Quality Assurance of Cross Border in Higher Education: Challenges and Opportunities

International Seminar
Fu Jen Catholic University
6 March 2015

Cross-Border Higher Education in the era of MOOCs:
Do we need new approaches to quality assurance?

Stamenka
Uvalić-Trumbić

Sir John Daniel

Cross-Border Higher Education in the era of MOOCs:

Do we need new approaches to quality assurance?
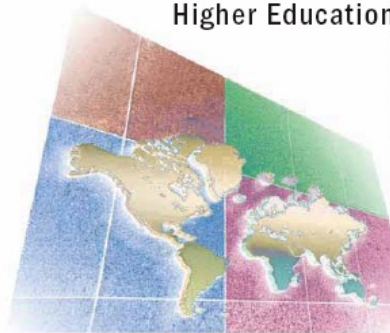
OUTLINE

1. What is CBHE?

2. Brief history of CBHE

3. Different forms of CBHE

4. Are MOOCs CBHE?

5. Post-traditional higher education
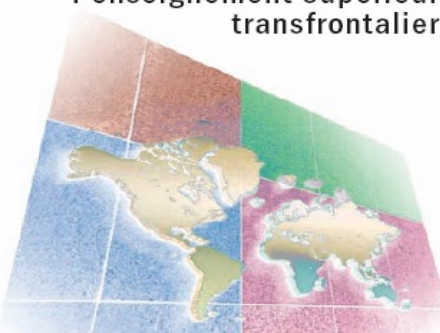
6. Are new forms of QA needed?
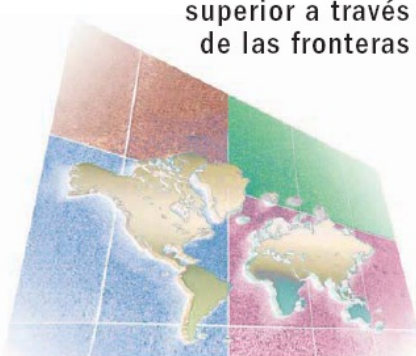
What is Cross-Border HE?

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

Guidelines
for Quality Provision
in Cross-border
Higher Education

UNESCO
Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Lignes directrices
pour des prestations
de qualité dans
l'enseignement supérieur
transfrontalier

UNESCO
Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Directrices en materia
de calidad de la educación
superior a través
de las fronteras

UNESCO
Организация
Объединенных Наций по
вопросам образования,
науки и культуры

Руководящие принципы
для обеспечения
качества в
трансграничном
высшем образовании

UNESCO
منظمة
الأمم المتحدة
للتربية والعلم
والثقافة

مبادئ توجيهية
بشأن جودة
التعليم العالي
الموفر عبر الحدود

UNESCO
联合国教育、
科学及文化组织

保障跨国界
高等教育办学质量
的指导方针

"Cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders.

Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers.

It encompasses a wide range of modalities, in a continuum from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning)"

What is Cross-Border HE?

Transnational education (TNE)

Borderless Education

Educational Hubs

Joint Degrees

Branch Campuses

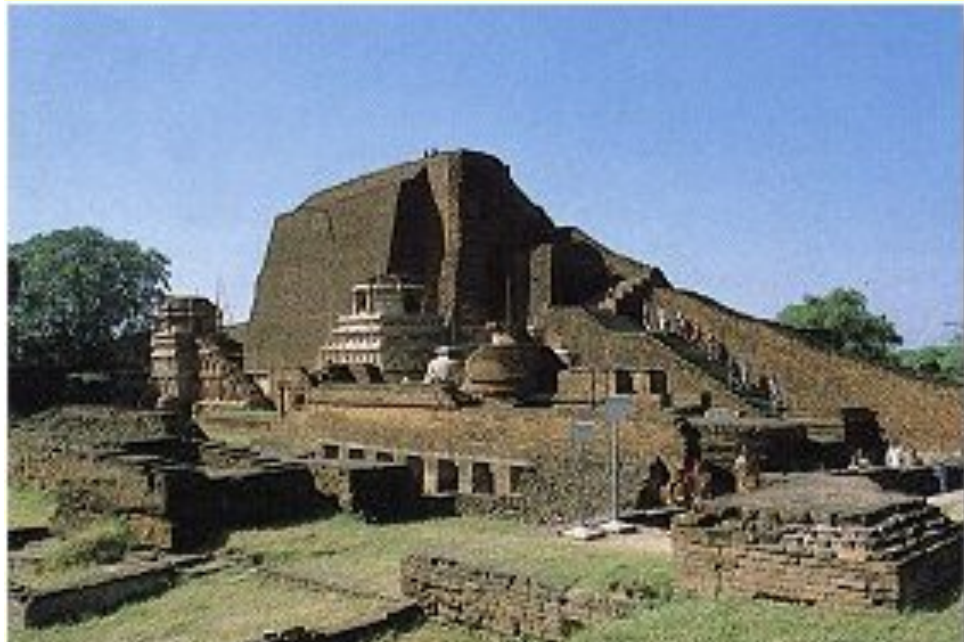*Franchises*

Student mobility

OUTLINE

1. What is CBHE?
2. **Brief history of CBHE**
3. Different forms of CBHE
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5. Post-traditional higher education
6. Are new forms of QA needed?

Nalanda (~AD 550)

Huen Tsang 603-664

Erasmus 1466-1536

Sorbonne (AD 1257)

The
University
of
London

1858

"the radical innovation of delinking access to its examinations from study in any institution"

the shoemaker in his garret

Louise Creighton

"One of the first women to enter the University of London's Special Examination for Women, which she passed with honours"

University of London
global reach

University of London
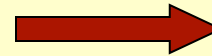
Affiliated colleges overseas that are now:

- University of Zimbabwe
- University of the West Indies
- University of Peradeniya (Sri Lanka)
- University of Ibadan, Nigeria
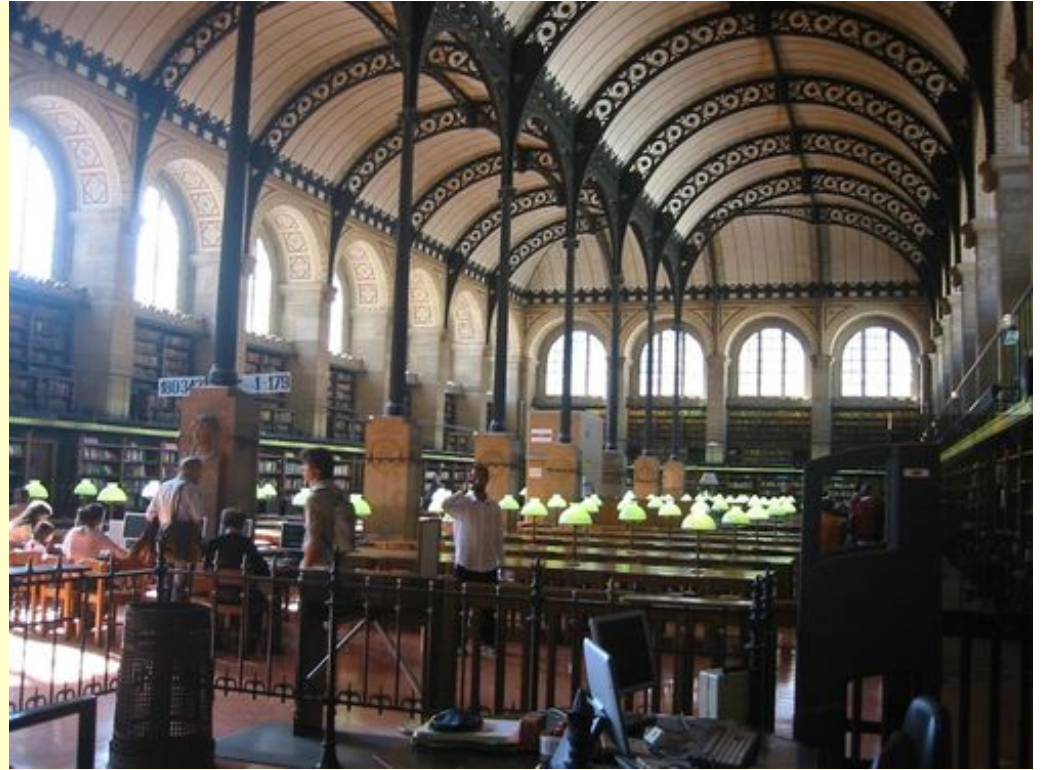- University of Nairobi, Kenya
- University of South Africa

New Delhi

The University of London

University of Paris

Association of Universities of Yugoslavia

Signing the Magna Charta Universitatum

Dubrovnik

Kretzulescu Palace, Bucharest

UNESCO
CEPES

The Lisbon Convention

Convention on the recognition of qualifications concerning higher education in the european region

(The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention)

Lisbon, 11 April 1997

The Parties to this Convention,

Conscious of the fact that the right to education is a human right, and that higher education, which is instrumental in the pursuit and advancement of knowledge, constitutes an exceptionally rich cultural and scientific

1997

Europe Region

Includes:
- Canada
- Israel
- United States

What is GATE?

The Global Alliance for Transnational Education® (GATE®) is an international organization concerned with issues relating to quality in Transnational Education (TNE).

GATE has devised a standard of best practices (The Principles for Transnational Education) to which institutions should adhere when offering TNE; it also outlines a process of certification for these institutions that adhere to these Principles.

GATE
8 Winter Street
Suite 508
Boston, MA 02108

E-mail: information@usdla.org

Navigation

- MISSION
- HISTORY
- CONFERENCES
- GOVERNING BODIES
- CERTIFICATION
- NEWSLETTER
- PUBLICATIONS
- FAQS
- INTERNATIONAL ORGANIZATIONS
- CONTACT INFO
- REQUEST FOR INFO

Announcements

Jones International Transfers GATE to the United States Distance Learning Association

PRESS RELEASE

Go Global!

