Technology and Higher Education: The Continuing Imperative of Change and Innovation

John Daniel

Carol Bobby

3 Topics

- Attitudes to Online: Faculty vs. Leaders

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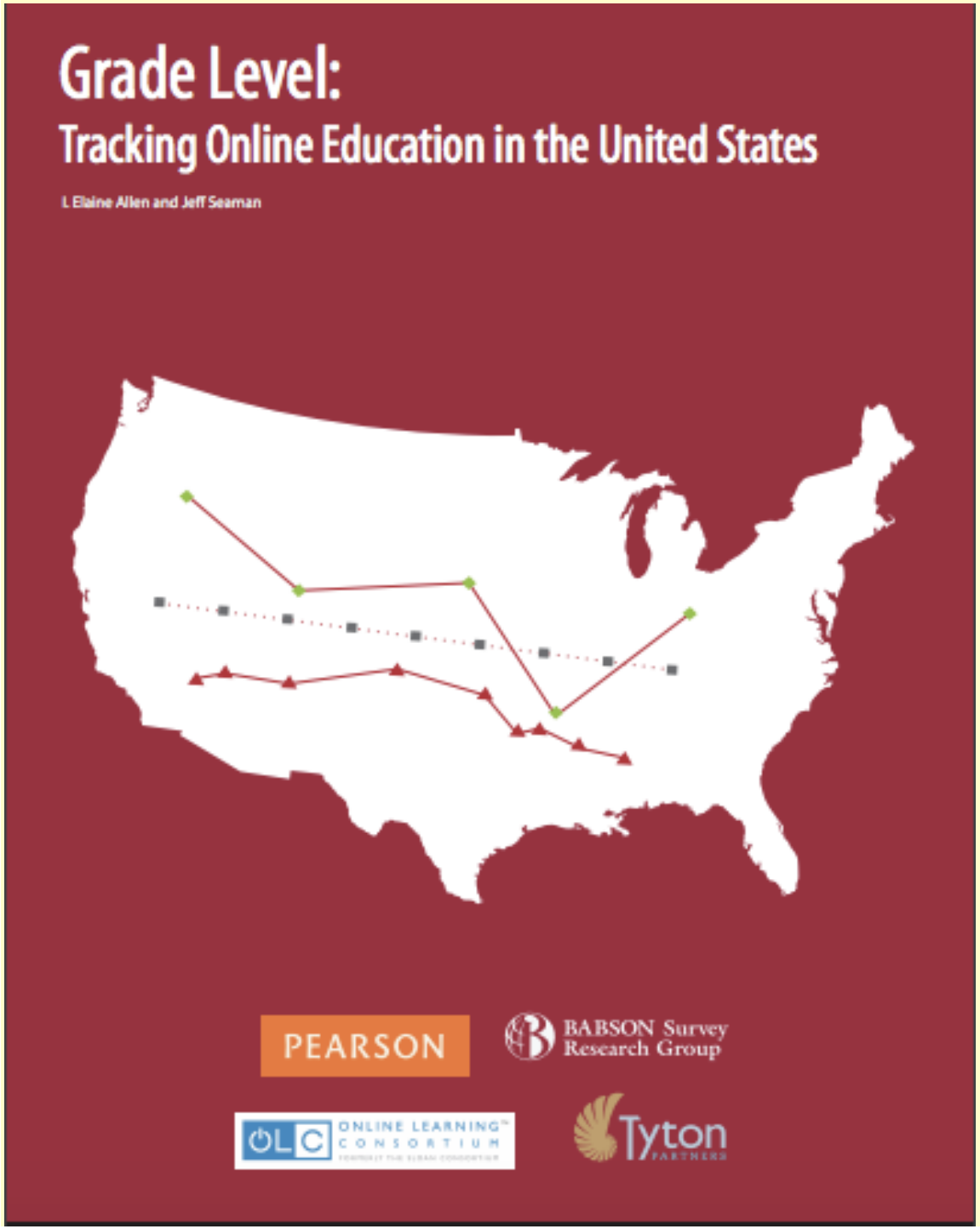
- Importing ready-made courses
- QA + Tech >>>> Learning Outcomes??

