INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION

International Reflections on Lessons Learned During the COVID-19 Pandemic
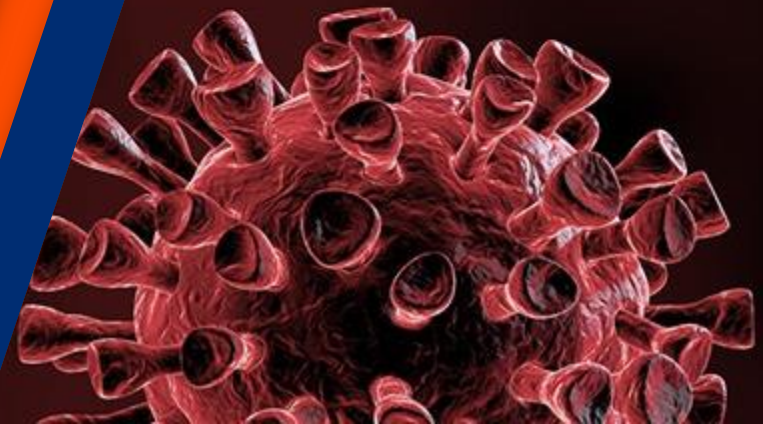
Quality Assurance and Assessment
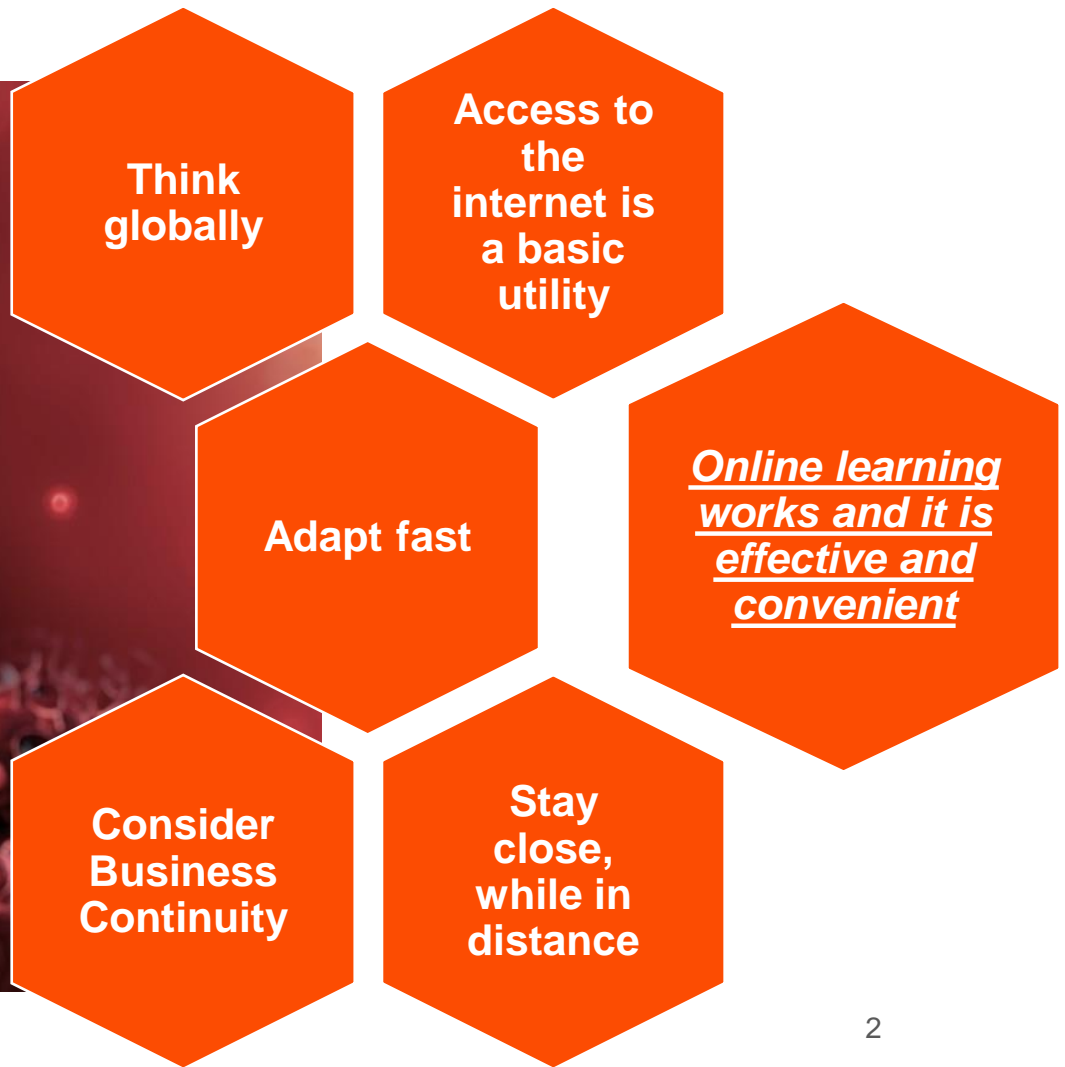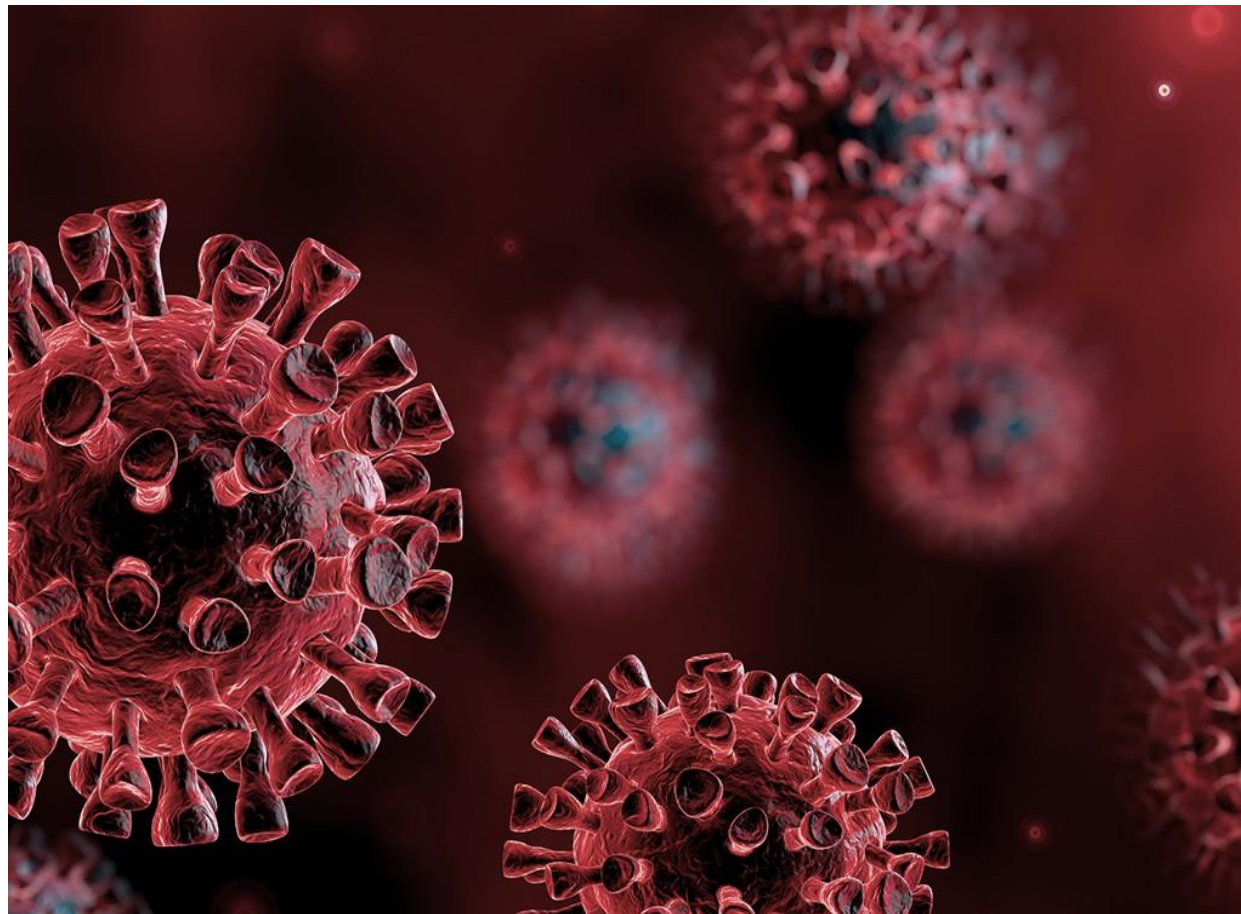
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Lessons Learned During COVID-19 Pandemic