UNESCO HQ Paris

Robin Middlehurst

The Business of Borderless Education:
UK perspectives

Analysis and
recommendations

CVCP
The voice of
UK universities

hefce

UNESCO and CBHE

Regulation and Legislation regarding correspondence education:
A survey of five countries with recommended guidelines for developing countries

prepared for UNESCO by
ICCE
(International Council for Correspondence Education)

1978
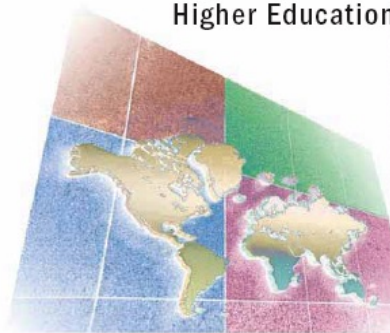
UNESCO and CBHE

US/OECD 2002 Forum on GATS

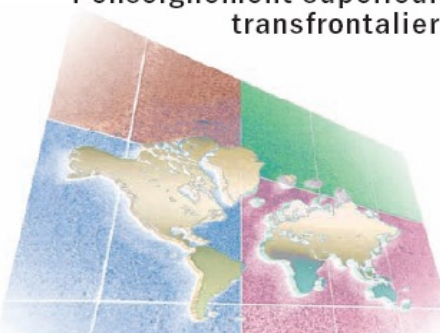*'Trade, Education and the GATS: What's In, What's Out, What's All the Fuss About?'*

Pierre Sauvé (OECD)

Guidelines
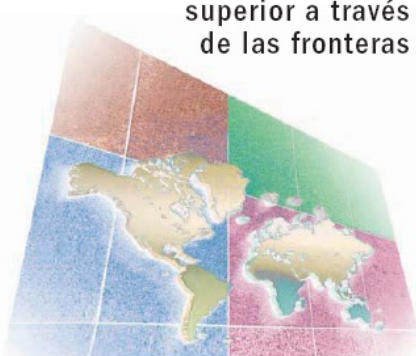for Quality Provision
in Cross-border
Higher Education

Lignes directrices
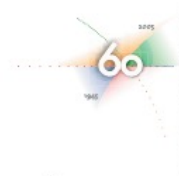pour des prestations
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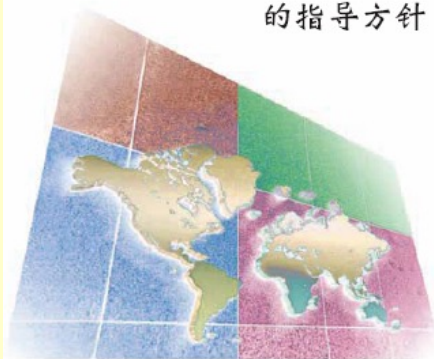
"better dialogue and collaboration between exporting and importing countries"

United Nations
Educational, Scientific and
Cultural Organization

COMMONWEALTH of LEARNING

Higher Education Crossing Borders:

**A Guide to the Implications of the
General Agreement on Trade in Services
(GATS) for Cross-border Education**

UNESCO Bangkok
Asia-Pacific Programme of Educational
Innovation for Development

United Nations
Educational, Scientific and
Cultural Organization

apqn
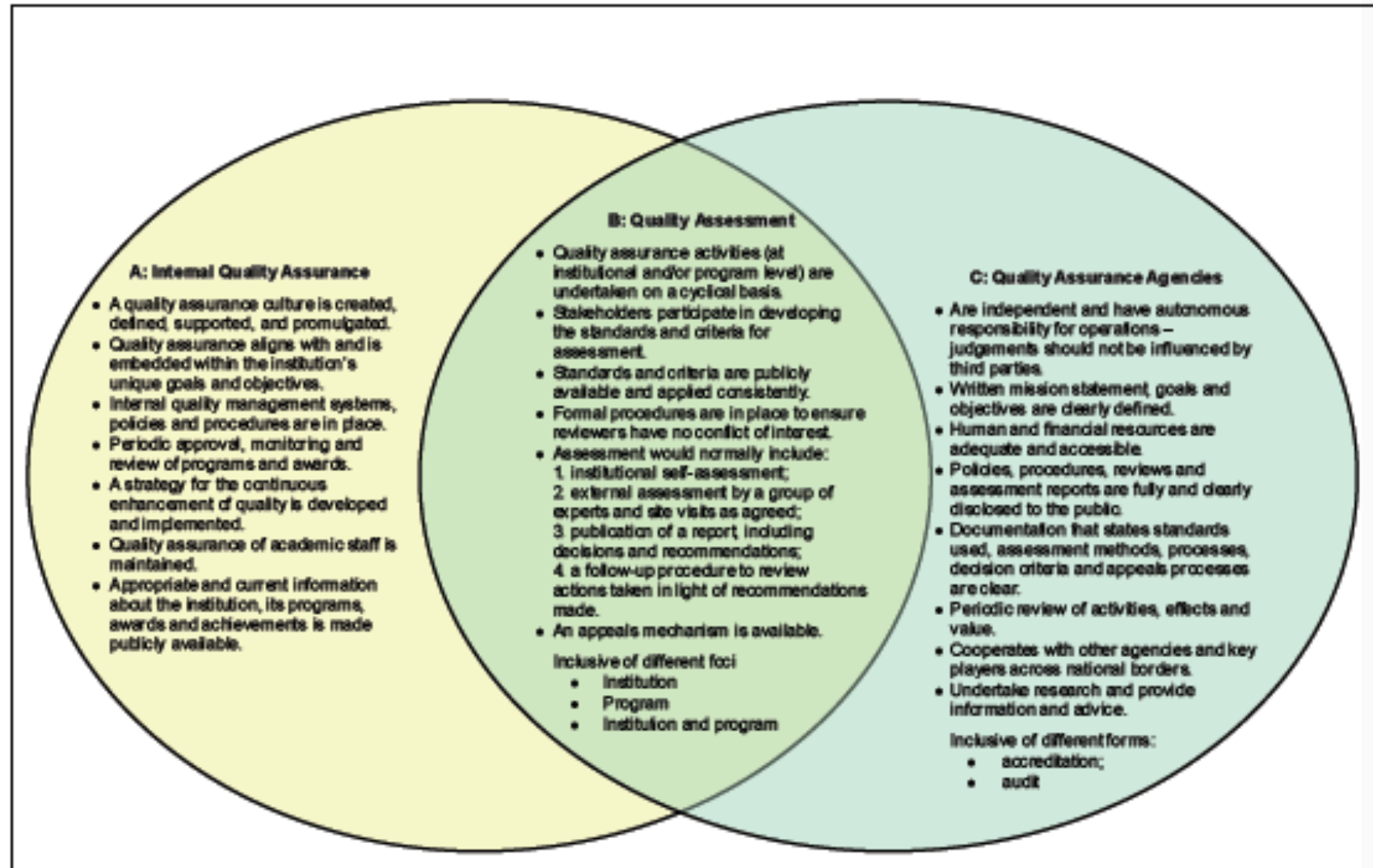ASIA-PACIFIC QUALITY NETWORK

UNESCO-APQN Toolkit:
REGULATING THE QUALITY OF CROSS-BORDER EDUCATION

APQN CHIBA PRINCIPLES

Figure 1

A FRAMEWORK FOR HIGHER EDUCATION QUALITY ASSURANCE PRINCIPLES IN THE ASIA-PACIFIC REGION

A: Internal Quality Assurance

- A quality assurance culture is created, defined, supported, and promulgated.
- Quality assurance aligns with and is embedded within the institution's unique goals and objectives.
- Internal quality management systems, policies and procedures are in place.
- Periodic approval, monitoring and review of programs and awards.
- A strategy for the continuous enhancement of quality is developed and implemented.
- Quality assurance of academic staff is maintained.
- Appropriate and current information about the institution, its programs, awards and achievements is made publicly available.

B: Quality Assessment

- Quality assurance activities (at institutional and/or program level) are undertaken on a cyclical basis.
- Stakeholders participate in developing the standards and criteria for assessment.
- Standards and criteria are publicly available and applied consistently.
- Formal procedures are in place to ensure reviewers have no conflict of interest.
- Assessment would normally include:
  1. institutional self-assessment;
  2. external assessment by a group of experts and site visits as agreed;
  3. publication of a report, including decisions and recommendations;
  4. a follow-up procedure to review actions taken in light of recommendations made.
- An appeals mechanism is available.

Inclusive of different foci
  - Institution
  - Program
  - Institution and program

C: Quality Assurance Agencies

- Are independent and have autonomous responsibility for operations – judgements should not be influenced by third parties.
- Written mission statement, goals and objectives are clearly defined.
- Human and financial resources are adequate and accessible.
- Policies, procedures, reviews and assessment reports are fully and clearly disclosed to the public.
- Documentation that states standards used, assessment methods, processes, decision criteria and appeals processes are clear.
- Periodic review of activities, effects and value.
- Cooperates with other agencies and key players across national borders.
- Undertake research and provide information and advice.

Inclusive of different forms:
  - accreditation;
  - audit

4 of 4

The World Conference on Higher Education
Paris - July 2009

UNMET DEMAND FOR HIGHER EDUCATION

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Cross-Border Higher Education

CBHE remains a global trend in its diverse forms:

➢branch campuses

➢franchises

➢joint programmes

➢online learning

International Branch Campuses

- 218 degree-awarding international branch campuses end of 2014;
- 29 had closed
- 23 more in the pipeline
- 32 exporting countries:
    (US, UK, Australia, France, India)

International Branch Campuses

- ## 67 importing countries:
  United Arab Emirates (33), China (27), Singapore (14), Qatar (11), and Malaysia (9).

Benefits and challenges

Benefits:
- Student access
- Quality of curricula and pedagogy

Challenges
- Quality of teaching-learning process
- Student experience

Empty Shells…

Flying Faculty

Some successes

University of Nottingham Ningbo China

Inside A Global University

Nick Miles, Provost & CEO
University of Nottingham Ningbo China
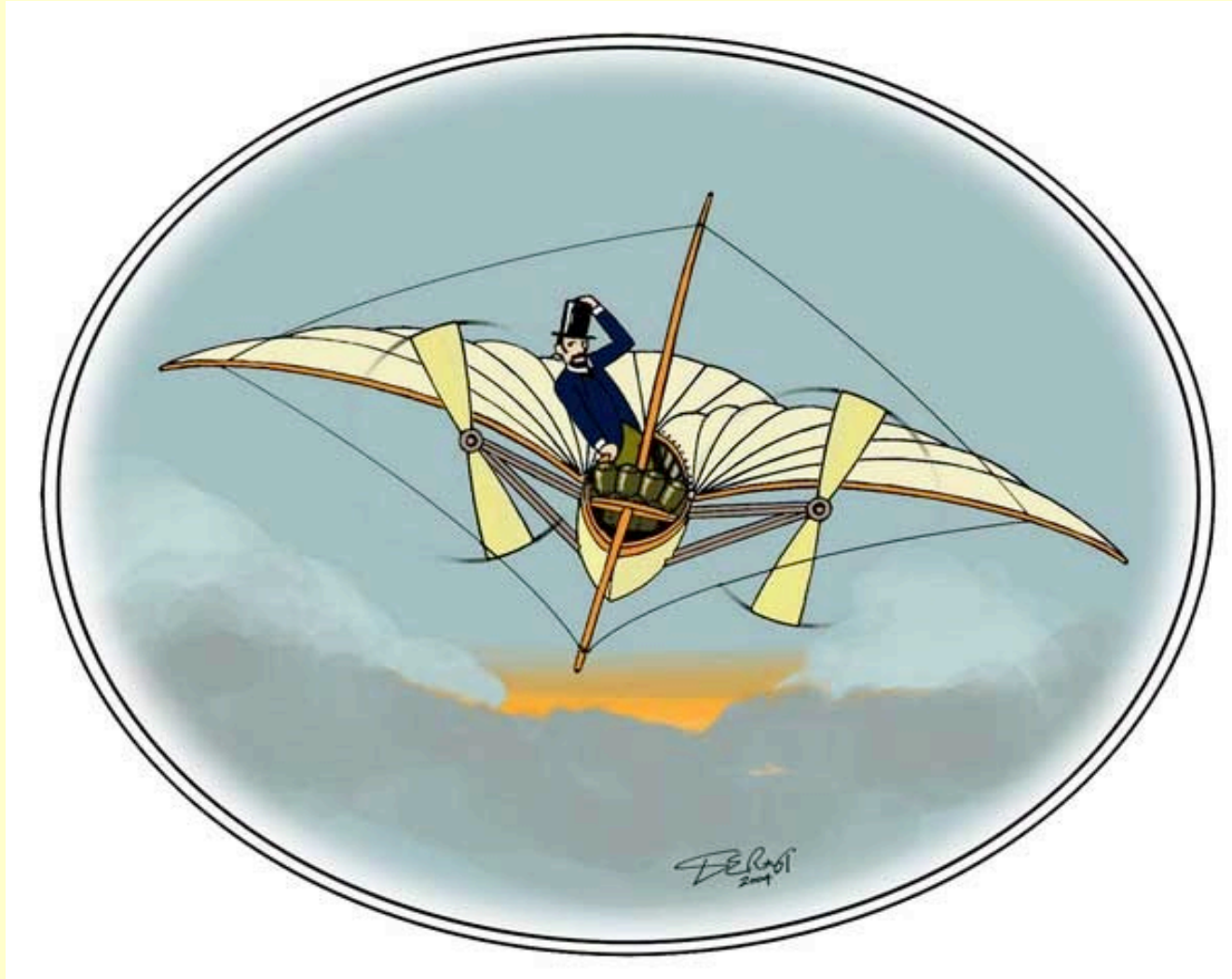
The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

