



INTERNATIONAL  
COUNCIL FOR OPEN AND  
DISTANCE EDUCATION

# Ensuring Quality in Online Learning and Assessment: Lessons and Reflections During the COVID-19 Pandemic

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Established in 1995 and became  
fully online in 2007



Educational institutions shifted to Online Learning

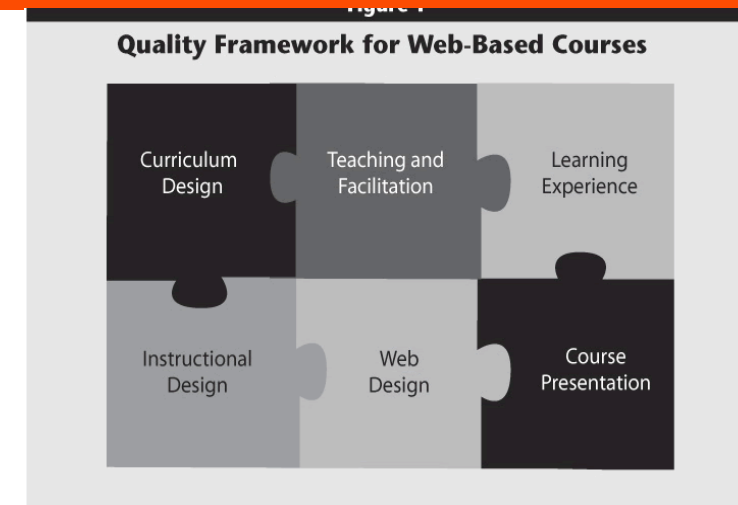


## Our Current Context:

- Educational Institutions were forced to embrace online distance learning
- The sudden shift to online distance learning did not give teachers/educational institutions enough time to make the necessary preparations
- Open universities were called upon to help other academic institutions

# What had we learned from the experience?

- **Insight #1:** The existing QA Frameworks for Online Learning – that we know, that we’ve been using; and in some cases, that we have developed ourselves, simply don’t apply as they are.



Agency/Organization

Learning Outcomes

Application of learning to real life like situations

Frydenberg (2002)	Institute for Higher Education Policy (2000)	Jung, et. al (2011)	Asia Pacific Economic Cooperation (2019)	Asian Association of Open Universities (2019)	Online Learning Consortium	Quality Matters for Online Courses (6th Edition)	ACODE Benchmarks for TEL	EFQUEL (European Foundation for Quality eLearning)	SEEQUEL (Sustainable Environment for the Evaluation of Quality in eLearning)	E-xcellence	SLOAN Consortium (2002)
Institutional Commitment	Institutional Support	Vision, Mission and Goals (Leadership, Governance and Administration)	Leadership and Management	Vision, Mission, Management and Planning (Leadership and Strategic Management)	Institutional Support		Institution-wide Policy and Governance for TEL	Institutional Aspect (General Education Strategy)	Institutional Aspect (General Education Strategy)	Strategic Management	Cost Effectiveness (Investment)
Instructional Design and Course Development	Course Development and Course Structure	Curriculum and Course Development	Curriculum Design; Learning Outcomes	Program and Course Development, Instructional Design, Course Design and Development	Instructional Design, Course Structure	Learning Objectives (Competencies)		Outcomes, Program and Course Design	Outcomes, Program and Course Design	Curriculum Design; Course Design	Student Satisfaction (Learning Outcomes)
Instruction and Instructors	Teaching and Learning	Teaching and Learning; Faculty and Student						Tutoring; Learning Activities)	Teaching; Tutoring; Learning Activities)	Course Delivery	Learning Effectiveness (Different Types of Interaction by Learners)
Student Services	Student Support	Student Support	Student Support	Learner Support	Student Support	Learner Support	IT-Support (BM3); Student Training (BM 7 and BM8)	Institutional Aspect (Information for Students)	Institutional Aspect (Information for Students)	Student Support	Student Satisfaction (Support)
Evaluation	Evaluation and Assessment	Evaluation and Assessment	Assessment and Integrity	Assessment	Evaluation and Assessment	Assessment and Measurement		Program and Course Design (Assessment)	Program and Course Design (Assessment)	Part of Course Design	
Technology		IT Infrastructure	Resources (Digital Infra)	Infrastructure, Media and Learning Resources Management	Technology Support	Course Technology	IT System (BM3)	Technology		Part of Strategic Management and Course Delivery	

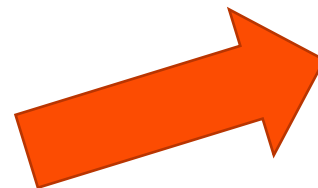
# What had we learned from the experience?

