

AUSTRALIA'S LEADER OF CAREER-FOCUSED EDUCATION



Quality assurance of online learning in private higher education providers

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Plan for the session

- Key disrupters and drivers of change
- Trends toward uptake of blended and online learning
- Background to the survey and method
- Key themes from the survey:
 - growth of online and blended learning, in small organisations;
 - confidence in quality but not always using frameworks or holistic PD to build in consistency or scalability
- Good practice examples in *strategies, minimum standards for online environments, design thinking projects to focus improvement efforts and sustainable professional development models.*

Technology trends, implications and impact timeframes



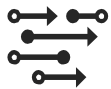
24x7 access to experts, so we should deliver on experiences, frameworks and outcomes rather than content

NOW



Employment is changing with robotics, so graduates need problem solving and continuous, portfolio learning

NOW



Learning boundaries are blurring eg Singularity U, so we should bolster WIL and the integration of employment and education (83% of EY respondents agreed)

NOW



Nano degrees eg Udacity, so we should focus on modular, flexible components for re-skilling and up-skilling

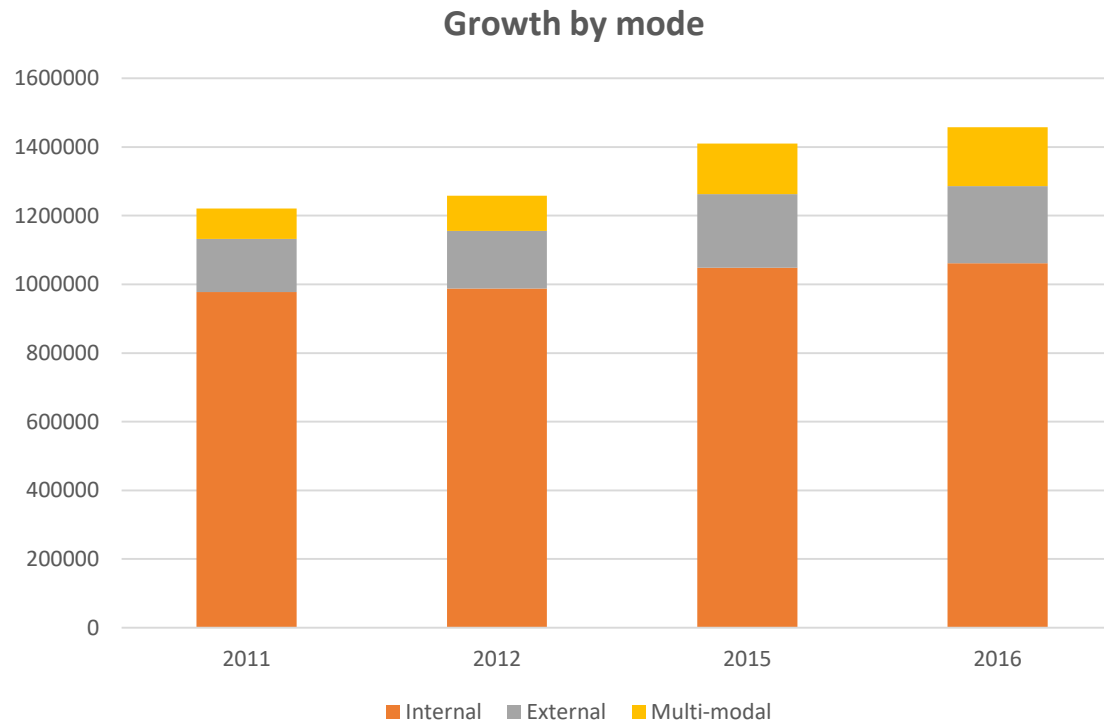
NOW



Increasing preference for online learning: 1.1b borderless learners, so we should expand our horizons (EY – 22% of current v 42% future learners pro online)