جامعة نيويورك أبوظبي
NEW YORK UNIVERSITY ABU DHABI

BUT

Branch campuses remain a marginal phenomenon.

In China branch campuses and joint programmes combined account for 1% of student enrolments.

ONLINE LEARNING

OUTLINE

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What is a MOOC?

Massive **O**pen **O**nline Course

The Open University

Arab Open University

THE OPEN UNIVERSITY OF CHINA

มหาวิทยาลัยสุโขทัยธรรมาธิราช
Sukhothai Thammathirat Open University

THE OPEN UNIVERSITY OF JAPAN

AFRICAN VIRTUAL UNIVERSITY
UNIVERSITE VIRTUELLE AFRICAINE
UNIVERSIDADE VIRTUAL AFRICANA

The Open University

Allama Iqbal Open University

دانشگاه پیام نور

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

Korea National Open University

IGNOU

Athabasca University

Arab Open U
AOU
العربية المفتوحة
Arab Open U

มหาวิทยา
Sukhotha

THE OPEN U

The Open University

The Open University

The Ope
LIFE LONG LEARN

IGNOU

UNIVERSITY OF CHINA
播电视大学

N VIRTUAL UNIVERSITY
SITE VIRTUELLE AFRICAINE
SIDADE VIRTUAL AFRICANA

دانشگاه پیام

National Open University
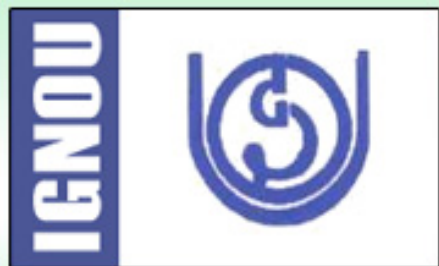
大中空
國
NATIONAL OPEN UNIVERSITY
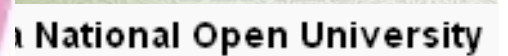
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources

UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare
for Higher Education in Developing Countries

OPEN EDUCATIONAL RESOURCES

OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared

Online version of
this document:

PROGRAMME

United Nations
Educational, Scientific and
Cultural Organization

C·O·L

Open
Educational
Resources

2012 World
Open Educational Resources
Congress Paris
20-22 June
UNESCO Headquarters
Paris, France

Caribbean

Asia - Pacific

Latin America

Arab States

Europe & North America

Africa

OER Consultations 2012

World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

The Paris Declaration

Paris Declaration on OER

10. Encourage open licensing of educational material produced with public funds.

BRITISH COLUMBIA

NEWSROOM
BC Government Online News Source

SECTORS
View BC News Stories by Sector

REGIONS
View BC News Stories by Region

MINISTI
View BC N Ministry

ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

B.C. to lead Canada in offering students free, open textbooks

VANCOUVER - British Columbia offers students free online, open textbooks for the 40 most popular post-secondary courses through BC Campus

What is a MOOC?

Massive Open Online Course

Korea National Open University

Making Sense of MOOCs:

Musings in a Maze of Myth, Paradox and Possibility

MOOCs began in Canada

University of Manitoba

Connectivism & Connective Knowledge

25 students on campus
2,300 public - free

Course x6002 *Circuits and Electronics*

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%

Free Beer

FREE SPEECH

Course x6002 *Circuits and Electronics*

155,000 registrations
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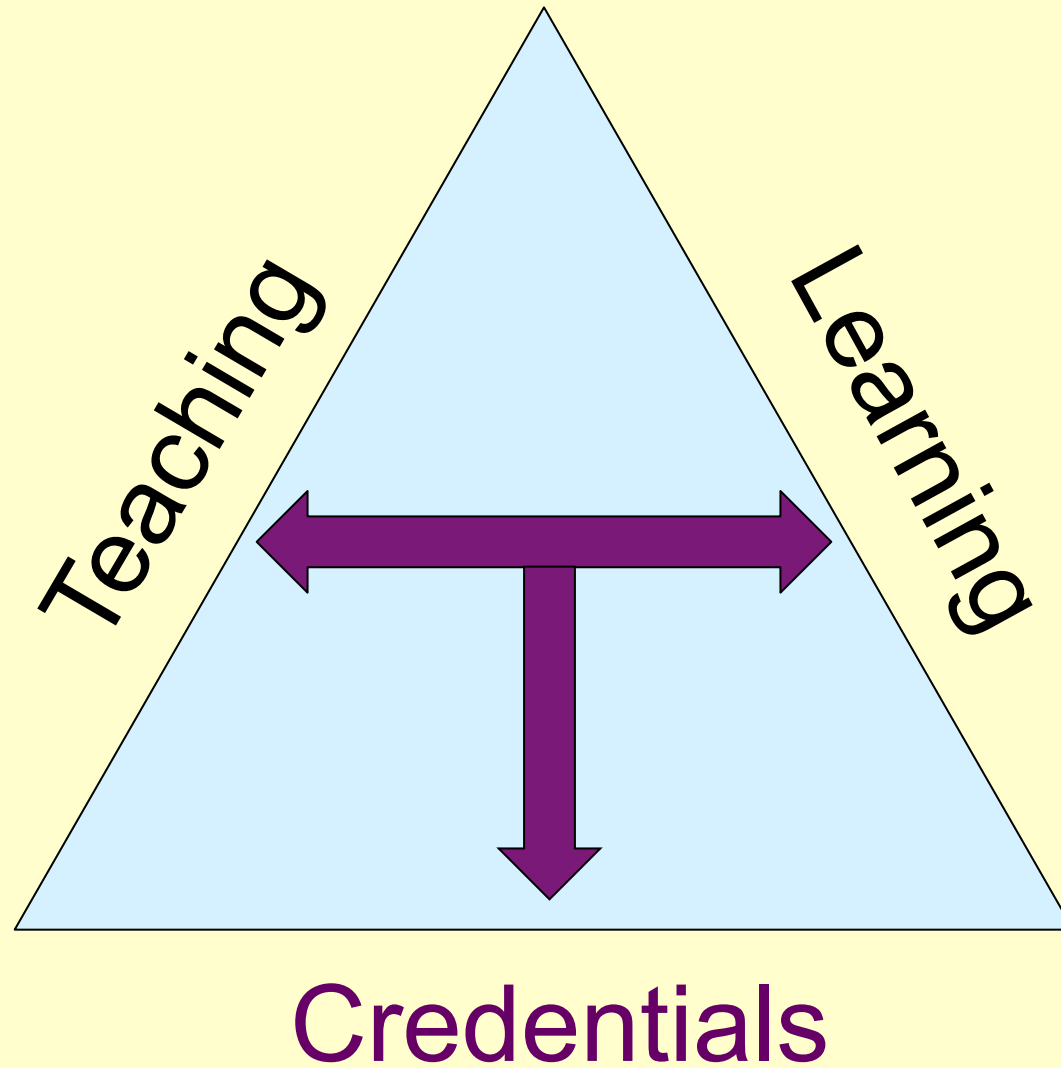
Korea National Open University

Making Sense of MOOCs:

Musings in a Maze of Myth, Paradox and Possibility

BUT:

The universities have no business model for MOOCs!

Expenditure: $ 50,000 +++
Revenue: $ 0

The content of many

MOOCs

is **NOT** an

Open Educational Resource

Course x6002 *Circuits and Electronics*

155,000 registrations
23,000 tried first test
9,000 passed mid-term
7157 passed = < 5%

Certificate

This is to certify that

Patrick McAndrew

has successfully completed *Circuits and Electronics 6.002x*

A course of study offered by **MITx**, an online learning initiative of

MASSACHUSETTS INSTITUTE OF TECHNOLOGY, through **edX**,

the online learning initiative of Harvard University and MIT

For profit

====================

Not for profit

Offering MOOCs:

less need for big expensive systems

'it seems pretty obvious that no one who had any working knowledge of research in pedagogy was deeply involved in the creation of the course'
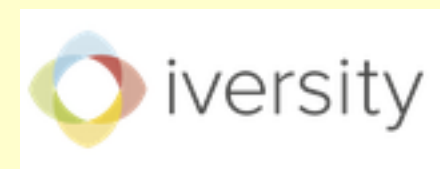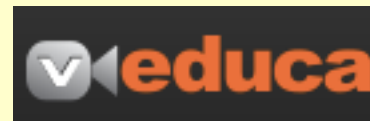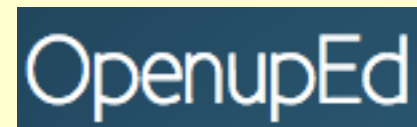
MOOCs ventures outside North America
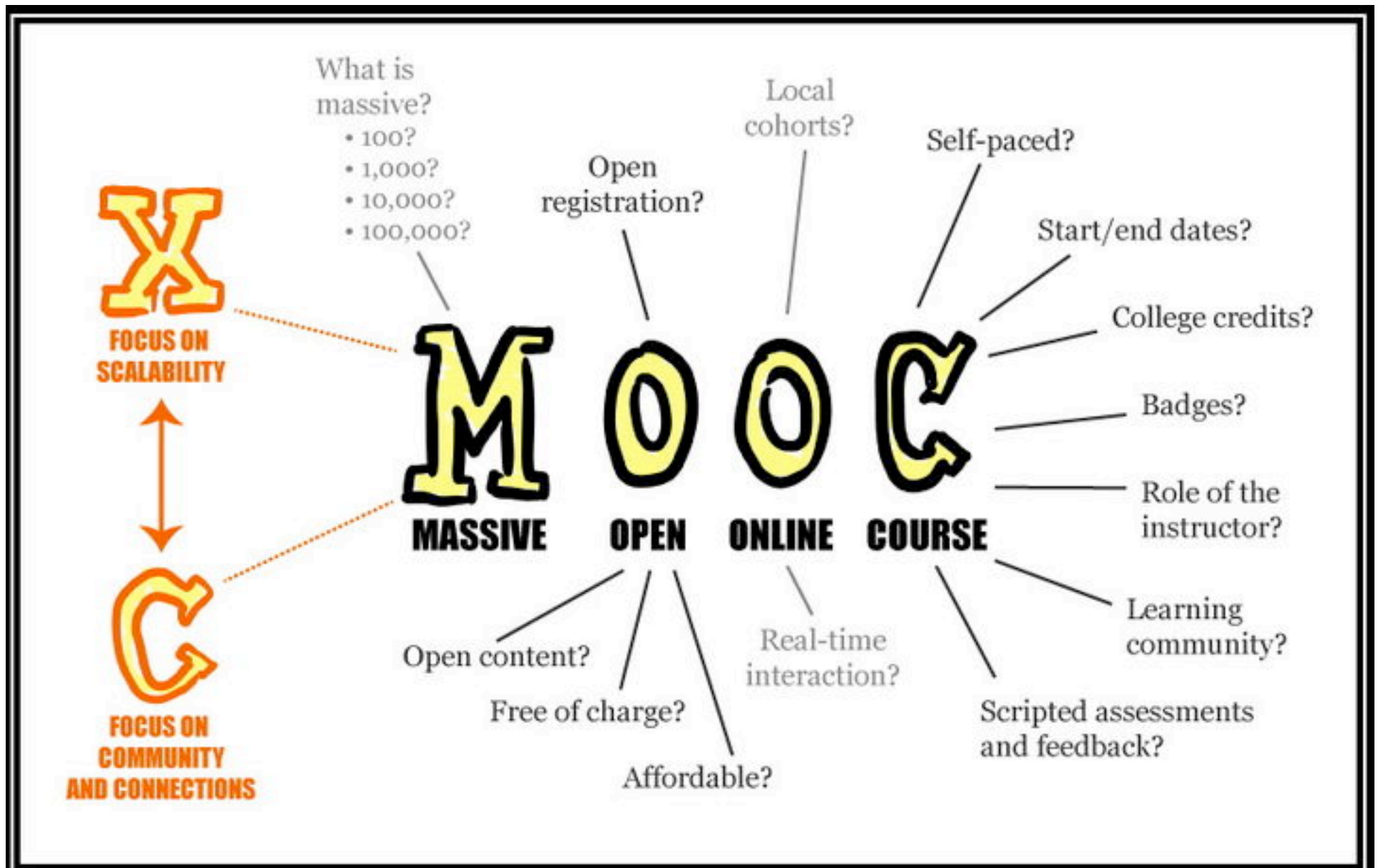
M O O C – the meaning of every letter is negotiable!

GROWTH OVER TIME OF EUROPEAN versus NON-EUROPEAN MOOCS

Open Education Europa

Legend: ■ Non-EU MOOCs ■ EU MOOCs TOTAL

NO. OF MOOCs

Non-EU MOOCs:
- 01/2014: 975
- 02/2014: 1.101
- 03/2014: 1.654
- 04/2014: 1.720
- 05/2014: 1.887
- 06/2014: 2.028
- 07/2014: 2.030
- 08/2014: 2.271
- 09/2014: 2.476
- 10/2014: 3.025
- 11/2014: 2.752
- 12/2014: 2.890

EU MOOCs:
- 01/2014: 394
- 02/2014: 432
- 03/2014: 458
- 04/2014: 510
- 05/2014: 570
- 06/2014: 597
- 07/2014: 672
- 08/2014: 742
- 09/2014: 770
- 10/2014: 825
- 11/2014: 886
- 12/2014: 969

TOTAL:
- 01/2014: 1.369
- 02/2014: 1.533
- 03/2014: 2.112
- 04/2014: 2.230
- 05/2014: 2.457
- 06/2014: 2.625
- 07/2014: 2.702
- 08/2014: 3.013
- 09/2014: 3.246
- 10/2014: 3.850
- 11/2014: 3.638
- 12/2014: 3.859

MOOCs

supply driven
or
demand led
?

Wicking Dementia Research and Education Centre

Understanding Dementia MOOC

ne

ut Wicking

Understanding Dementia MOOC

10,000 learners; 60 countries

- 89% women
- 70% over 40 years old
- < 17% more than bachelor's
- 39% completion rate
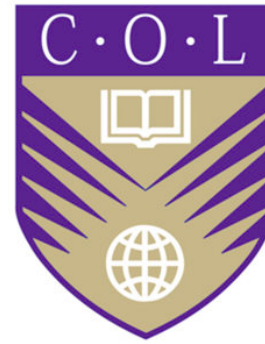
MOOC on Mobiles for Development

Starts October 2, 2013 | Six-week Course

Drawing on our experience with offering online courses on large scale, and our interest in fostering new perspectives on MOOCs in the context of learning for development, COL will collaborate with the Indian Institute of Technology Kanpur (IITK) to offer a six-week MOOC starting 2 October 2013.

Dr. Venkataraman Balaji

V. Balaji

"At the time of launch we had 2,282 registrants from 116 countries. The top five are: India, Nepal, Mauritius, Grenada and South Africa. The large presence of registrants from two small countries (totaling 187) was not expected. We have about 500 registrants in all from SSA countries and the Caribbean. From the Pacific, Solomon Islands has a noticeable presence."