University Leaders

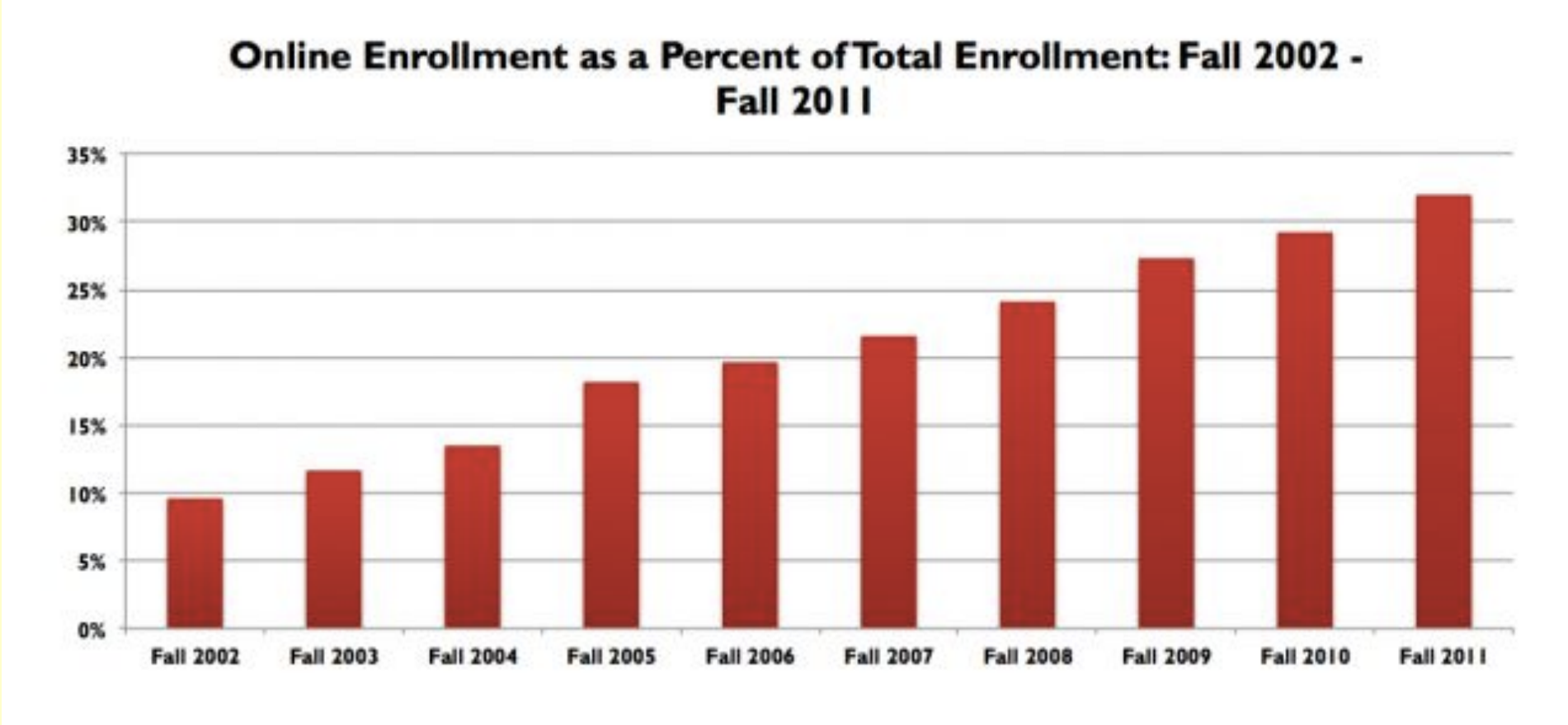
Majority say online learning is an important strategy for their institution.