NOW

DET trends from 2011 to 2016



% increase 2011-2016

Internal = 8%

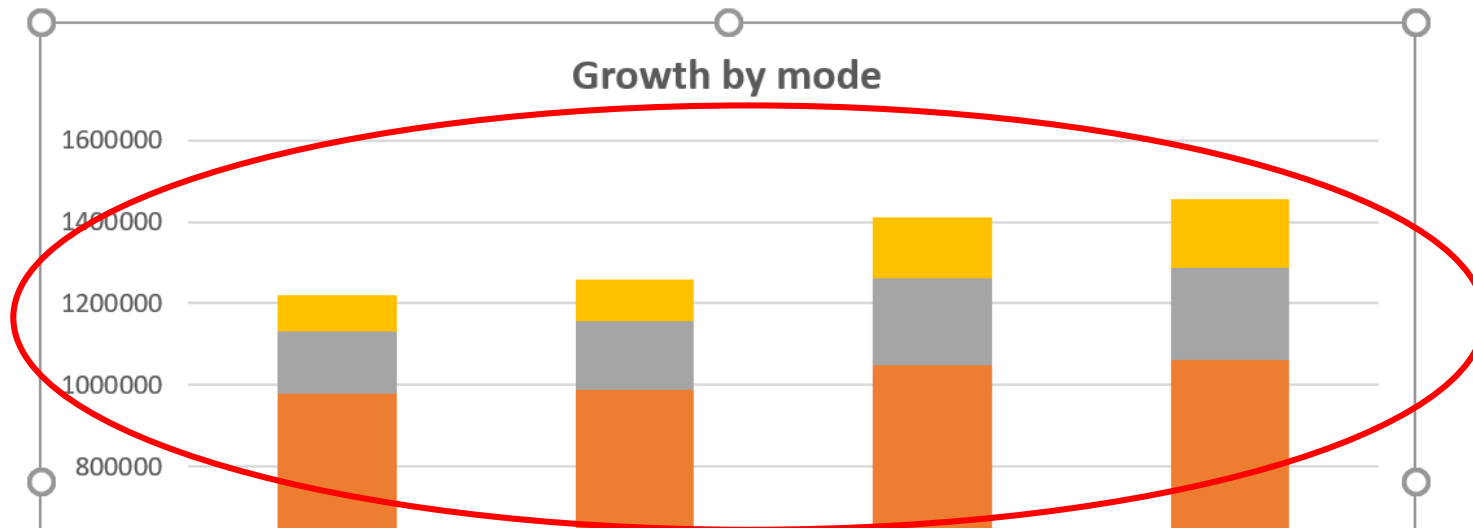
External (online) = 45%

Multi-modal (blended) = 93%

Table 1: All higher education students by mode of attendance, full year 2011, 2012, 2015 and 2016

Source: DET higher education student statistics Table 2.7, 2012 and 2016

Trends toward blended and online



% increase 2011-2016

Internal = 8%

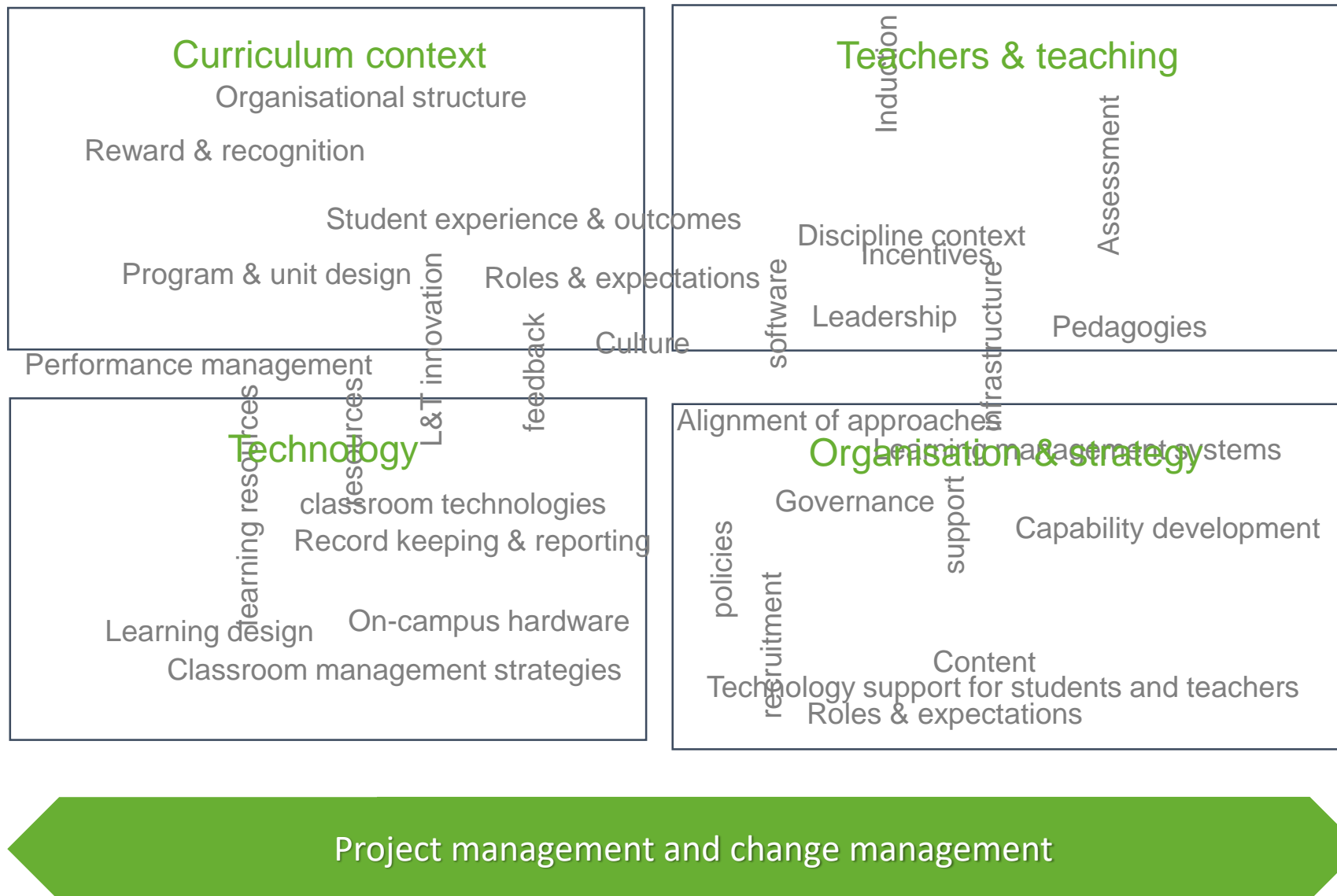
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Transformation Model (TEQSA 2017)



Assuring Quality in blended and online learning

The sector has sustained growth in blended and online modes yet little information is available on the confidence of private providers in assuring quality.