MOOC on MOOC

Massive Open Online Courses for Development

MOOC for Capacity Building in Indian Agriculture: Opportunities and Challenges

20 courses planned

with proctored exams in 100 centres
for a $20 fee
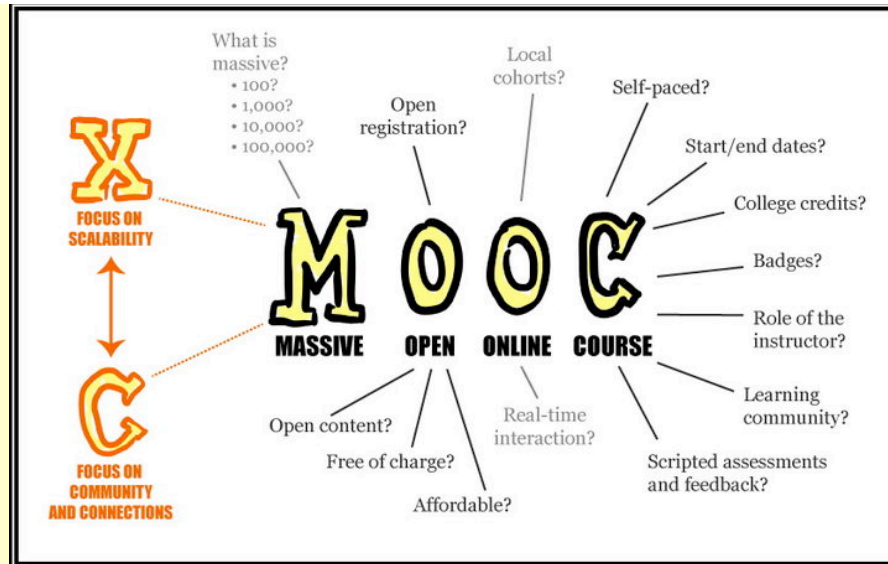
MOOCs:
What will be their Legacy?
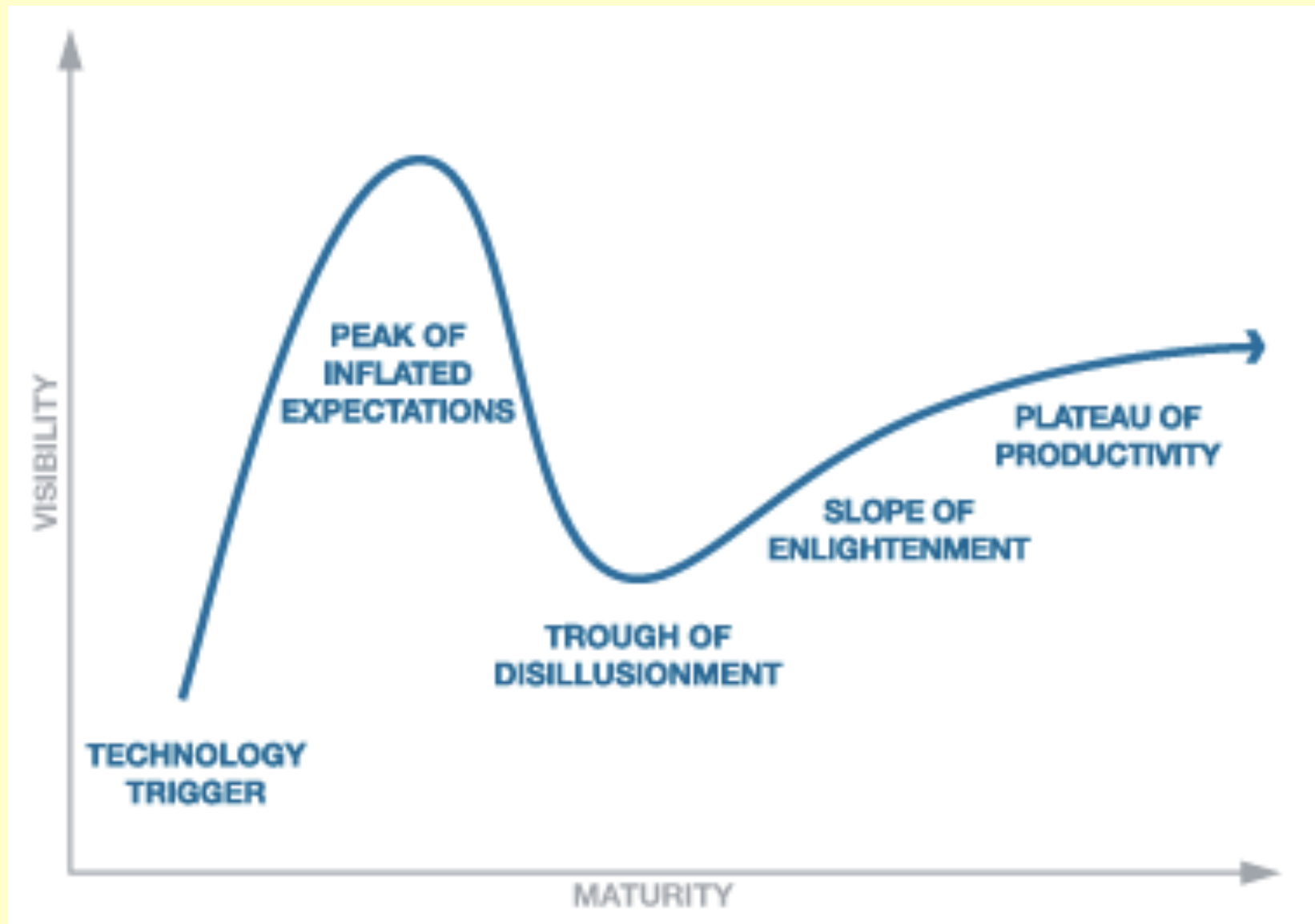
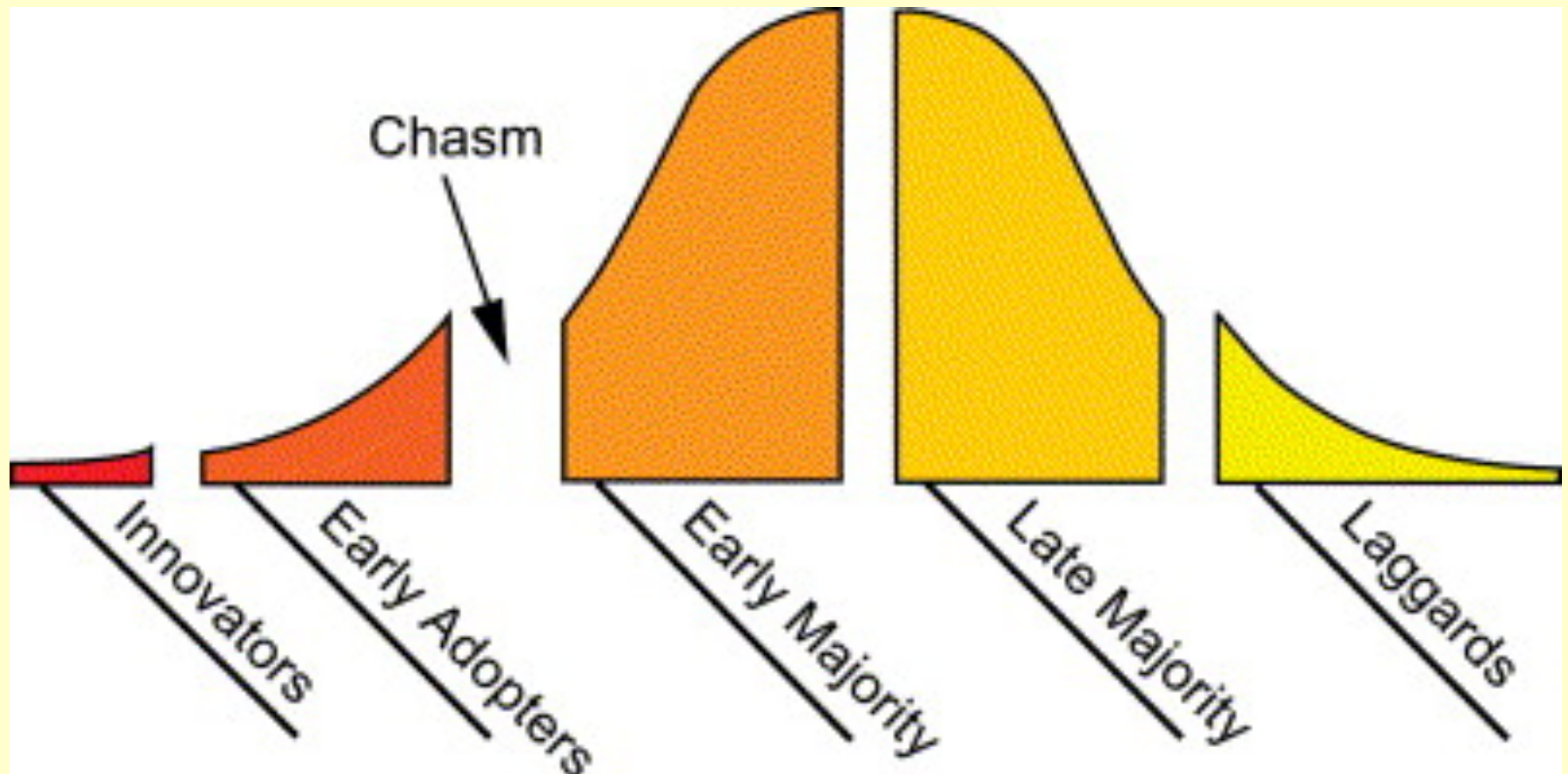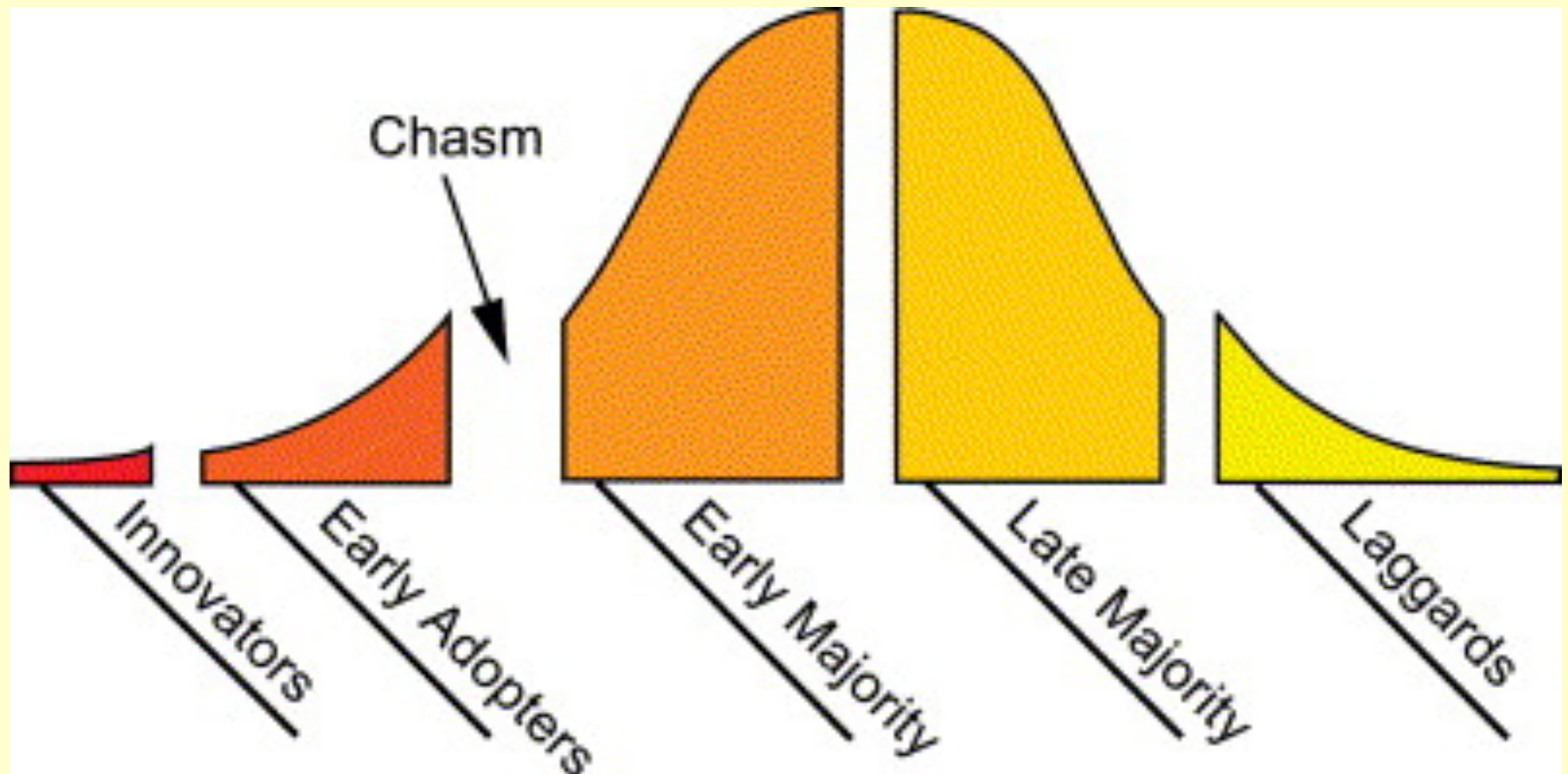The Gartner Technology Hype Cycle
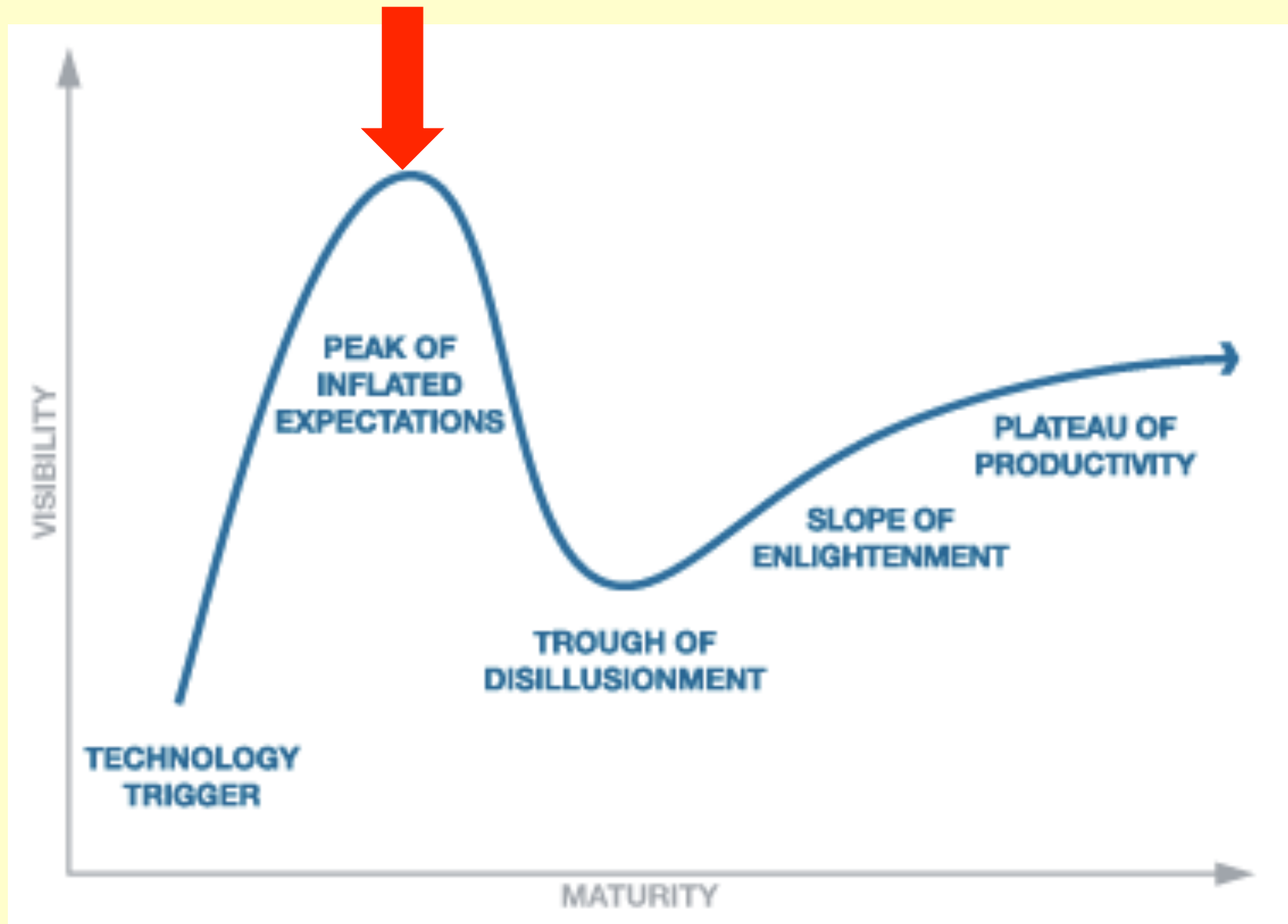
The Gartner Technology Hype Cycle
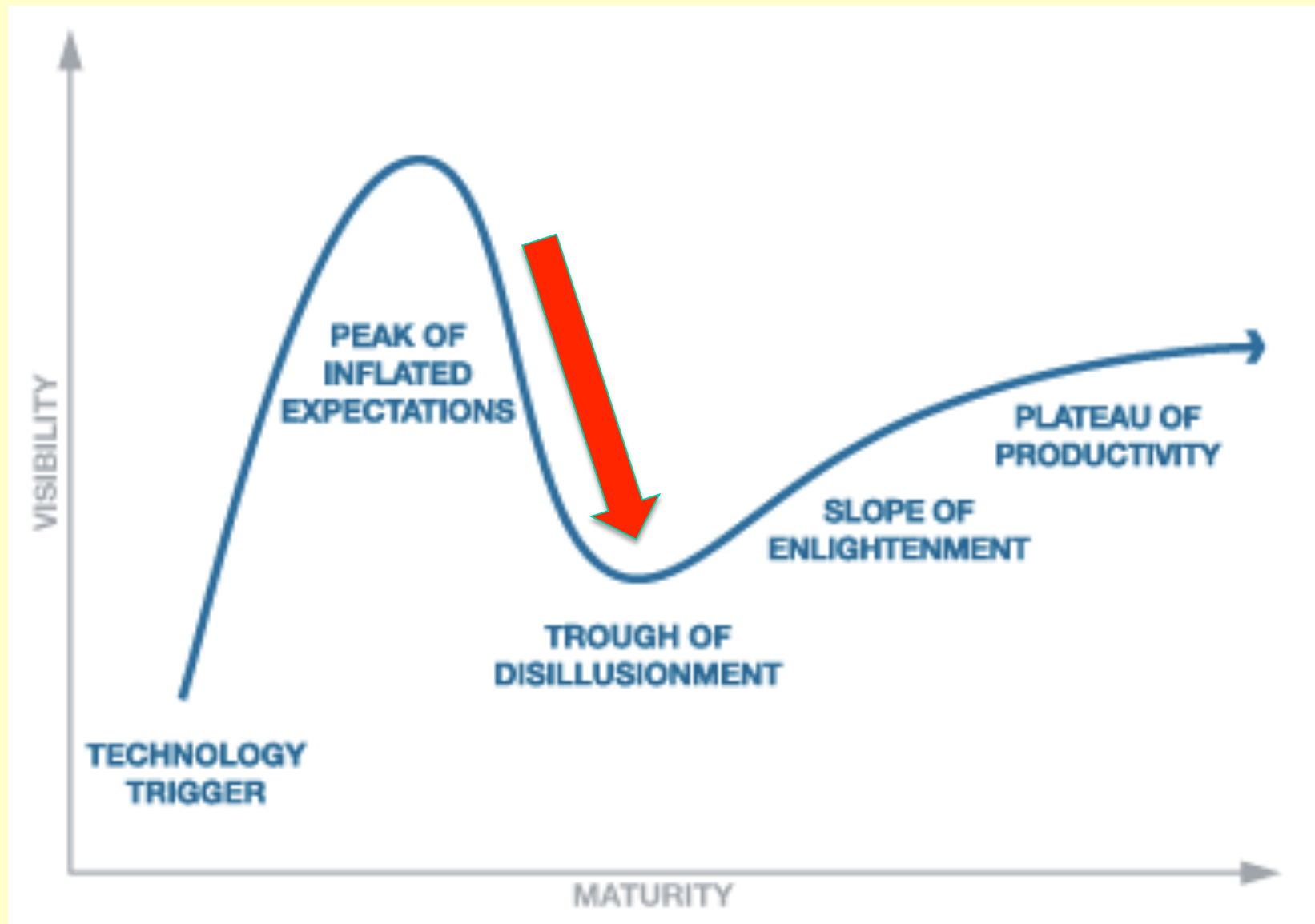
…sliding down from 2013 enthusiasm

