

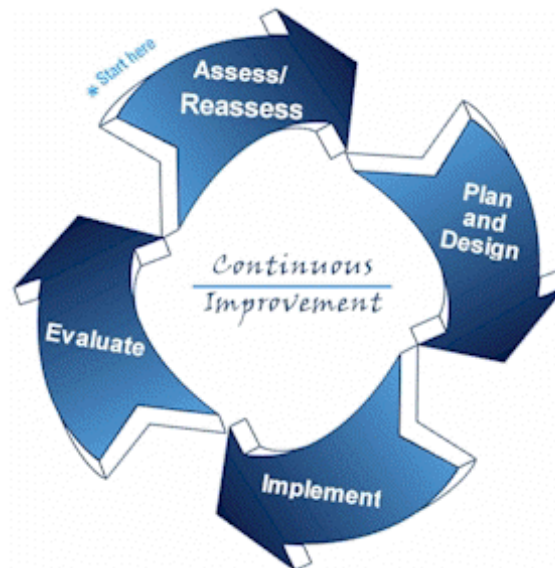
QUALITY CULTURE IN BLENDED LEARNING

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Aim of the research

Continuous quality improvement (CQI) of existing and new online and blended learning (OBL) programs in centers for adult education (AE)

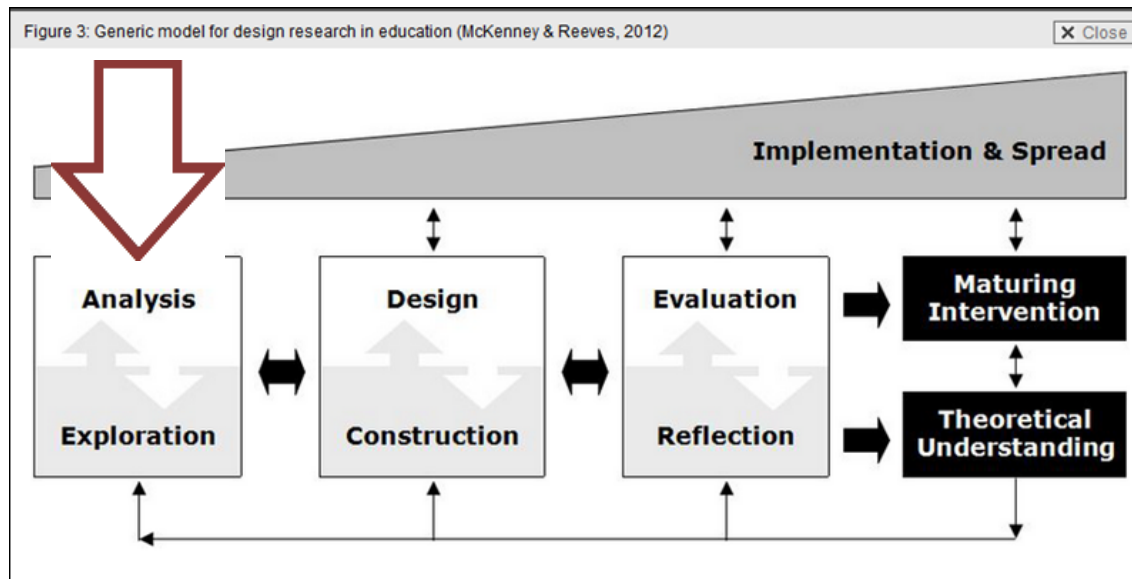
- ⇒ dynamic/developmental approach
- ⇒ in close cooperation with adult education centres
- ⇒ and tailored to the needs of the centres



Aim of the research & methodology

Continuous quality improvement (CQI) of **existing** and **new** online and blended learning (**OBL**) programs in centers for adult education (**AE**)

⇒ through participatory interventions in different cases



Analysis and exploration:

Current situation of OBL in AE

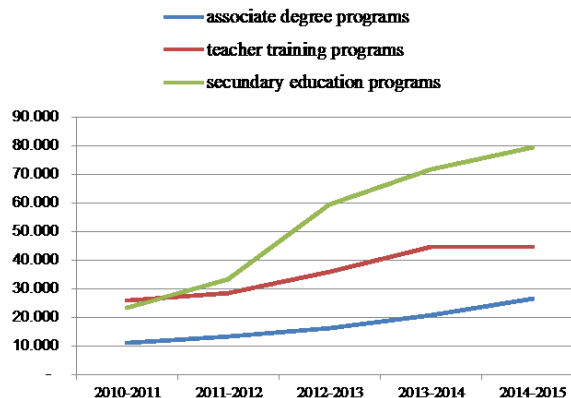
- Education for a highly diverse audience
- AE centers are very divers
 - target groups
 - programs & program levels
 - different levels of OBL adaptation

⇒ need for contextualized approach

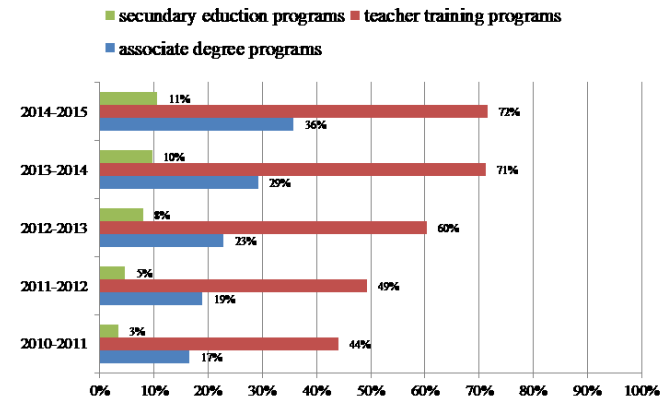
⇒ in AE: no specific quality approach for OBL



N enrolments in blended learning modular courses



% enrolments in blended learning modular courses



Context & quality culture in European projects

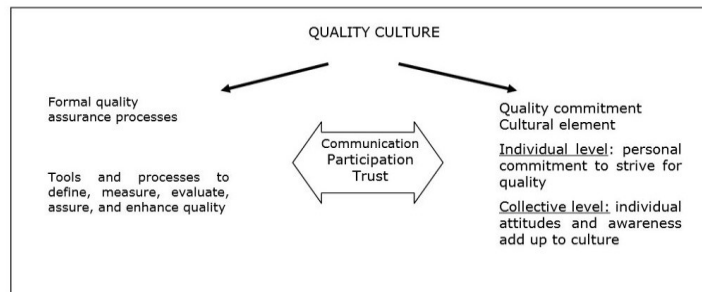
- **Project “Examining quality culture in HE institutions (EQC): 2009 - 2012**

“Context was considered as particularly important, especially with regard to the way a certain practice is embedded in the organisation”.

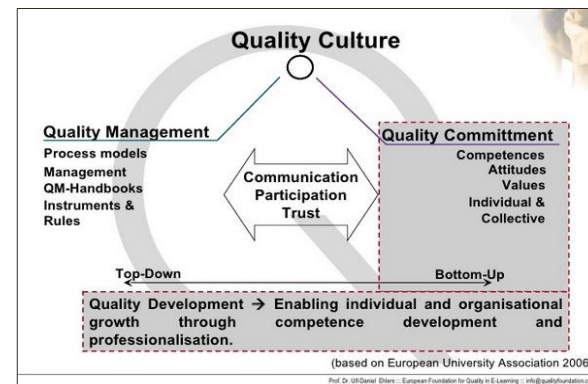
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“One of the project’s key results was the acknowledgement that even the best ideas cannot always be imported into one’s own institution”. (Vettori, 2012)

- **Quality culture project European University Association (EUA): 2002-2006**



EUA. (2006). Quality Culture in European universities: a bottom-up approach.



Ehlers, U.-D. (2009). E-Learning Quality in Higher Education in Europe.

