplishment
  - Badges

QAA

Quality Assurance Agency for Higher Education

s.jackson@qaa.ac.uk

Conclusions
ECA Seminar “MOOCs and QA”
11 December 2013, The Hague:

Rolf Heusser

european consortium for accreditation

Questions prior to ECA/NVAO workshop

- MOOCs: a ”campus tsunami” or temporary “fashion hype”?
- MOOCs: more than an exercise of “learning alone” and “solving quizes”?
- Who stands behind the MOOCs? Who benefits?
- What about quality assurance of MOOCs?
- Etc.

MOOCs: Facts

- Rapid spread in US, Europe
- US platform Coursera: 5,5 Mio registered people, >500 courses
- Europe: > 250 MOOCs until end August 2013
- Expansion driven by technical developments, internationalisation and diversification of HE, funding pressures, etc.

MOOCs: Benefits for HEIs

- Raising new revenues: data on student learning
- Enhancing visibility; Institutional profiling/branding
- Outreach to new learners
- Education of research and development
- Etc.

MOOCs: Benefit for students

- Easy access to educational provisions
- Low/ little cost
- Broaden knowledge in new subject areas
- Deepen professional skills
- Good quality expected
- Etc.

MOOCs: Challenges I

- No MOOCs ”on demand”
- Special type of social interaction
- Different teacher qualifications needed
- Validation of exams (who, how?)
- Recognition of learning outcomes/ECTS?
- Social control of platforms?
- Etc.

MOOCs: Challenges II

- Sustainable business model for MOOC platforms?
- Investment of Universities is high, reputational chances and risks
- Intellectual property rights?
- Interrelationship to existing programmes?
- Interrelationship with blended learning, e-learning?
- QA: how and by whom?

Seminar: Conclusions

- MOOCs are a fact and they are spreading rapidly
- Mirror of rapid developments in HE
- MOOCs offer opportunities and risks for HEIs and students
- Challenges for IQA and EQA systems ahead (QA of all forms of post-Traditional education)
- HE is moving and QAAs have to move with it !