Drawing on a range of resources (ACODE, ICDE, eMM, APEC Toolkit) a survey was developed to gather data on the uptake of blended and online learning amongst private providers and gauge confidence.

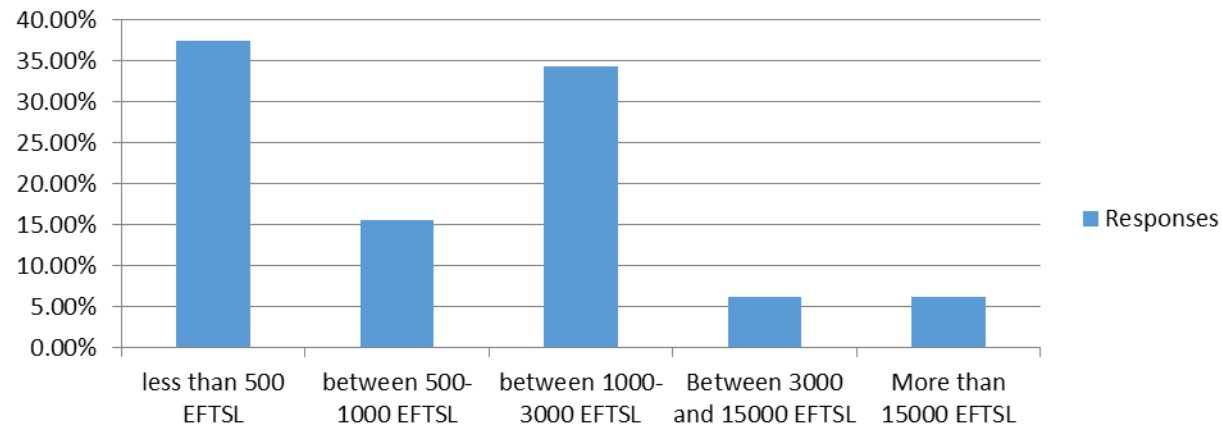
In September 2018, the anonymous survey was distributed through networks:

- ACPET
- CAUTHE
- COPHE
- HEPP-QN
- TAFE Directors' Network

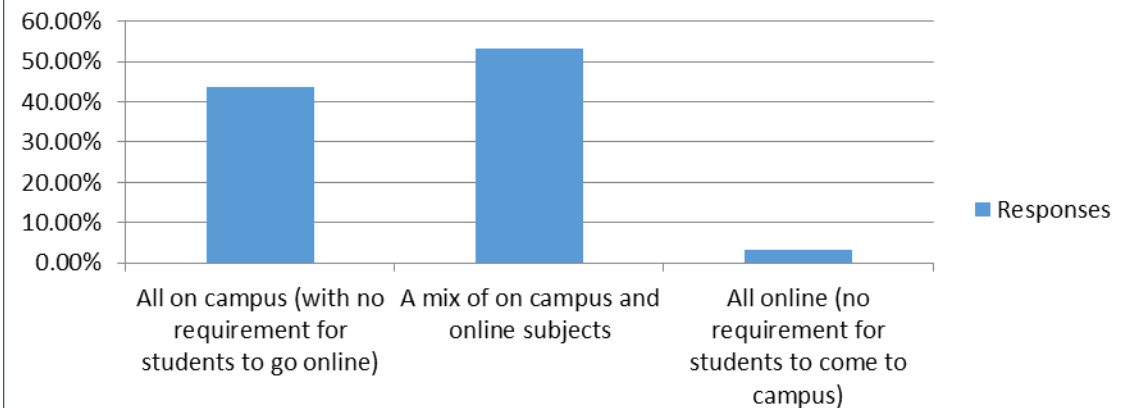
32 respondents from PHEP

(plus 1 TAFE which was removed)

Institution size. Considering Equivalent Full-Time Student Load (EFTSL), which category best describes the size of your institution