- Think globally
- Access to the internet is a basic utility
- Adapt fast
- *Online learning works and it is effective and convenient*
- Consider Business Continuity
- Stay close, while in distance

Quality of Online, Smart, and Technology-enhanced Education

Organizational Aspects

Curriculum and Course Design

Course Delivery

Teaching and Learning Material

Assessment

Technology

Faculty and Professional Staff

Learner Support & Extracurricular Activities

Quality Assurance and Risk Management

Quality of Online, Smart and Technology-enhanced Education

Organizational Aspects
- Institutional mission & strategy
- Provision of sufficient organisational support
- Added value of technology-enhanced learning
- …….

Curriculum and Course Design
- Curricula combine the flexibility in time and place.
- Contextualization and Modularity
- The course include a clear statement of the learning outcomes.
- Learning outcomes are coherently linked

Course Delivery
- Approach to teaching and learning is clearly defined covering learner characteristics,…
- Learner interaction with the faculty, learners, learning resources is facilitated through a variety of ways,…

Teaching and Learning Material
- T&L material introduce, assess and reinforce new concepts and skills
- Clearly presented, relevant, logically structured and sequenced
- Build on and reinforce prerequisite concepts and skills.

Assessment
- A clear assessment strategy allows for the valid examination of learning outcomes.
- Clear guidelines/rubrics.
- Feedback mechanisms constantly support learning processes,….

Technology
- Choice of technologies is adequate for mission & objectives, IT strategy
- Reliability, usability and accessibility
- Information Security and Disaster Recovery Management.

Faculty and Professional Staff
- Availability of qualified faculty, SME, staff
- Competency development for faculty and supporting staff
- Clear and specific expectations
- Handling issues related to workload, compensation, and ownership of IP,…

Learner Support and Extracurricular Activities
- Sufficiency and clarity of information provided to learners
- 24/7 technical support
- Virtual academic and career advising, counselling, and complementary services

Quality Assurance and Risk Management
- Periodical reviews and continuous improvement of programs, courses, & LO
- Responsiveness to the needs and experiences of faculty and learners
- Risk assessment and mitigation plans

- Middle East e-Learning Quality Framework (MeLQ); Criteria, Indicators, and Standards for Education Institutions, Hamdan Bin Mohammed Smart University and the Swiss Centre for Innovations in Learning of St. Gallen, Version EI 2, 2019.
- Quality Assessment for E-learning: a Benchmarking Approach, European Association of Distance Teaching Universities (EADTU), 3rd edition, 2016.

Assessment for Learning

Assessment is a critical component of the online course and an integral part of the course design process.

Assessment provides learners with an idea of their progress in a course, identifies individual strengths and weaknesses, and ultimately serves as the measure of whether learners achieve the course's learning objectives.

- Courses delivered online should have an appropriate balance of formative and summative assessment, taking advantage of the opportunities of innovative online assessment approaches, including online collaborative work, peer assessment and self-assessment.

- Self-paced or stand-alone learning objects should include self-assessment activities or tests that provide learners with regular feedback on their progress.

Quality of Online Assessment:
Theoretical Aspects

Validity — Assessments should assess what they pretend to assess.

Reliability — Assessments should accurately measure the learning success of the learner.

Economy — The value of an assessment should be reflected in respect to the costs and efforts.

Equality — An assessment should be based on those determining factors that allow equality of opportunity among all learners.

It is not the question of the absolutely best form of evaluation but the *quest for an evaluation process* which is *consistent with the underlying learning objectives* and *corresponds to the used technology-enhanced teaching and learning methods*.

