QUALITY CULTURE IN BLENDED LEARNING
Self-assessment as a driver for change?
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 diversified
  - target groups
  - programs & program levels
  - different levels of OBL adaptation

⇒ need for contextualized approach

⇒ in AE: no specific quality approach for OBL
Analysis and exploration:

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”.
  
  “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


 clearfix

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

(Ossiannilsson, E. et al., 2015)
Self-reflection & assessment with E-learning maturity model (eMM)

- 35 processes in 5 process areas:
  - Learning
  - Development
  - Support
  - Evaluation
  - Organization

- Each process is divided in 5 dimensions
  - Delivery
  - Planning
  - Definition
  - Management
  - Optimization

- Assessment scores from 0 to 4
Analysis and exploration:

**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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Context 1</th>
<th>Context 2</th>
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<tbody>
<tr>
<td>Experience with OBL</td>
<td>Institution with more than 10 years of experience organizing OBL</td>
<td>Institution planning to develop 1 program in 50% OBL</td>
</tr>
<tr>
<td>Amount of OBL</td>
<td>OBL in almost all the programs</td>
<td>OBL in 1 program</td>
</tr>
<tr>
<td>BL en OL?</td>
<td>Blended learning programs &amp; Online learning programs</td>
<td>Only blended learning programs</td>
</tr>
<tr>
<td>Assessment eMM</td>
<td>All processes</td>
<td>Selection of processes</td>
</tr>
<tr>
<td></td>
<td>All dimensions</td>
<td>Only assessment on the dimensions planning and definition</td>
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| Assessors | Process areas assessed | | | |
|-----------|------------------------|---|---|---|---|
|           | Learning | Development | Support | Evaluation | Organization |
| Principal | x | x | x | x | x |
| OBL Teachers | Foreign languages | x | x | x | x |
| Training managers | Second/Third languages | x | x | x | x |
|                   | Management strategies | x | x | x | x |
|                   | Computer science degree | x | x | x | x |
|                   | Accountability (student) | x | x | x | x |
| Staff | IT support | x | x | x | x |
|         | Utility support | x | x | x | x |
Adaptation of the e-learning maturity model (eMM) for the context of adult education (AE)

• Preliminary results

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• 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?

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References