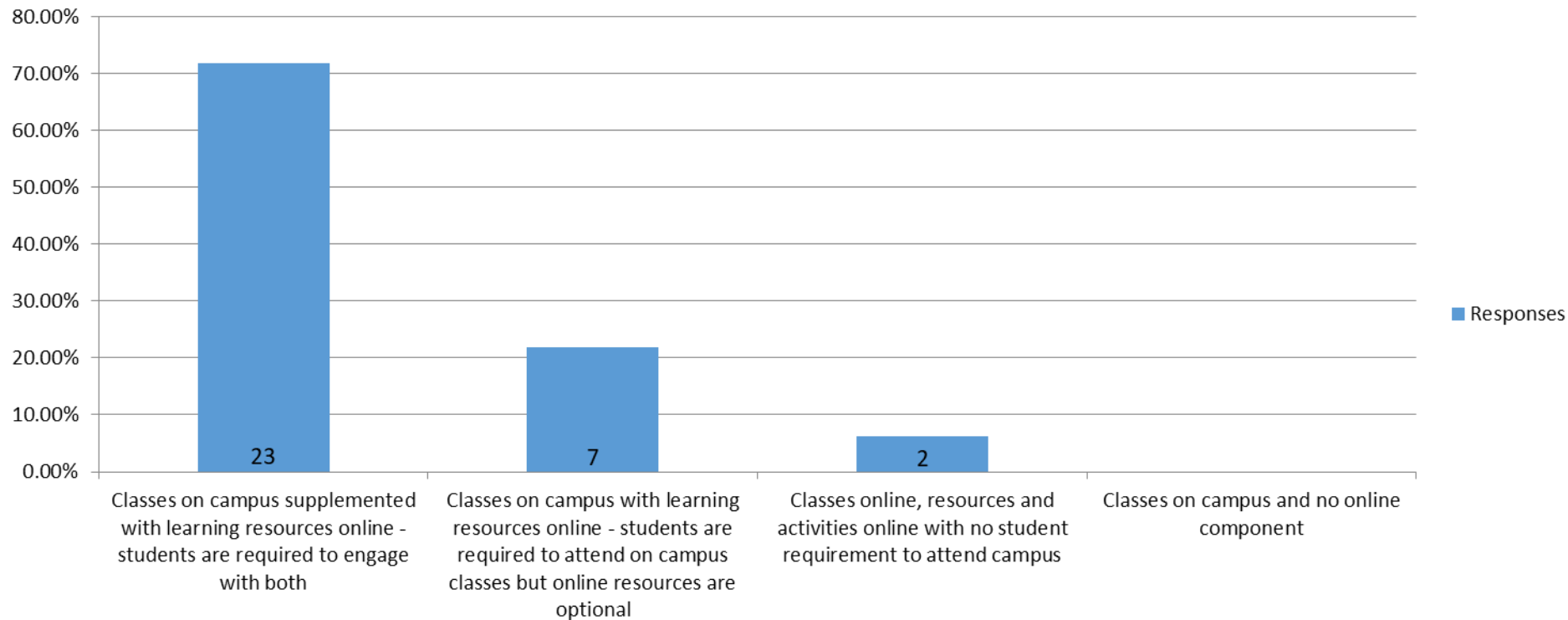


Current course delivery, on a continuum, from fully campus-based learning at one end, with a blend of on campus and online in the middle, to fully online



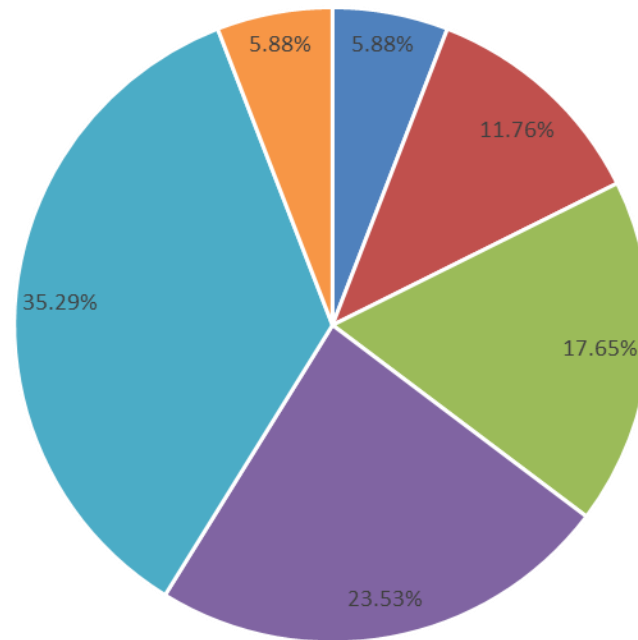
Subject delivery

Current subject delivery. On the continuum of on campus to online delivery, which of these statements best describes the majority of subjects (units that make up courses) at your institution:



Does your institution have an effective strategy to guide blended and online delivery? (N=17)

Our institution has an effective strategy to guide online and/or blended learning