Academic staff (Faculty)

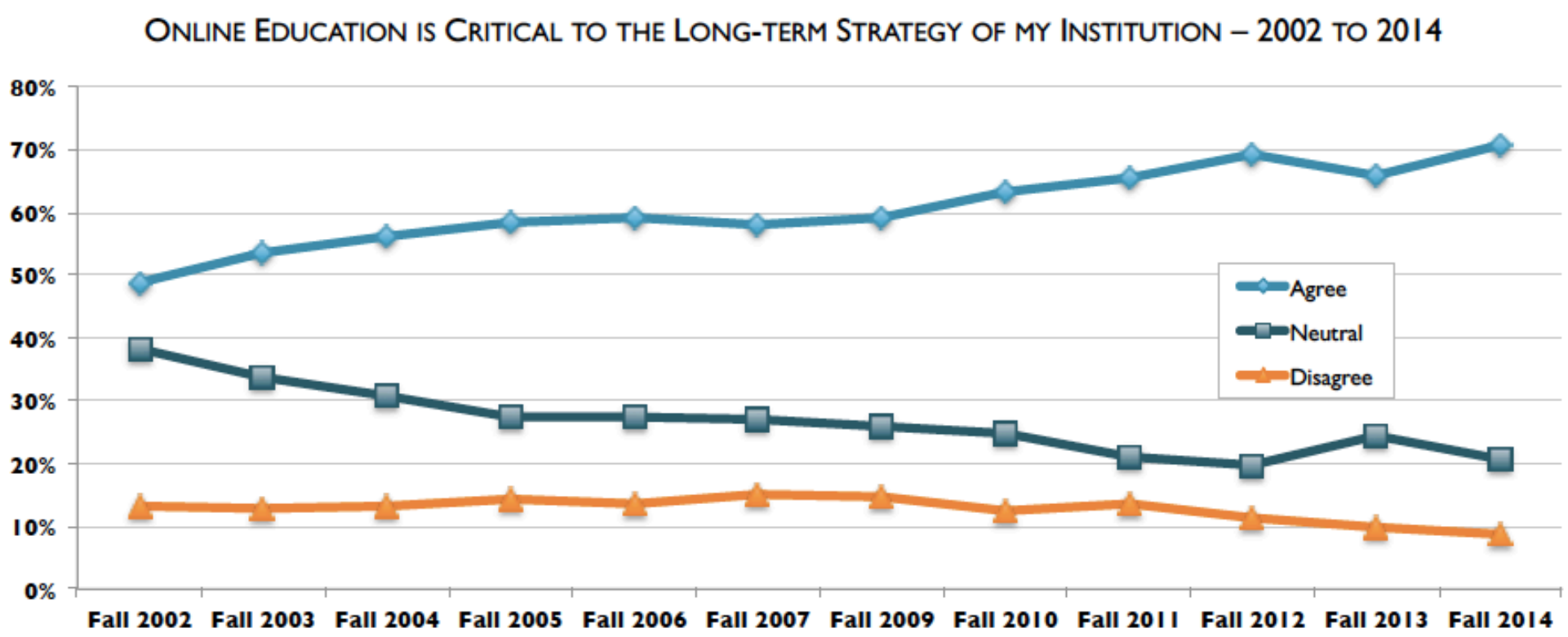
“only a minority accept the value and legitimacy of online teaching”