⇒ **How can a culture of continuous quality improvement for OBL in AE be fostered?**

Analysis and exploration:

Self-reflection & assessment

“The proposal here is to start with an assessment phase, since tackling specific problems and finding solutions for them is more likely to attract people’s attention and stimulate their engagement” (CEDEFOP, 2015)

Analysis and exploration:

Self-reflection & assessment

- Benchmarking and self-assessment instruments are generally recognized as valuable tools for improving quality of OBL programs.
- The International Council for Open and Distance Education (ICDE) reviewed more than 40 quality standard models or guidelines and classified them by their functions and uses:
 - certification
 - benchmarking
 - accreditation
 - advisory framework

(Ossiannilsson, E., Williams, K., Camilleri, A. F., & Brown, M., 2015)
- Conclusions and (some) recommendations of the ICDE:
 - No need for new quality schemes as such
 - Contextualize existing quality systems
 - Support professional development
 - Assist institutions in designing a personalized quality management system


Quality Model	Certification	Benchmarking	Accreditation	Advisory Framework
ACDE (the African Council for Distance Education Quality Assurance and Accreditation Agency)				
ACODE (the Australian Council of Open, Distance and e-Learning)				
AVU (the African Virtual University)				
CALED (the Latin American and Caribbean Institute for Quality in Distance Education)				
CHEA (the Council for Higher Education Accreditation), US				
E-xcellence EADTU (the European Association of Distance Teaching Universities), NL				
OpenupEd EADTU (the European Association of Distance Teaching Universities), NL				
UNIQUE EFQUEL (the European Foundation for Quality in e-learning), BE				
ECB Check EFQUEL (the European Foundation for Quality in e-learning), From Dec 2014 GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), DE				
The eLearning guidelines Hqgl Also Adecara, developed by Tertiary Education Commission, led by AUT University and Massey University, New Zealand				
The e-Learning Maturity Model (eLMM) New Zealand Ministry of Education Tertiary E-Learning Research Fund				
E-learning Quality Model (ELQ) NAHE (The Swedish National Agency for Higher education)				
Epprobate The Learning Agency Network (LANETQ-e V), DE				
Khan eight-dimensional e-learning framework Badrul Khan				
The OLC Quality Standard Online Learning Consortium, (former Sloan-C), US				
OER TIPS The Commonwealth Educational Media Centre for Asia (CEMCA)				
Pick&Mix Matic Media, SERO Consulting Ltd, UK				

(Ossiannilsson, E. et al., 2015)



Analysis en exploration:

Self-reflection & assessment with E-learning maturity model (eMM)

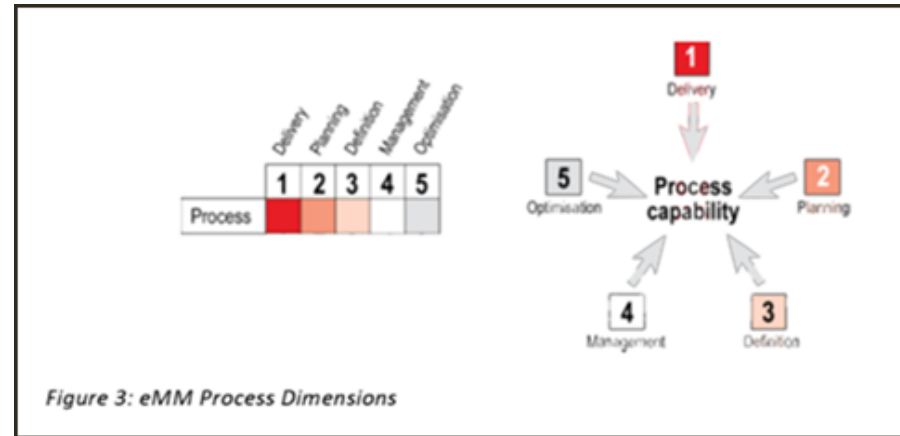
	Objectives	
	Develop new OBL programs	Evaluate existing OBL programs
What is our vision on OBL?		
How do we Implement & Improve OBL?		

