16th Annual Quality Assurance in Higher Education
8-12 March 2021
University Council of Jamaica

**Leadership and Governance**
Assure Quality in Online delivery for Higher Education

Professor Romeela Mohee
Higher Education Commissioner
Mauritius
Overview

Definitions of Online Learning

Quality Assurance in Blended Learning

Research and Analysis

Baseline Study on Online Learning during COVID-19 in Jamaica

Online Learning SADC Countries 2020/2021

Mauritius Study assessment of quality in online learning

Leadership in Online Learning
Definitions of Online Learning

- Distance
- Hybrid
- Blended
- Online
- E-learning
- Technology-enabled
- Self-paced
- Adaptive
- Student Success
- Research
- Multi-tasking
- Digital
- Support
- Vlog
- Assessment
- Innovation
- Literacy
- Graduates
- MOOC
- Improvised
Face To Face /Online Teaching

Academics
- Amount of work underestimated for course development and delivery
- Not recognized in the formal workload nor promotion exercise
- Equivalence of DE delivery in terms of academic workload

Tutors
- Often tutors are not permanent staff of university;
- QA: criteria for recruitment, training, monitoring and payment of contract staff
- Tutor: learner ratio not defined academic workload is well defined
Organizational Challenges

Administrative support

- DE programs require more administrative support than F2F programs
- Decentralized registration of learners, materials production and dispatch, maintenance of information management systems, assignment management

Challenges

- Dropouts or inactive learners
- Real costs of a DE programme based on completed graduates
- Understanding your target audience; varying context
- Building a learner profile—can be very diverse
How to assess the Quality of Online Learning?

<table>
<thead>
<tr>
<th>Institutional support (vision, planning, &amp; infrastructure)</th>
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<td>Course development</td>
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<td>Teaching and learning (instruction)</td>
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<td>Course structure</td>
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<td>Student support</td>
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<td>Evaluation</td>
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<td>Student assessment</td>
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Quality Assurance in Online Learning

(adapted from COL & ADB, 1999)

Reference: Irrodl paper
Research and Analysis
Post-covid19 Higher Education - Challenges

COVID 19 – Disruption in Higher Education

- Ensure highest degree of inclusion and equity
- Increased demand for higher education (local)
- Internationalisation of curriculum and program
- Universities under Financial constraints
- Alternative delivery modes of teaching - Remote/Online/Blended

Reference: University of Lagos webinar By KPerris and RMohee
Survey on Online Learning in Higher Education

Access: Connectivity, Bandwidth
Computers for staff and students

Logistics: Students not having the software resources for practical activities

Quality: Ensuring quality in Teaching and Learning

Motivation: Student participation & attrition

Materials: Converting face-to-face teaching materials to online delivery

Delivery: assessment regime

Reference: Survey data in Jamaica in HEI 2021
Survey on Benefits for Shifting Online

**Capacity Building**
- Training for staff
- Significant professional development

**Institutional capacity**
- Upgrading of technological resources

**Quality Assurance**
- Innovative Quality Assurance
- Detailed preparation for instruction
- Course information and recording is available

**Flexibility**
- Flexibility in course delivery
- Increase enrolment in courses

**Profitability**
- Elimination of physical space

Reference: Survey data in Jamaica in HEI
Actions taken in Online Learning During COVID-19 (Mauritius)

A spectrum of action taken (March to June 2020)

- Training of staff to adopt online approaches
- Shift from face-to-face to online teaching
- Recruit International students - Virtual mobility
- Communication strategies to stay connected with staff and students
- Online assessment, Proctored examinations via online platforms, for instance, Pearson VUE and Moodle
- Use Open Educational resources

Reference: Report on Resilience, HEC March 2021
Lessons Learnt During COVID 19 Pandemic in HEI’s in Mauritius

A new pedagogy is emerging

Multiple advantages of online teaching uncovered

Make better use of technology: to increase access, ensure connectivity, university operations (LMS)

Ensure both academic and non-academic staff are trained

Ensure pedagogical tools in place, Student welfare, new forms of assessment, curriculum reviewed

Fast changing work landscape-microcredentials

key factor is online learning

Hybrid learning

Use of technology

Reskilling or upskilling

Quality Assurance

Changing work environment

Reference: Report on Resilience, HEC March 2021
Lessons Learnt: Online Learning During COVID-19 (Mauritius)

- Switching to a blended mixed mode of delivery with a stronger component of online learning;
- Minimising the digital divide so that all students have access to basic facilities such as laptop, WIFI, etc;
- Staff development Pedagogical training Training of non-academics to provide robust IT support;
- Development of technological/digital infrastructure;
- Keeping track of the socioeconomic background of students;
- More effective communication channels between the (Ministry, Regulatory Bodies, etc) and higher education institutions.
- Creation of a relief fund for international students in times of crisis.