The Babson Survey

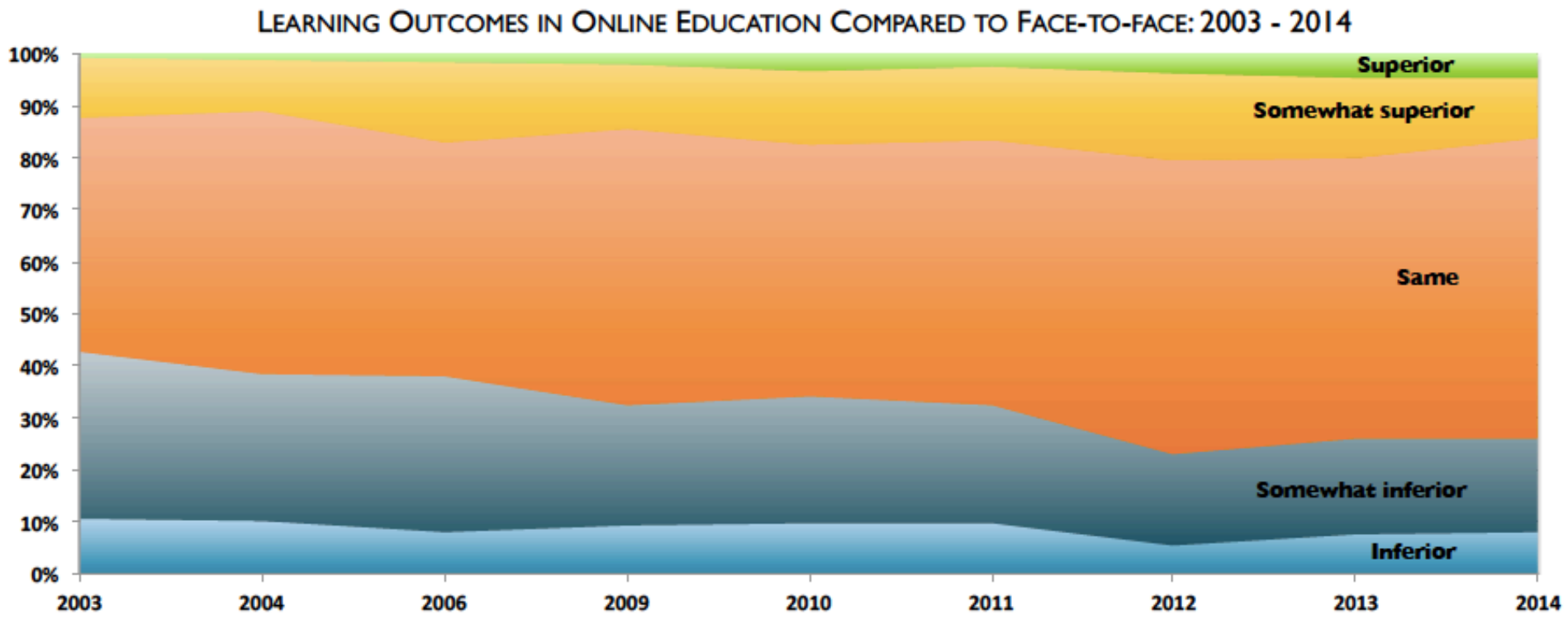


From *Inside Higher Ed - USA*



The proportion of academic leaders who report that online learning is critical to their institution's long term strategy has grown from 48.8% in 2002 to 70.8% this year.