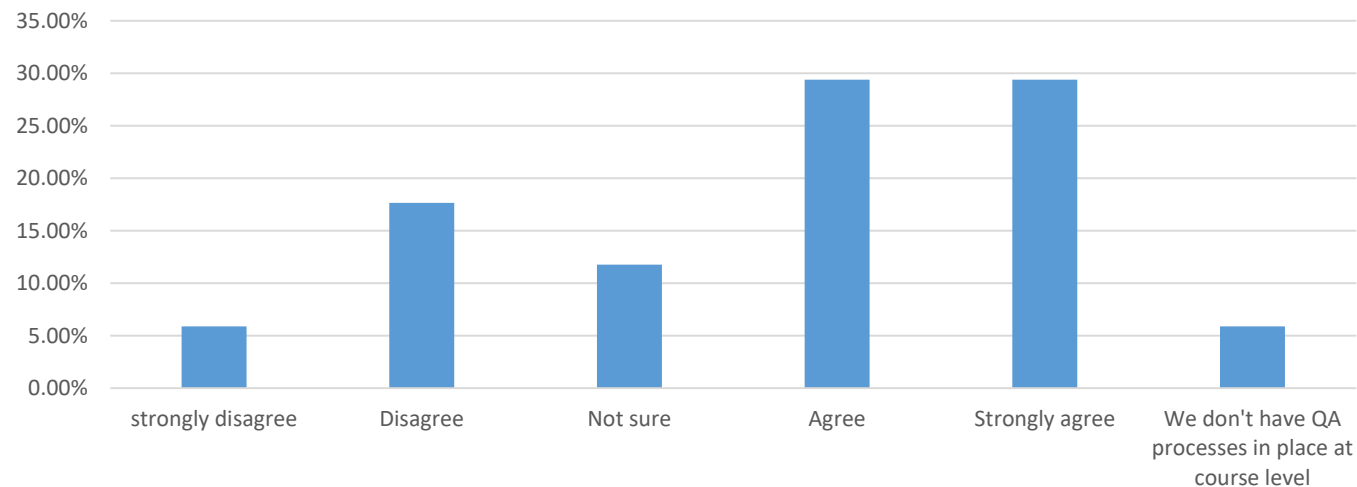
■ Strongly disagree ■ Disagree ■ Not sure ■ Agree ■ Strongly agree ■ We don't have a strategy

