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?
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?
“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

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Huen Tsang 603-664

Nalanda (~AD 550)
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
The University of London

New Delhi
University of Paris
Association of Universities of Yugoslavia
Signing the Magna Charta Universitatum
Kretzulescu Palace, Bucharest
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
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
Go Global!

UNESCO HQ Paris
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)
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 de qualité dans l’enseignement supérieur transfrontalier

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

Руководящие принципы для обеспечения качества в трансграничном высшем образовании

مبادئ توجيهية بشأن جودة التعليم العالي الموفر عبر الحدود

保障跨国界高等教育办学质量的指导方针
“better dialogue and collaboration between exporting and importing countries”
Higher Education Crossing Borders:
A Guide to the Implications of the General Agreement on Trade in Services (GATS) for Cross-border Education
UNESCO-APQMN Toolkit:
REGULATING THE QUALITY OF CROSS-BORDER EDUCATION
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 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 – judgments 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.
- Undertakes research and provides information and advice.
  Inclusive of different forms:
  - Accreditation;
  - Audit
The World Conference on Higher Education
Paris - July 2009
UNMET DEMAND FOR HIGHER EDUCATION
OUTLINE

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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
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 Open Online Course
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
educational materials that may be freely accessed, reused, modified and shared
Caribbean

Latin America

Europe & North America

Asia - Pacific

Arab States

Africa

OER Consultations 2012
The Paris Declaration

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

The Paris Declaration
10. Encourage open licensing of educational material produced with public funds.
VANCOUVER - British Columbia offers students free online, open textbooks for the 40 most popular post-secondary courses through BC Campus.
OER

MOOCs
What is a MOOC?

Massive Open Online Course
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%
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What is higher education?
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

UDACITY

edX

Future Learn

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!
MOOCs

supply driven
or
demand led
?

Understanding Dementia MOOC

UTAS Home > Wicking Dementia Research and Education Centre > Wicking Centre Academy > 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
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.

V. Balaji
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
- 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

Closed education:

Entry difficult; exit easy
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.
CHEA Quality Platform

Stamenka Uvalić-Trumbić

Judith Eaton
A Guide to Quality In Online Learning

Authors:
Neil Butcher & Merridy Wilson-Strydom

Editors:
Stamenka Uvalić-Trumbić & Sir John Daniel
A Guide to Quality in Online Learning
A Guide to Quality in Post-Traditional Online Higher Education

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THANK YOU