Babson Survey 2014



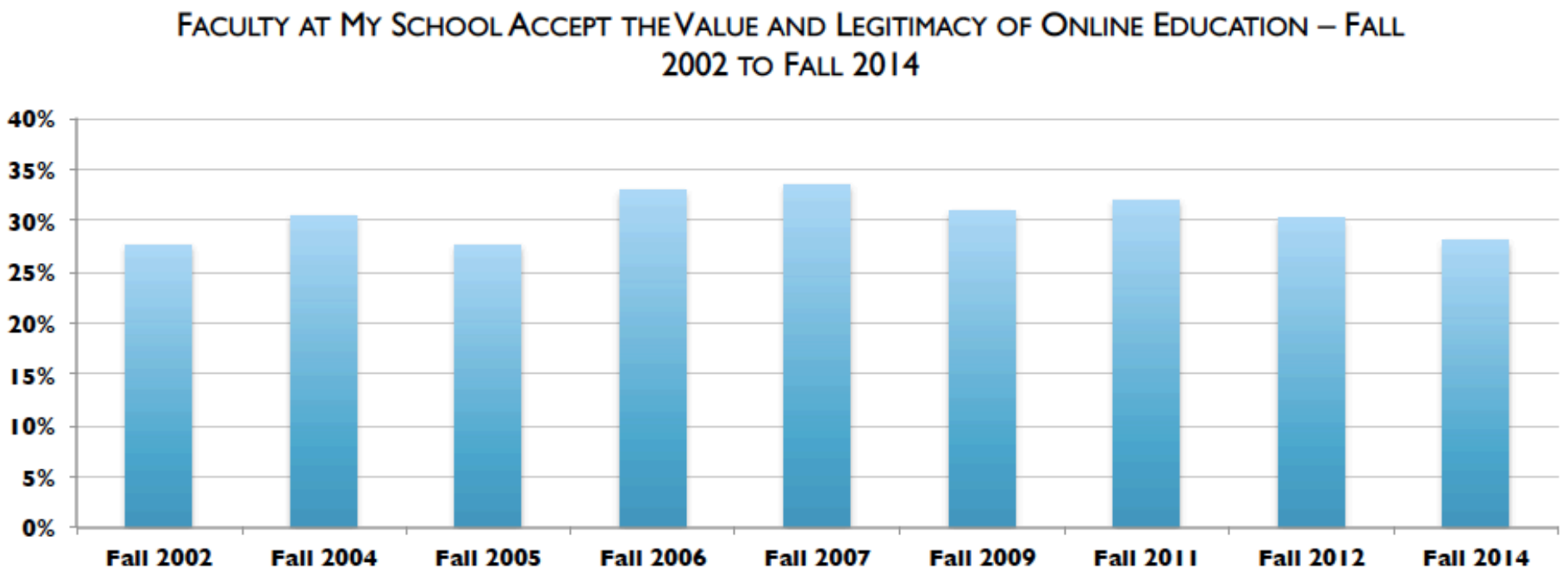
Perceptions of Chief Academic Officers:

Learning Outcomes in Online & Face to Face compared

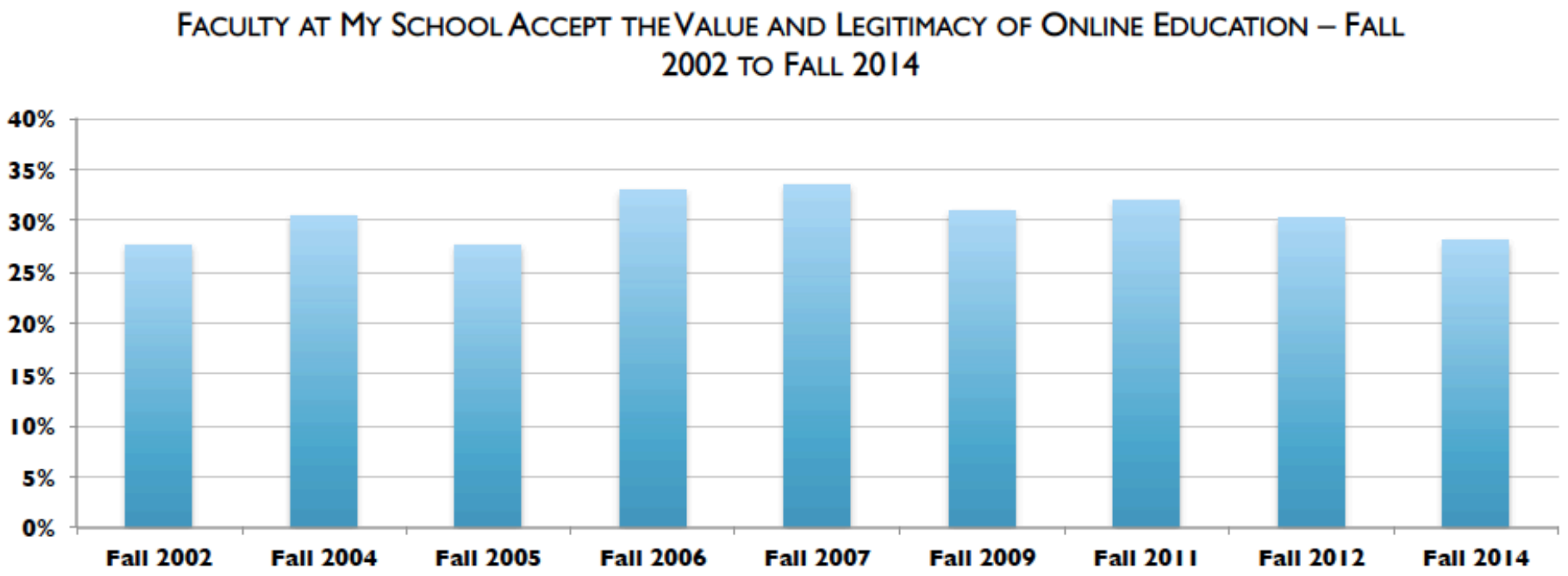
Meta-analysis of 500+ articles published between 1996 and 2008