## Insight #2:

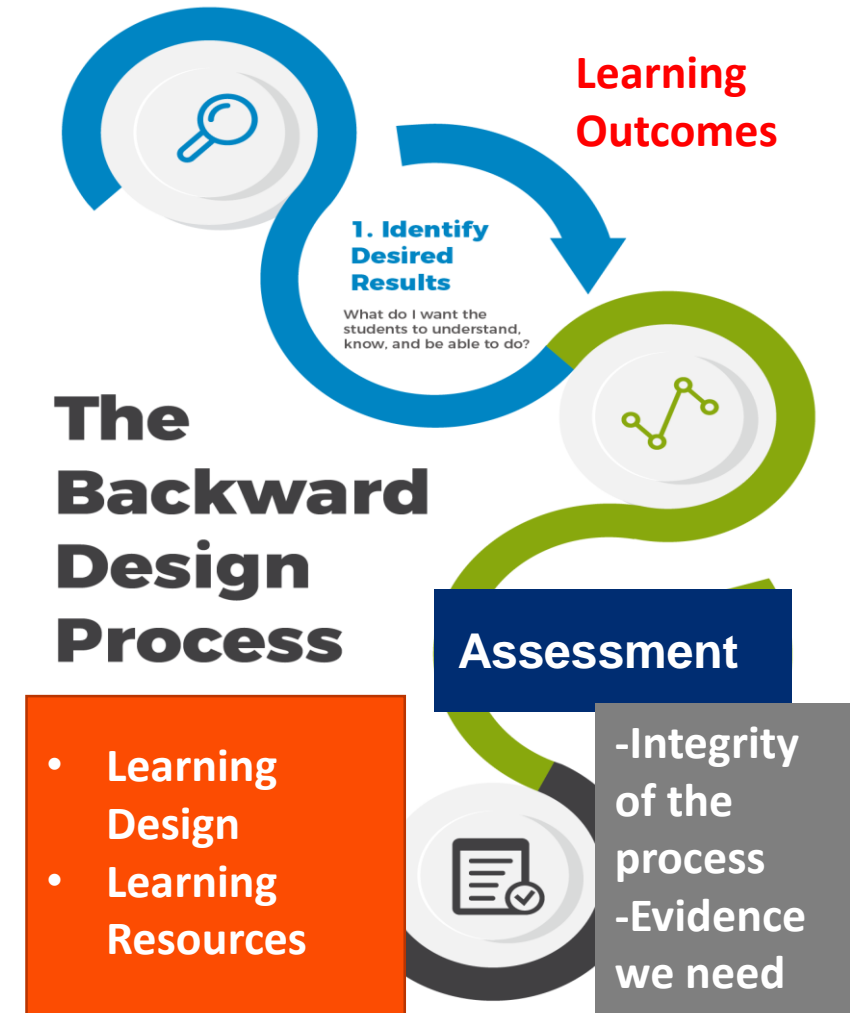
- The Backward Approach (start with the end in mind) to identify domains that are critical for quality online learning in the time of COVID-19

## Insight #3

Focus of the teacher training program



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# What had we learned from the experience?

## Insight #4: On OERs

Implementing online learning during the time of COVID-19 pandemic is a good opportunity to advocate for the use of OERs and sharing

a 2-step quality check:

- Quality of OERs
- Overall quality of online learning



# What had we learned from the experience?

## Insight #5: Insights from Insights (Lessons for us open universities)

- Review – the existing QA frameworks for online learning – tweak or junk if necessary
- Methods of evaluating for quality:
  - are we looking at the correct evidence?
  - Are we measuring or evaluating for quality correctly?
  - How can we tap the affordances of Artificial Intelligence to evaluate for quality in online learning? (Future of education and learning)

**Thank you!**

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