…leading up to the legacy

Moore's Technology Adoption Life Cycle

Online teaching & learning: Have MOOCs bridged the chasm?
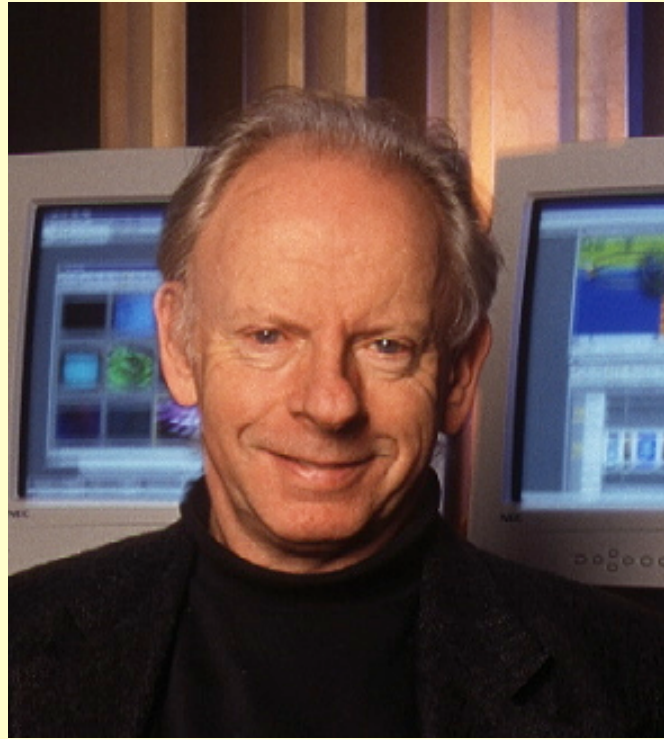
**If Harvard
is going online
it must be OK!**
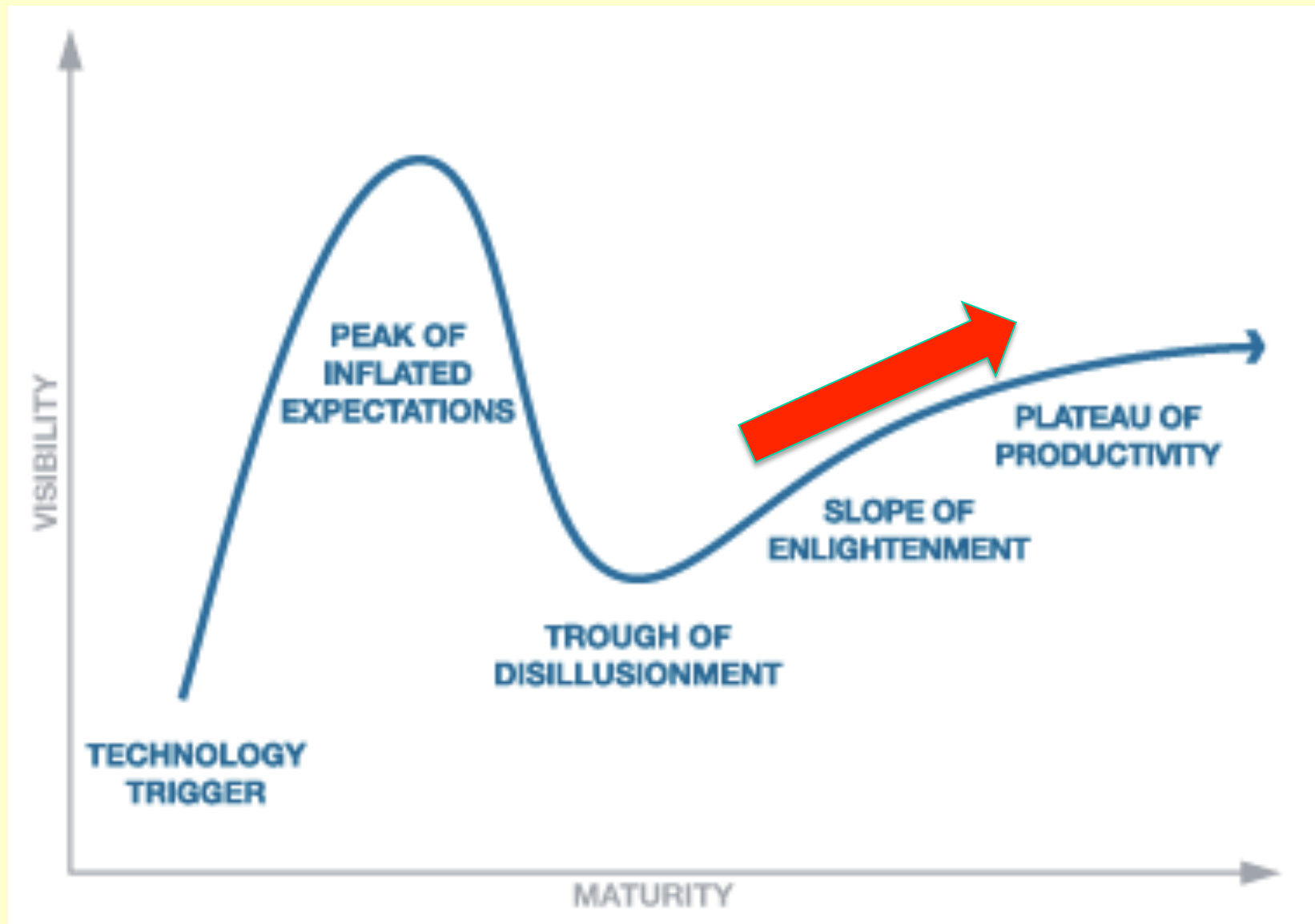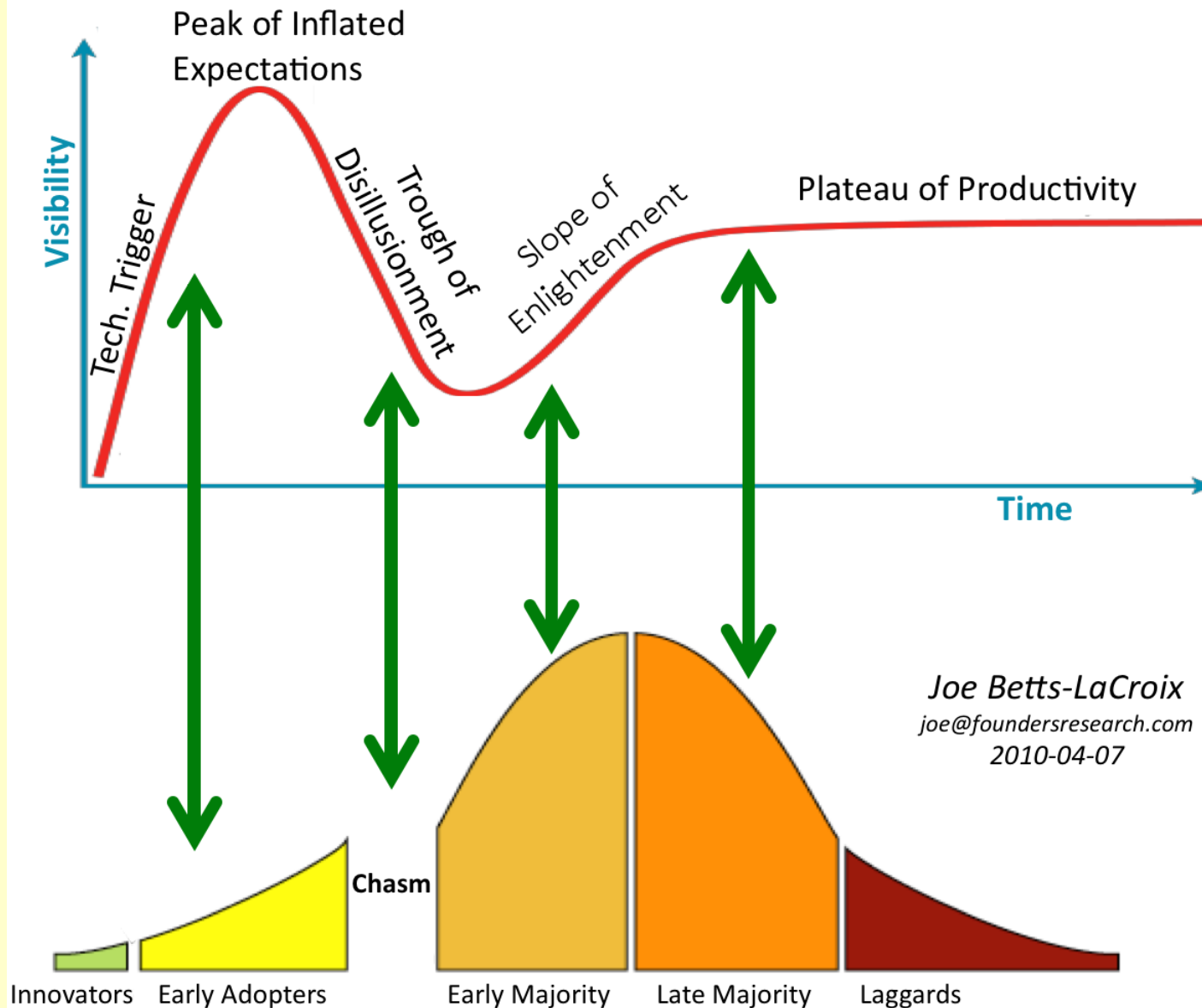
The herd instinct to MOOC!