Assessment for Learning:
Important Consideration

Type and Level of Learning Outcomes:

Develop a clear learning outcomes, and ensure that learning activities, materials, and assessments are aligned with the outcomes.

Rubrics:

Develop a grading rubric clearly describe the goals, purpose, manner of assessment, and expectations, the rubric should clarify curriculum objectives and provide criteria for meeting a range of proficiency levels.

Feedback and Critique:

Explanatory and confirmatory feedback is an important factor in affecting future learning and learner performance. Feedback to reflect the standard, compare the learner output with the standard and clarify the required action to close the gap.

Instructors are also encouraged to take a portfolio approach to assessment, and offer learners a second chance for submission on their course assignments.
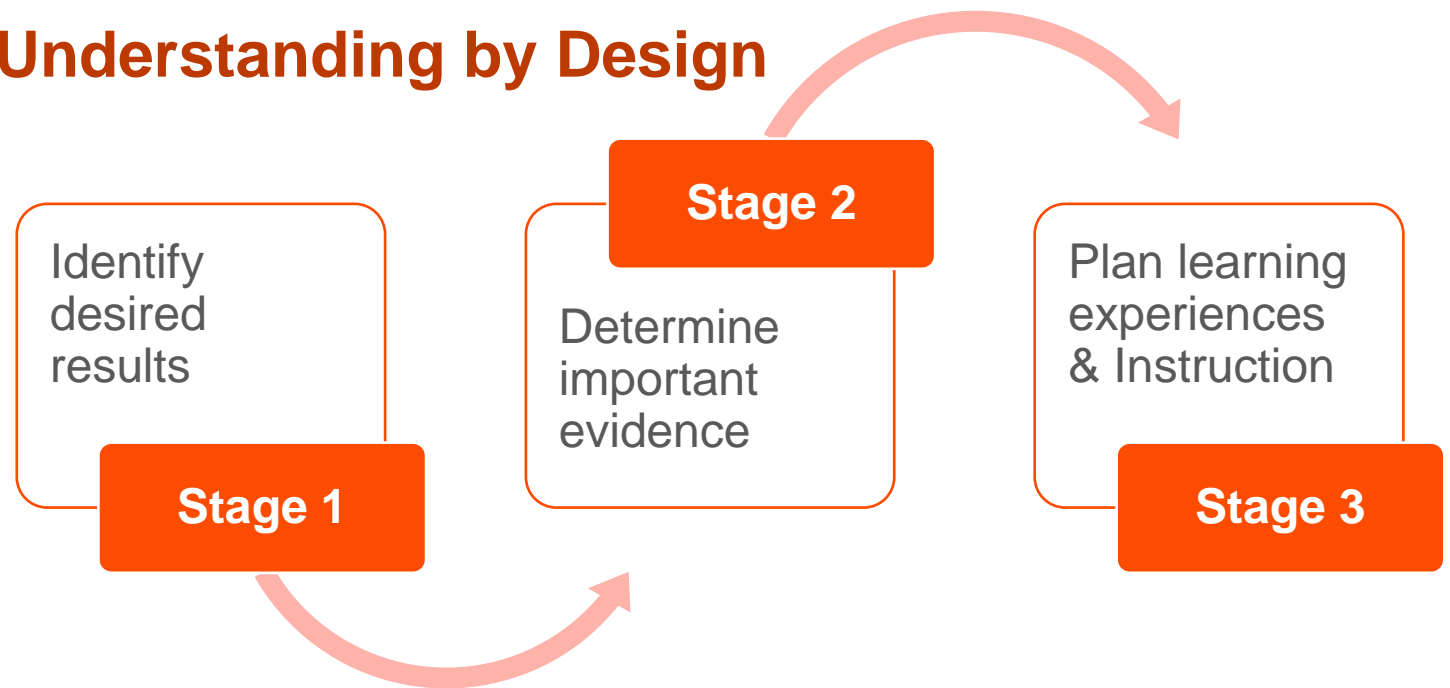
EDUCATIVE Assessment

- Assessment should not only be used to gather evidence, but to promote deep understanding, i.e. *"educative" assessment*.

I hear and I forget;

I see and I remember;

I do and I understand.