Reference: Report on Resilience, HEC March 2021
Initiatives Taken During COVID-19 in SADC Countries

- The COVID-19 moment provoked the search for new, creative and imaginative ways to enable learning continuity for all, thereby presenting a further opportunity for the expansion of ODL in the SADC Region.
- Encourage the use of the Moodle LMS
- Provide Internet and Wi-Fi for both lecturers and learners where learners also received a once-off 3G data package to use on their mobile devices during the COVID-19 lockdown
- Free access to online content for secondary school learners on the Ministry of Education platform
- Partnering with innovative start-ups and hubs to develop creative access solutions, applications and digital tools

These initiatives were taken by Countries like Botswana, Eswatini, Lesotho, Malawi, Mauritius, Namibia, Seychelles, Zambia, South Africa.

Leadership in Online Learning
Examples of Leadership in Online Learning

University of South Pacific

VC of University of South Pacific (12 Countries)
  • Consultation with stakeholders
  • Developed a strategic plan with key performance, indicators and clear timeline

Source: Leadership and Innovation for Online Learning
Examples of Leadership in Online Learning

Indira Gandhi National Open University (IGNOU)

Prof Ram Reddy
- 1st VC of IGNOU
- Recruit right people
- Must continue to engage clearly with governments, build relationship with other institutions

Ram Reddy

Source: Leadership and Innovation for Online Learning
Examples of Leadership in Online Learning

Professor Olu Jegede
Founder Vice Chancellor of NOUN

• National Open University of Nigeria
• ‘Work and Team’
• President of Nigeria obtained his PhD at OU

Source: Leadership and Innovation for Online Learning
Examples of Leadership in Online Learning

Universitas Terbuka

- 1995 internet came to Indonesia
- 1997 online courses
- incentives

Tian Belawati

- Agent of change
- Resistance
- Champions

Source: Leadership and Innovation for Online Learning

Do we cultivate Champions for Change?
Leadership in Online Learning

Transformative Leadership

- Development of institutional Online Learning Policy
- Strategic Plan for Online Learning
- Provide for Organizational Support
- Reward for academic staff

Online Instruments

- Create condition for Innovative Change

Reform

- Enables individuals / organisations to share a vision about quality in Online Learning

Consultations
## Redesigning teaching & learning in the new era

Blended learning (BL) is defined as an enabling instrument in the post Covid era allowing institutions to minimise learning disruptions.

Blended learning: As the purposeful fusion of face to face and online environments to conduct teaching and learning.

Blended Learning as appropriate and versatile for natural sciences, social sciences, business and humanities requiring minimum contact.

**Requirements for transitioning to Blended Learning**

- Platform for virtual education or Learning Management System
- Instructors/staff trained in designing online course materials (consideration for OER) and assessment
- Quality Assurance

Reference: University of Lagos webinar By KPerris and RMohee
Recommendations for Online Learning Post Covid19

- Tailor-made tutorials (videos and guides) have to be provided to tutors and learners to support their transition and on YouTube
- Creation of a platform for e-learning for the primary and upper secondary level through the Student Support Portal
- E-library facilities at the University of Mauritius have been extended to all other public HEIs and Registered learners have access to international online journals and databases like EBSCO, JSTOR, SCIENCE DIRECT, EMERALD and PROQUEST literature online.
- Development of a National OER Policy in collaboration with the Commonwealth of Learning
- Adoption of a common framework for Quality Assurance in Online Learning
- Capacity building (training) of academic staff on technology and pedagogy

Reference: Assessment of quality in Online Learning: MRIC study
Good Practices in online learning

Staff Development
To ensure that the staff receive continuous professional development and capability enhancement.

Learning Support
To incorporate the student learning support needs, including transition.

Students as Partners
Engaging students as partners in planning, managing and enhancing learning experiences.

Program
Redesign curriculum to be relevant to society needs

Industry and Community Collaboration
Collaborating with industry and community partners to deliver quality learning experiences.

Learning Spaces
Promotion of Quality Learning Environments

Reference: Analysis of the research surveys – MRIC study
Good Practices Documents

Source: 2019_Quality-Assurance-Good-Practices-ODL_Sub-SaharanAfrica.pdf

Source: 2020_Perris_Mohee_QA_Rubric_Blended_Learning.pdf


Source: Audio for distance education and open learning.pdf
Thank You to President and Staff of The University Council of Jamaica

Dr Jeanette Bartley
Ms Karen Gayle
Mrs Althea Heron

Professor Romeela Mohee
Higher Education Commissioner
Mauritius