10 = A or SA
1 = Nil
3 = not sure
3 = D or SD



Highlights the need for guidance, templates and samples

Quality assurance at course level



10 – A or SA

1 – nil

2 – not sure

4 – D or SD

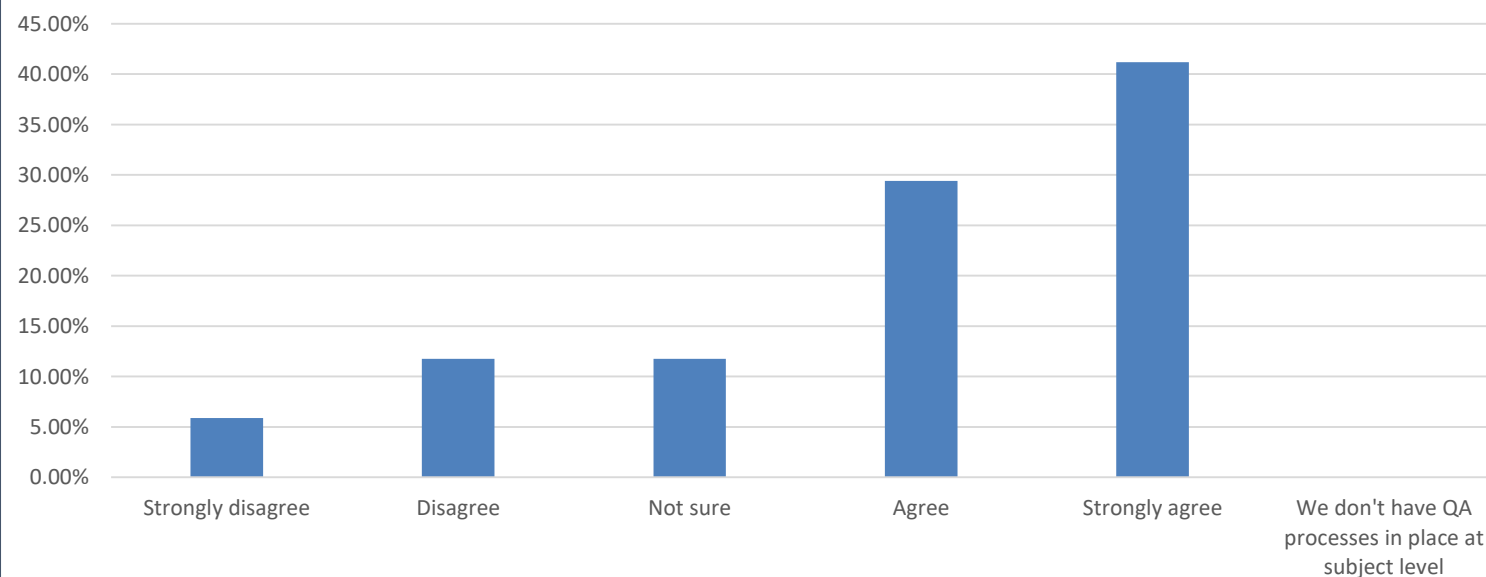
12 – A or SA

0 – nil

2 – not sure

3 – D or SD

Quality assurance at subject level

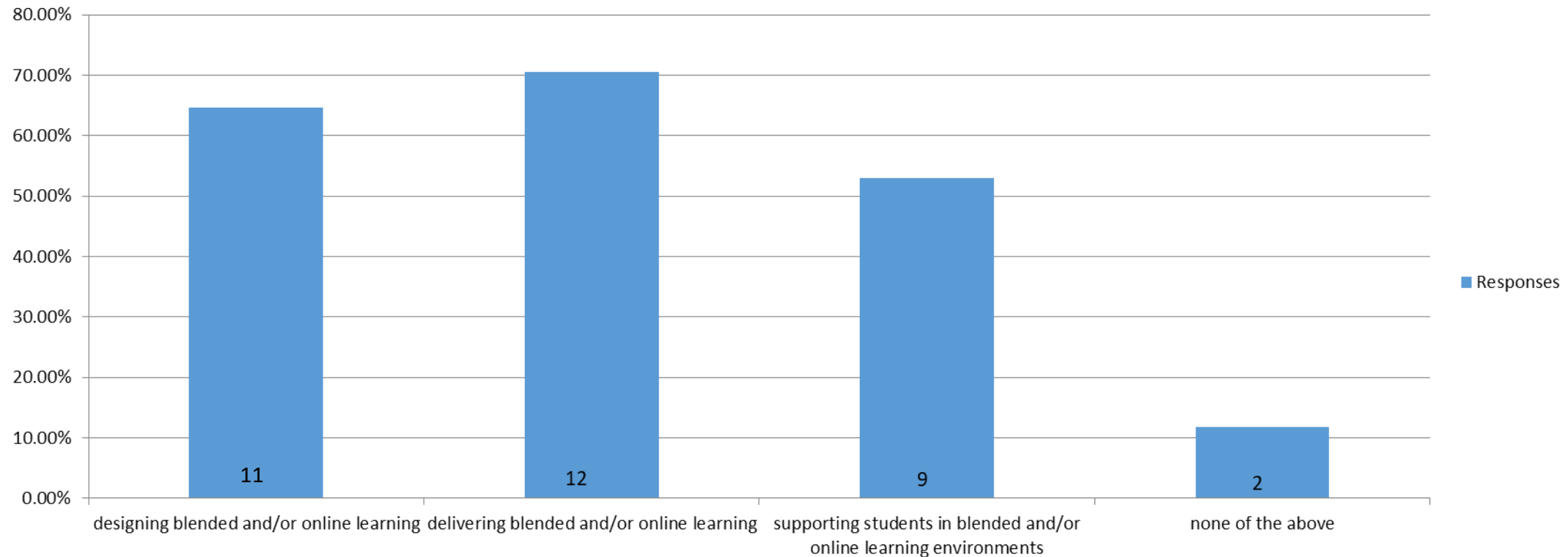


Of the 17 respondents:

- Micro credentialling - 9 didn't have QA for micro credentialing, 4 did & 4 weren't sure;
- External benchmarks - 11 used external benchmarks to guide QA, 5 didn't & 1 wasn't sure;
- Quality assurance cycles - 13 had QA review cycles in place, 2 didn't & 2 weren't sure

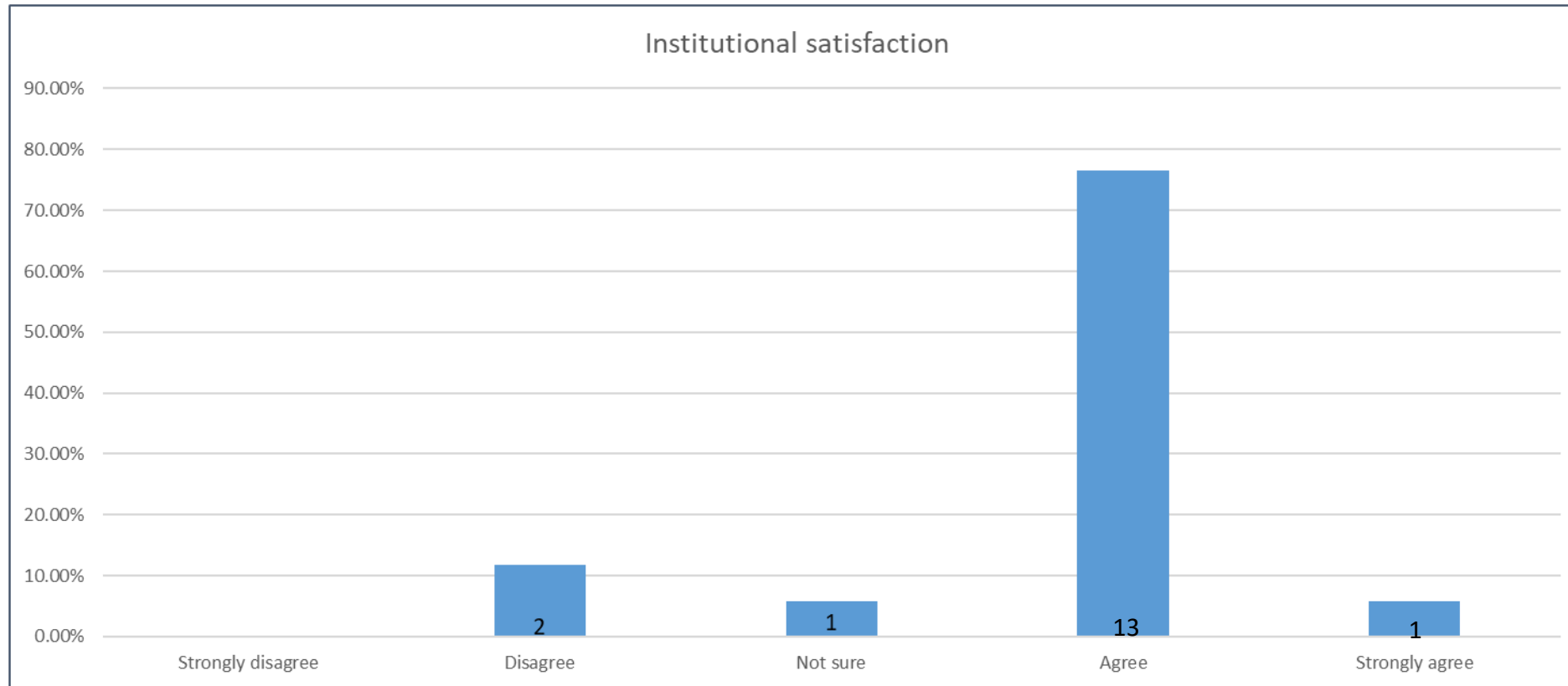
Availability of professional development