"Students in online learning conditions performed modestly better than those receiving face-to-face instruction. The advantage was significant in those studies contrasting blended learning with traditional face-to-face instruction but not in contrasting purely online with face-to-face conditions."

(Means et al., 2013)



'Only 27.6% of chief academic officers reported that their faculty accepted online instruction in 2003. This proportion showed some improvement over time, reaching a high of 33.5% in 2007. The slow increase was short-lived, however. Today, the rate is nearly back to where it began; 28.0% of academic leaders say that their faculty accept the "value and legitimacy of online education".'



'The more intensive the online presence is at an institution, the more likely faculty are to accept it. Whether this is because the exposure to online instruction has changed their minds, that they are just giving in to inevitable, or that only institutions where faculty acceptance can be gained expand their online offerings is not clear.'

‘online learning is not nearly as popular with students as the Hong Kong authorities expected’

‘a teacher-centred and utilitarian learning culture with a tradition of rote learning that is the opposite of the self-directedness and student-centredness that online study requires’

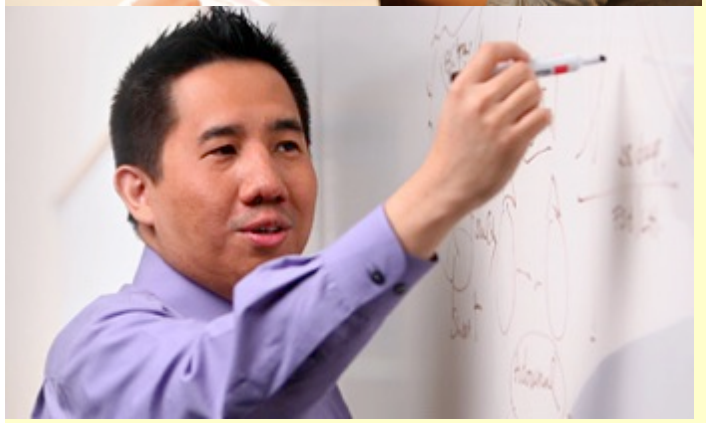
‘High-achieving students are particularly enthusiastic about learning online. They prefer blended learning courses to those that are fully face-to-face or fully online.’

While the number of students taking distance courses has grown by the millions over the past decade, it has not come without considerable concerns.

Faculty acceptance has lagged, concerns about student retention linger, and leaders continue to worry that online courses require more faculty effort than face-to-face instruction.

Babson Survey 2014

STUDENTS:
Like online learning & perform better



ACADEMIC STAFF:
Doubt the value and legitimacy of online teaching

UNIVERSITY LEADERS:
Believe online learning is strategically important for their institutions

Some questions:

- Does the US situation described by Babson resonate with experience elsewhere in the world?
- How will these differences be resolved?
- What are the implications for QA and accreditation?
- Was I too dismissive of a mainstream role for MOOCs in higher education?