Tony Bates

MOOCs shake-out in 2014 - online learning came of age in 2013

…offer regular programmes online
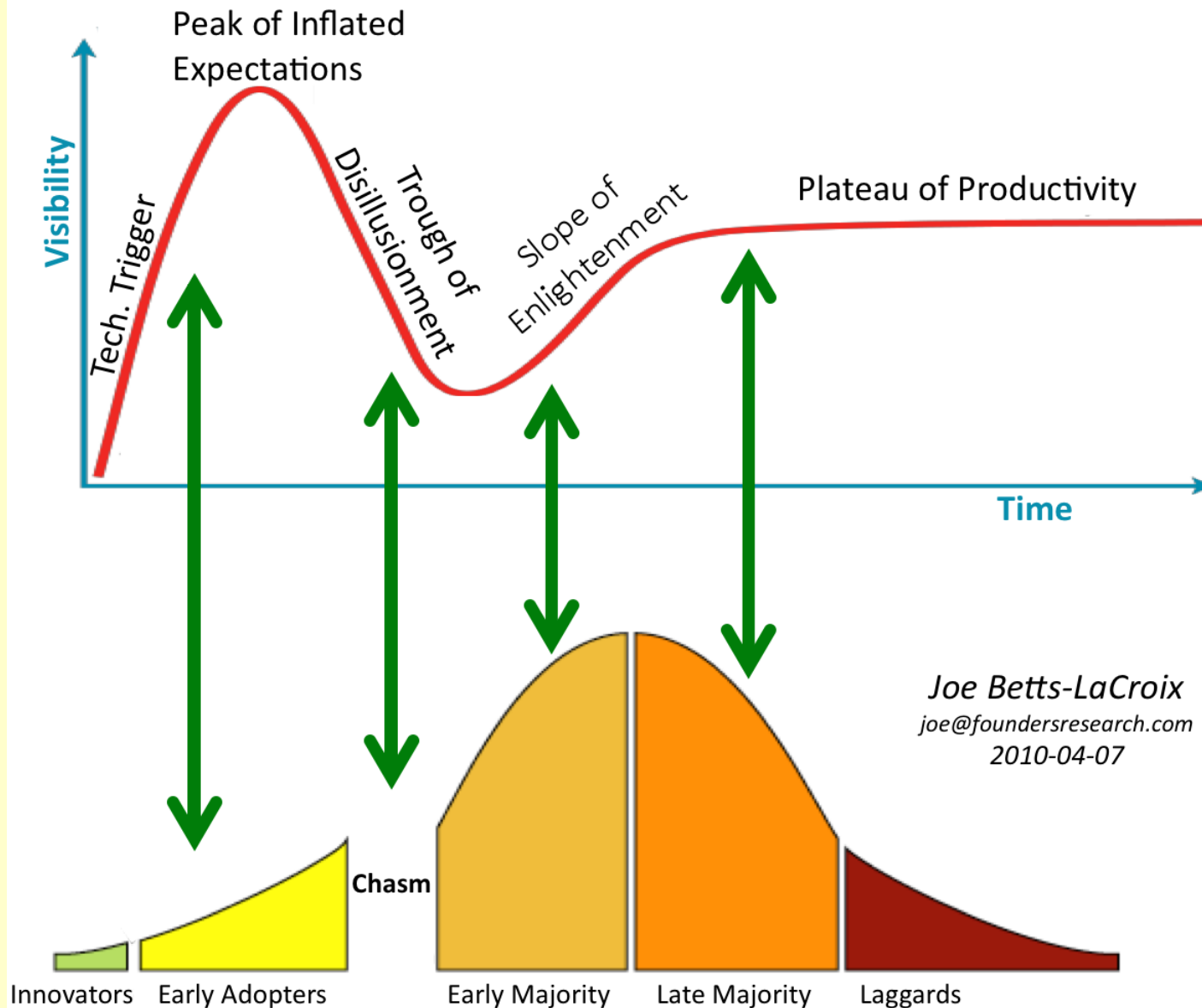
MOOCs – bridging the chasm for online learning

Online Teaching & Learning

2010

- 15% of postsecondary programmes online
- 20,000 courses
- 500,000 student registrations

More students taking regular courses online than taking MOOCs

MOOCs – bridging the chasm for online learning

WHAT ABOUT QUALITY?

Open education:

Entry easy; exit difficult
MEASURE OUTPUTS

Closed education:

Entry difficult; exit easy
MEASURE INPUTS

Lord Walter Perry
Founding Vice-Chancellor
The Open University

"The Course Team was the OU's most important innovation"

Other Quality Factors

◆ Learning materials are explicit and can be reviewed by anyone

◆ Student support and assessment processes are explicit and open to review

BRITAIN'S TOP NINE 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

MOOC for Capacity Building in Indian Agriculture: Opportunities and Challenges

20 courses planned

Quality assurance based on review of curricula by expert teams.

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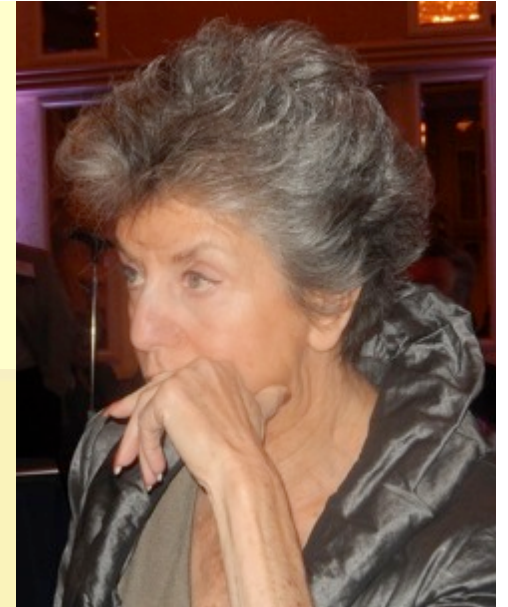
POST-TRADITIONAL HIGHER EDUCATION