Our institution makes professional development available for staff in



Some PD offered in most institutions, yet less likely to be in *supporting students*

Is your institution broadly satisfied with student outcomes?



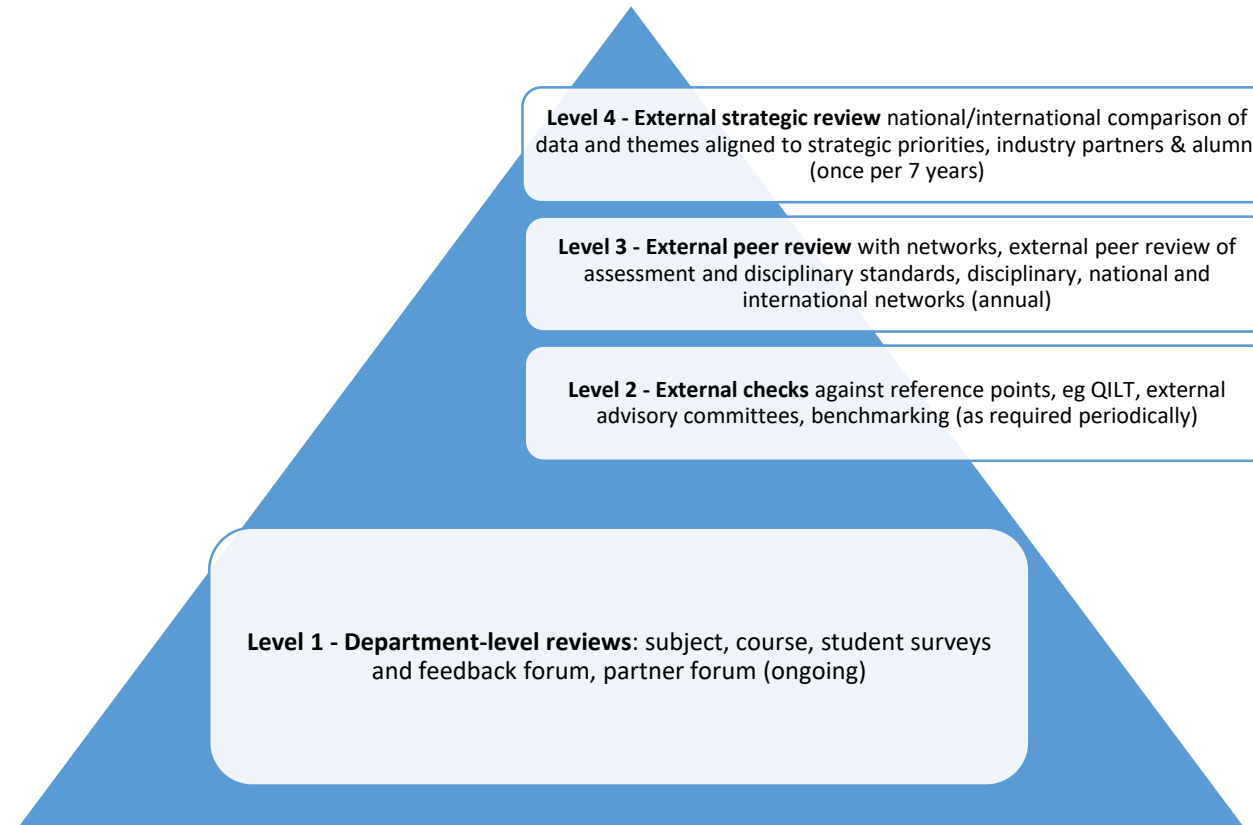
Broadly positive but room for improvement