- 35 processes in 5 process areas:

- Learning
- Development
- Support
- Evaluation
- Organization






- Each process is divided in 5 dimensions

- Delivery
- Planning
- Definition
- Management
- Optimization



{Marshall, 2010}

- Assessment scores from 0 to 4

	Not practised/not adequate
	Partially adequate
	Largely adequate
	Fully adequate
	Not assessed

Adaptation of eMM for the context AE

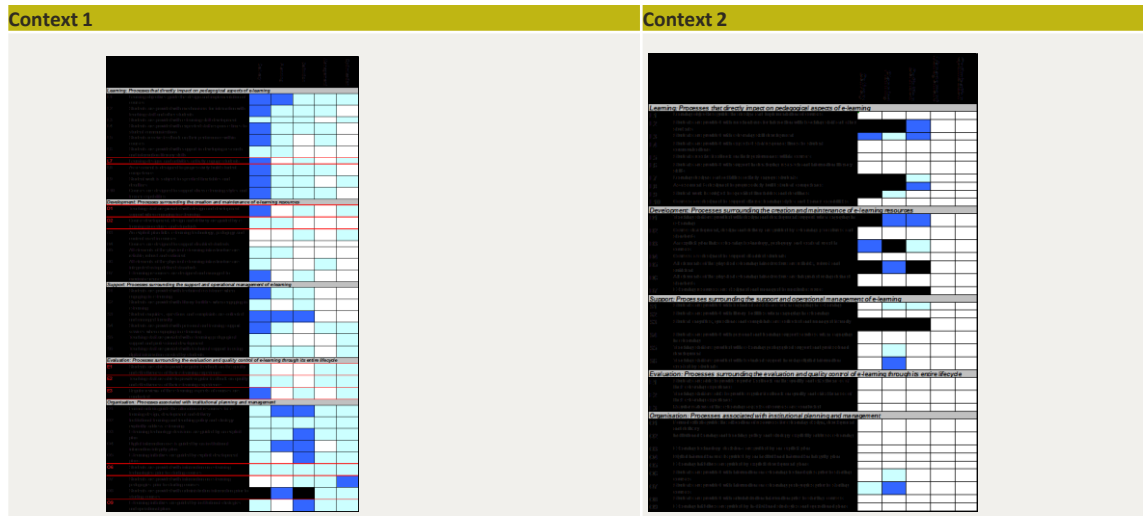
- Two pilots in centers with a different level of OBL adaption
- Assessment methodology
 - preparatory meeting with the management
 - management selects contexts and staff members to be involved
 - assessment of selected processes
 - develop a concrete improvement plan and follow-up-procedures

Variables	Context 1	Context 2
Experience with OBL	Institution with more than 10 years of experience organizing OBL	Institution planning to develop 1 program in 50% OBL
Amount of OBL	OBL in almost all the programs	OBL in 1 program
BL en OL?	Blended learning programs & Online learning programs	Only blended learning programs
Assessment eMM	All processes	Selection of processes
	All dimensions	Only assessment on the dimensions planning and definition
		Group assessment of selected processes
		<ul style="list-style-type: none">- Principal- All teaching staff of the blended learning program- IT and development staff

Assessors		Process areas assessed				
		Learning	Development	Support	Evaluation	Organization
Principal					X	X
OBL Teachers	Foreign Languages	X		X	X	
	Second chance education	X		X	X	
Training managers	Second chance education	X		X	X	
	Entrepreneurship training	X	X	X		X
	Computer science (associate degree)	X	X		X	
	Accountancy (associate degree)	X		X	X	
Staff	IT support		X	X		
	media support		X	X		X

Adaptation of the e-learning maturity model (eMM) for the context of adult education (AE)

- Preliminary results



- The reflection on the 5 dimensions of eMM can reveal:
 - whether an institution is tending towards ad hoc attempts or
 - is mainly focused on procedures without implementation in daily practice or
 - is capable of implementing processes in a full quality cycle
- & sustains the quality competence building of assessors

Next step

- Further design, tweak and develop and implement the eMM self assessment methodology in the context of OBL in AE to strengthen the enabling factors commitment, negotiation and quality competences of Ehlers' model of Quality Culture (2009)
- The expected outcome:
 - a revised model for assessing the quality of OBL in AE
 - a supporting methodology for implementation

Questions?

Hilde Van Laer

E-mail: hilde.van.laer@vub.ac.be

Linkedin: <https://be.linkedin.com/in/hildevanlaer>

<http://www.iwt-alo.be/>

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