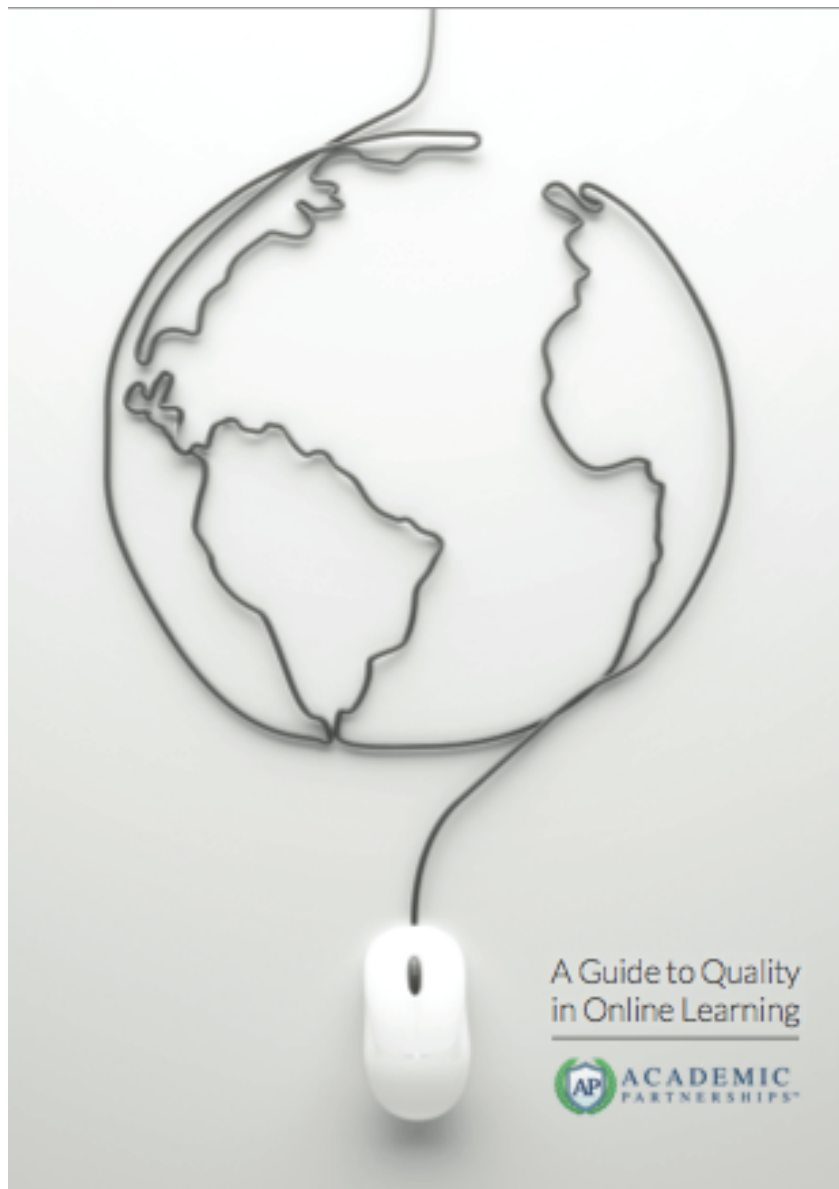Open Educational Resources,
Open Badges, MOOCs, etc.

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CHEA International Quality Group

Judith Eaton

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Editors:
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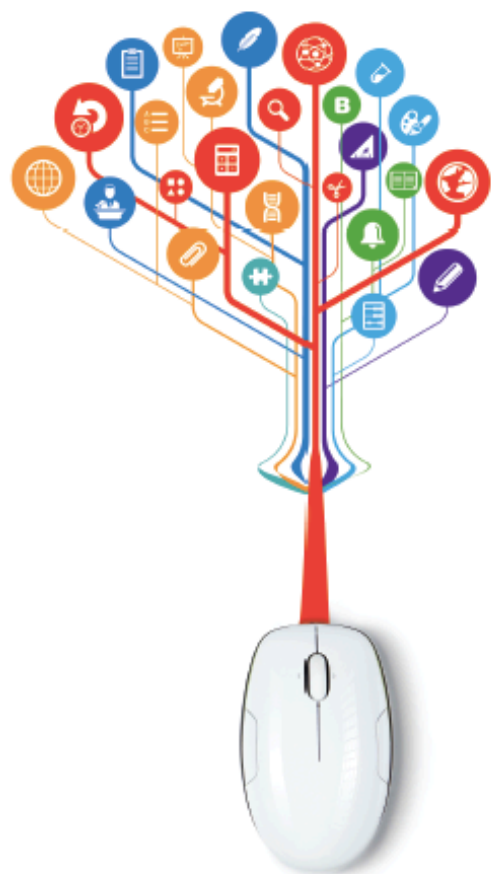
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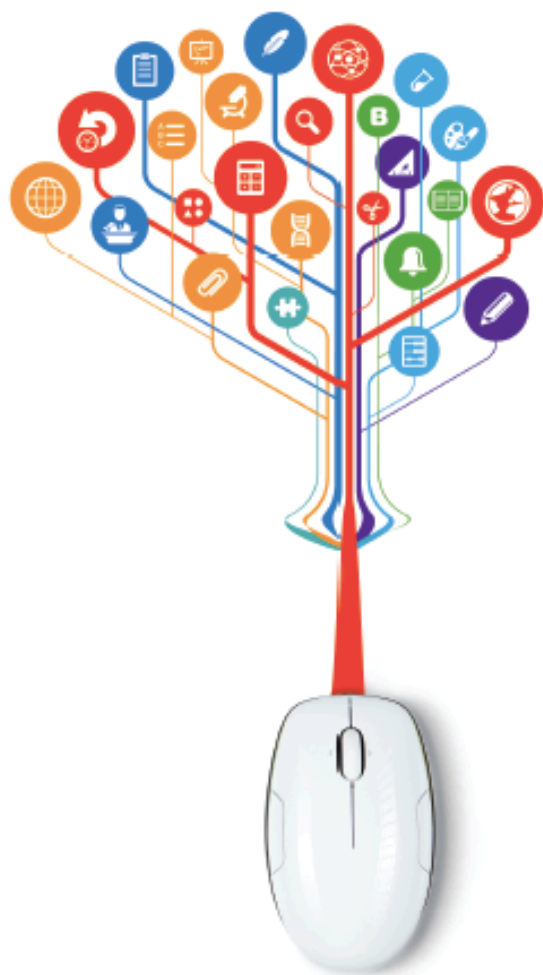Traditional Online Higher
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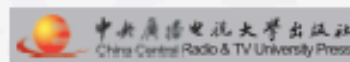A Guide to Quality in Post-Traditional Online Higher Education

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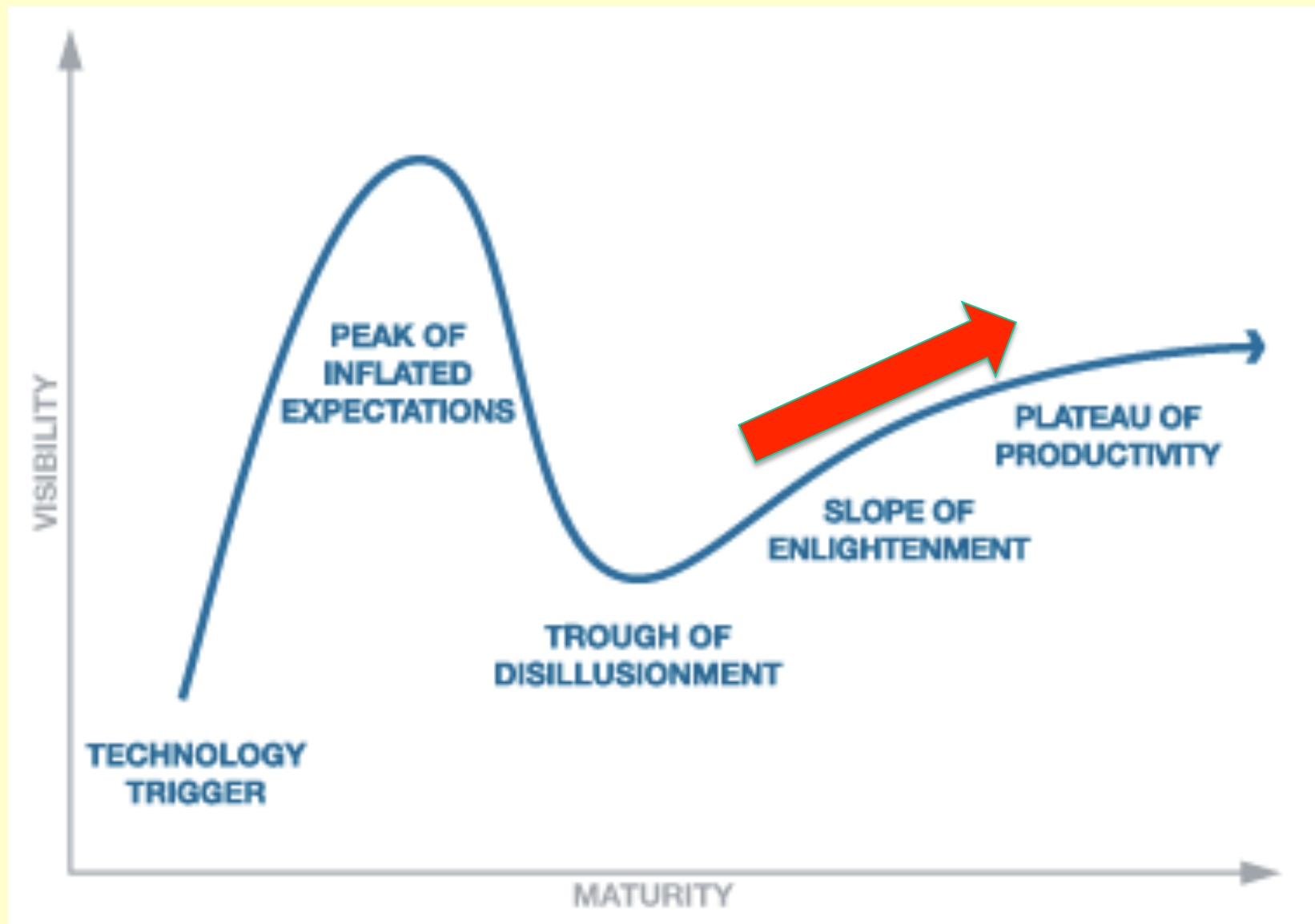5. Post-traditional higher education
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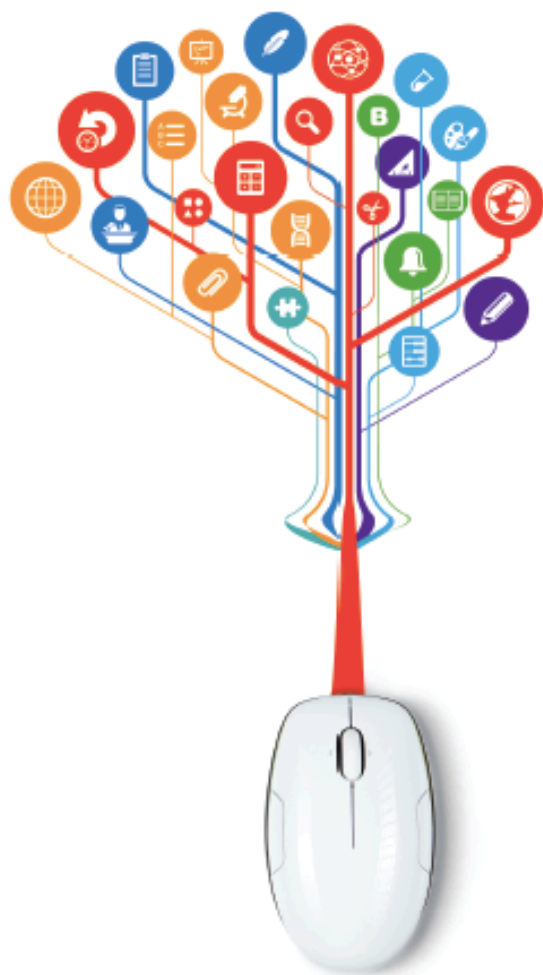
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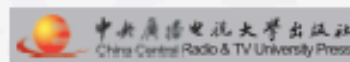A Guide to Quality in Post-Traditional Online Higher Education

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