Key challenges and barriers

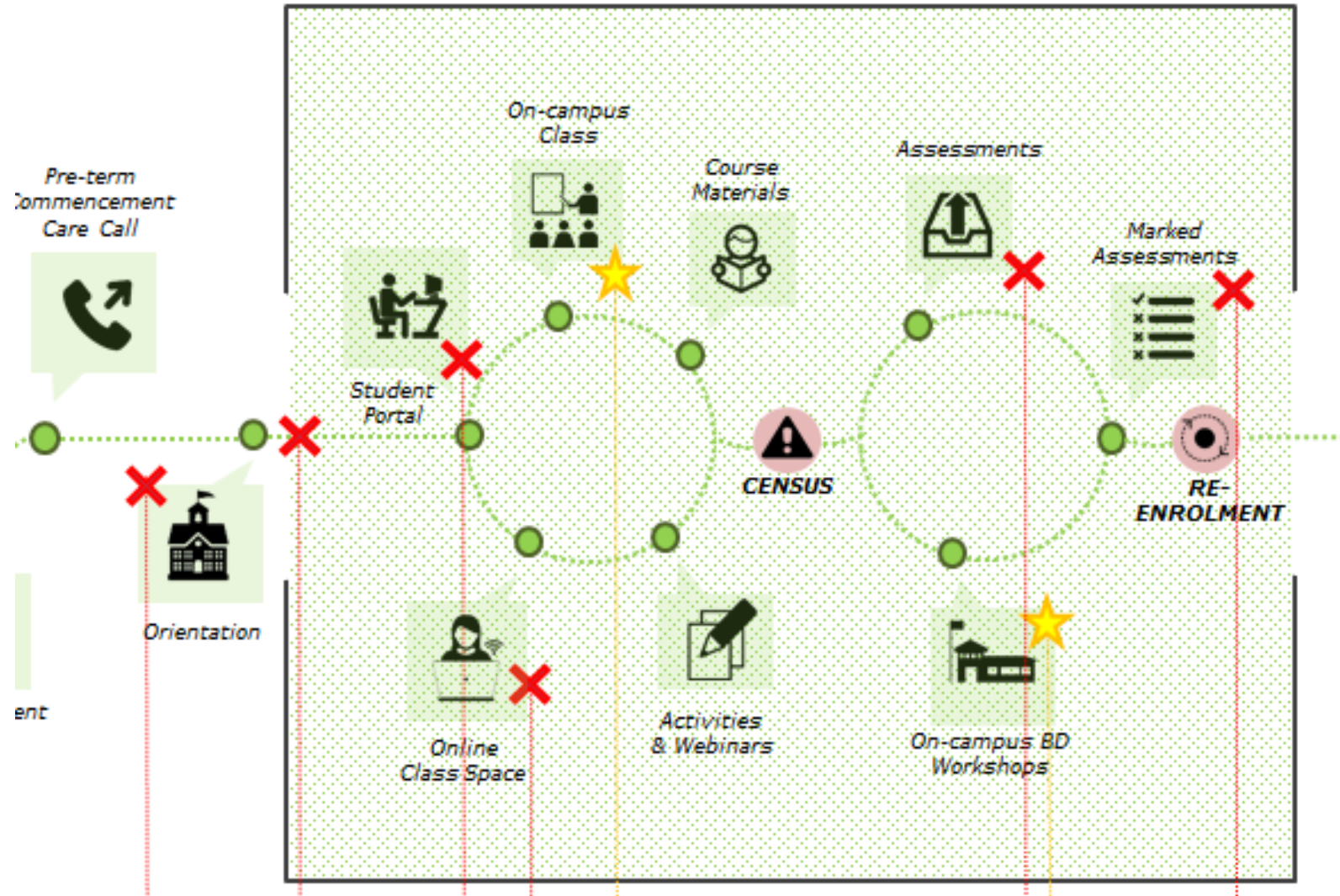
- 16 of the 17 respondents listed barriers, including:
 - Resources and time;
 - Consistent application;
 - Communication
 - Engaging staff;
 - PD, especially for sessional staff
- ... these point to the need for a **strategy** to underpin planning, resourcing and communication.

Examples of good practice: Strategy

- Navitas' Transformation Framework (TEQSA 2017);
- ICMS' Evaluation Framework, with Campus Equity Strategy



Examples of good practice: Course level



Navitas ACAP,
Design Thinking
project led by
Catherine
Tracey

Examples of QA: Subject level

- Storyline Articulate 360 (Cairmillar Institute) for consistent design, Echo 360 for access to lectures, Turnitin for all students
- Navitas' guidelines for blended and flipped delivery
- Teacher mentors (Montessori Institute)
- ICMS:
 - guidelines for technology in L&T
 - Moodle minimum standards

Examples of QA : Professional development

- The Australian Council for Education Research: All staff associated with HE are funded by HR to complete the *Online Facilitation Course*. <https://www.acer.org/professional-learning/events/online-facilitation-acer-accredited-course>.
- Navitas global PD <https://learningandteaching-navitas.com/>

Learning and Teaching at Navitas

From the L&T Community



Academic Integrity Awareness Week: Be aware, keep it real, reference right



The stress bucket: Managing your mental health at university



Linguistically responsive teaching: Strategies to support international students and language learners



Excel gradebook spreadsheet: Making it easy to record student grades

Some key lessons learned

- **Accuracy and currency** online is critical – 70% (23) of respondents require students to engage with both online & on campus
 - **Guidance, templates and samples** will help lean teams. The largest group represented have fewer than 500 students, yet:
 - 1/3 didn't use external benchmarks (35%) and
 - almost 1/4 didn't have QA processes (23.5%).
 - **Whole-of course focus** is one priority, to expand QA from *subject* to *course*, eg transition requirements
- + **The sector's generosity** in sharing practice and issues through networks and forums.