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Open
Educational
Resources

Teaching as a cottage industry

The individual teacher:

- designs the course
- prepares learning materials
- instructs the class
- assesses and grades the students

Working in teams

Teamwork in teaching

- More efficient
- Higher quality courses
- More exciting academically

(after all – that's how we do research!)

Not invented by me

Not invented by me

Not invented here

Where is the best material?

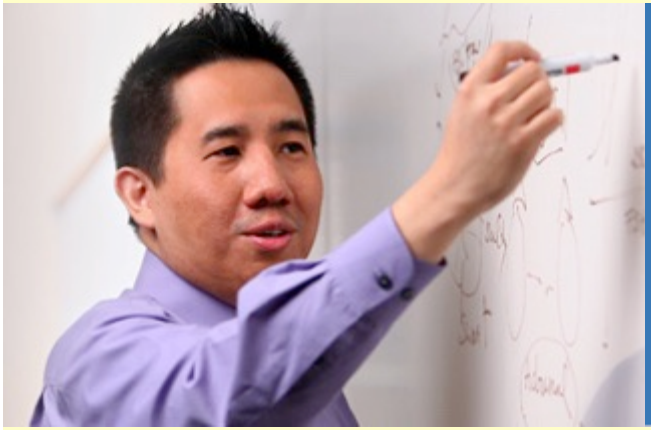
Not invented by me

Not invented here

Where is the best material?

Faculty

Students



which group is more familiar with OERs?

Partnerships: Three types

- Digital enablers

For profit

==========

Not for profit

Partnerships: Three types

- Digital enablers
- Teaching-Learning systems

The industry partner assists in creating systems for:

- Course development
- Marketing
- Student support
- Student assessment

Partnerships: Three types

- Digital enablers
- Teaching-Learning systems
- Ready-made courses

Betty Crocker
CARROT
Cake Mix
Serves 8-12
Just Add: 3 Eggs, Oil & Icing

DE TAO GROUP 德稻

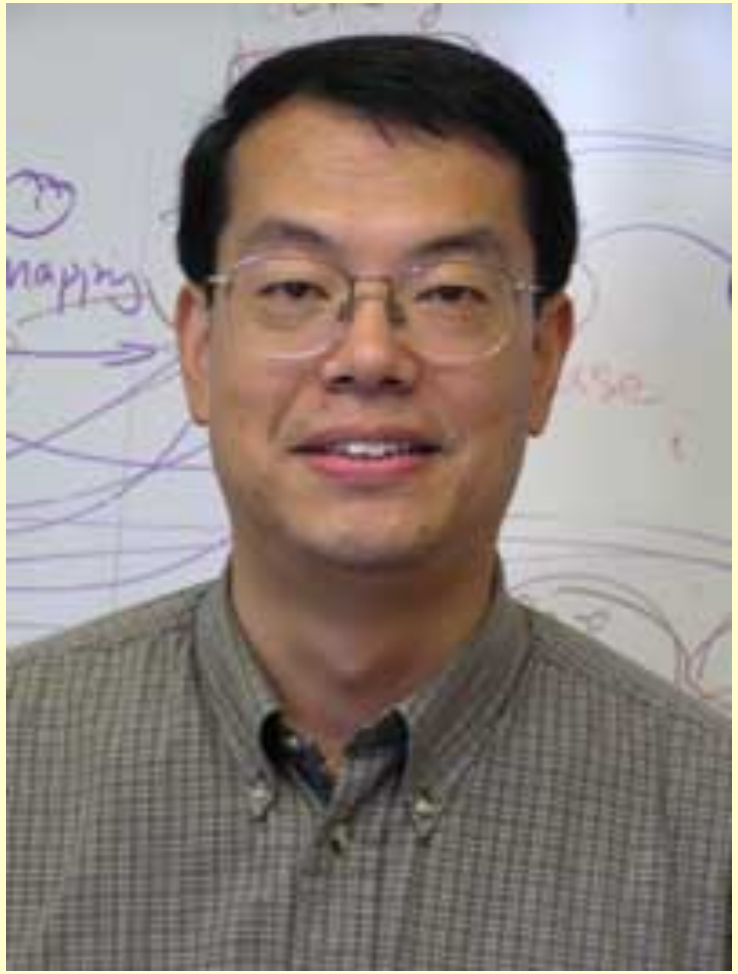
Is offering online courses to Chinese universities