Chinese proverb

Understanding by Design

Stage 2

Identify desired results

Determine important evidence

Plan learning experiences & Instruction

Stage 1

Stage 3

John Orlando, How to Effectively Assess Online Learning, A Magna Publications White Paper, 2011 Magna Publications Inc.

Authentic Assessment

An AUTHENTIC ASSESSMENT is one that requires learners to apply what they've learned in a new, complex circumstance or situation:

- real-world assessments that require learners to engage in actual situations in their field, or

- realistic assessments that are relevant in nature but have learners engage in situations that *mimic* the real world.

In blended and online learning contexts, AUTHENTIC ASSESSMENTS:

- Increase _learner engagement_ and encourage learners to take a _deep approach_ to learning and develop higher-order cognitive skills,

- Provide necessary alignment for faculty to better determine the quantity and quality of learning, and

- Provide institutions with the evidence necessary to respond to external pressures regarding their ability to measure learning outcomes.

Dianne Conrad and Jason Openo, Assessment Strategies for Online Learning: Engagement and Authenticity, AU Press, 2018.

Characteristics of Authentic Assessment

It's realistic.

It requires judgement and innovation.

It asks the learner to "do" the subject.

It replicates or simulates the contexts in which learners are "tested" in the workplace, in civic life, and in personal life.

It assesses the learner's ability to efficiently and effectively use a range of knowledge and skills to negotiate a complex task

It allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products

Reeves, T. C., Herrington, J., & Oliver, R. (2002).

The "BEST" Assessment Method

- If the desired outcome is for to *test the learners understanding*

  ➲ **Authentic Assessment or Performance assessments**.

- If the desired outcome is for learners to *memorize facts or data*

  ➲ **Tests, Quizzes, ….**

- If an informal check for understanding is needed

  ➲ **Discussion Board,…**

The "best" assessment method is the one that most appropriately gathers evidence respective of the desired results.

Examples of Assessment in an Online Environment

Project-based Assessment that requires media

Social Media

Digital Storytelling

Personal Learning Environment

Video and Voice Commentary for Discussion

Blogs

Group Teaching Modules

Wikis

Online Discussion

Papers

Semantic Mapping

Voice and Text Feedback

Electronic Peer Review

e-portfolios

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Quality of Online Assessment:
Good Practices

✓ Assessment practices should assess learners *holistically*, including "knowledge, abilities, values, attitudes and habits of mind that affect academic success and performance beyond the classroom"

✓ Assessment *begin with educational values*, not to measure what's easy, but offer a process that seeks to *improve what's important* to learners.

✓ Assessment works best when it is *ongoing*, not episodic, when assessment reflects an *understanding of learning* as multidimensional, integrated, and revealed in performance over time

✓ Assessment also requires attention not only to *outcomes* but also and in equal measure to the *performance that leads to those outcomes*. These experiences should include a *diverse array of methods*, including those that call for actual performance, using them over time to reveal change, growth, and increasing degrees of integration.

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How Can We Prevent Cheating in an online Exam?

✓ **Encourage Academic Integrity and Honesty.**

✓ **Be clear on rules and penalties and firm and consistent in applying them.**

✓ **Use honor pledges at the beginning or end of the exam.**

✓ **Use authentic and contextualized assessment.**

✓ **Adopt 'open book' strategy for exams.**

✓ **Use timed-exams.**

✓ **Use question banks and randomized questions.**

✓ **Use technological solutions for online protecting and other features.**

Lesley Speller, Academic Integrity: TIPS for Encouraging Academic Honesty, Jun 3, 2020, https://tips.uark.edu/academic-integrity-tips-for-encouraging-academic-honesty/

Technological Aspects:
Online Remote Proctoring

Live Online Proctoring

Recorded Proctoring

Advanced Automated Proctoring

Consider safety measures and regulations related to Information Security

Pre-Authentication	Browsing Tolerance	Disenable Copy-paste	Disable auto-complete
Submission view (hide answers)	Remotely Authorize and Control	Behavioral alerts	Report Generation

PEDAGOGY FIRST…TECHNOLOGY SECOND

Technologies *are tools* to be applied mindfully and appropriately…..

شكراً جزيلاً
Thank You

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