O+O

Online to Onsite

DE TAO GROUP 德稻

Chinese universities



Prof. Yan Jin
USC & DeTao

O+O

the receiving universities are expected to adapt the online course to their own teaching needs

Ready-made courses:

- Short
- Employment related
- 100% electronic
- Managed by partner

ACADEMIC PARTNERSHIPS™

Specialisations

Specialization Certificates
Specialization Certificate
International Business
A Specialization Certificate can be earned on average in four weeks.

Provider university

develops the Specialisation

commissioned by

The Company

which manages its offering
to students of the

Host University

Example of Use

University of Johannesburg MBA

with a Specialization in International Business
from the University of South Carolina

UNIVERSITY OF JOHANNESBURG

Host

UNIVERSITY OF SOUTH CAROLINA

Provider

MBA Courses

Specialization in International Business

HOST UNIVERSITY

Why offer courses in host universities?

- Captive audience for marketing
- Economies of scale
- Host backs the credential

New models!

Betty Crocker
CARROT
Cake Mix
Serves 8-12
Just Add: 3 Eggs, Oil & Icing

Academics have a strong sense of possessing the courses that they teach.

This favours O+O

Specialisations:

Easier to operate at scale with low costs

Some questions:

- Are we see more teamwork in college teaching?
- Do students use OERs more than faculty?
- Will course importation increase?
- Is the cake mix analogy valid? If so which model will prove most appealing?
- The institution offering a course/programme must guarantee its quality no matter where the learning material comes from. How do institutions quality assure imported courses?

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- QA + Tech >>>> Learning Outcomes??

Is QA generally moving to a greater focus on learning outcomes?

Is technology pushing in the same direction?

QA in HE: Three phases?

- Inputs

QA in HE: Three phases?

- Inputs
- Mission & Processes

UK QAA Teaching Quality Assessment 1990s

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Student Support and Guidance
- Learning Resources
- Quality Management and Enhancement

A political backlash

…nostalgia for earlier days…

QA in HE: Three phases?

- Inputs
- Mission & Processes
- Standards/Learning outcomes

2016 CHEA Award
for Outstanding Institutional Practice in Student Learning Outcomes

'Evidence of student achievement, student learning outcomes, plays an important role in discussions of higher education accountability, quality and effectiveness. At the same time, developing and using capacity to address student learning outcomes is a complex and significant challenge for colleges and universities, whether pursued at the level of an institution, a program or a major…'

OECD

BETTER POLICIES FOR BETTER LIVES

Measuring learning outcomes in Higher Education:
Lessons learnt from the AHELO Feasibility Study and next steps.

University World News

Issue 00396

THE GLOBAL WINDOW ON HIGHER EDUCATION

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‘The basic concept is to test students in several academic fields in a variety of countries to compare learning outcomes across countries…

The pilot was deemed by most to be a failure…’

Phil Altbach

Council for Higher Education Accreditation

CHEA

EXPLORING EXTERNAL QUALITY REVIEW FOR NON-INSTITUTIONAL PROVIDERS

A CHEA/CIQG WEBINAR

AUGUST 11 AND 12, 2014

CHEA/CIQG
QUALITY PLATFORM

- Are learning outcomes articulated and achieved?
- Do they meet post-secondary level standards?
- Can credits be transferred?
- Is transparent information available?

Some questions

- Is your institution grappling with measuring learning outcomes and what is your experience?
- Is the introduction of more technology-based teaching stimulating this development?
- What difficulties do you encounter in assessing learning outcomes and how do you over come them?
- What is the link between competency-based education and a focus on learning outcomes?

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Thank you!