

Quality in Adult Learning
Exchange of Nordic-European experiences
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**European Quality Approaches
and Initiatives in eLearning**

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Different recurrent factors emerging from the European debate on Quality in e-learning

- Quality seems to be in the eye of the beholder
- Quality is a concern for all the stakeholders
- There is a diffuse perception about lack of quality of e-learning
- The focus of existing quality initiatives/approaches/strategies/frameworks diverge.

SEEQUEL project: Sustainable Environment for the Evaluation of Quality in E-Learning

The driving objective of SEEQUEL was to reach consensus on a comprehensive analysis framework, encompassing the different “quality cultures”, that are representative of the interests and long-standing priorities of the various user groups such as industry, academia, professionals, student

SEEQUEL project first phase: mapping of the different approaches adopted with respect to quality in e-learning by different stakeholders

8 sectors:

1. industry providing e-learning
2. industry seen as content provider,
3. government at EU, national and local level
4. school education,
5. higher education,
6. initial vocational education and training,
7. informal learning,
8. continuous professional development.

Sectoral views:

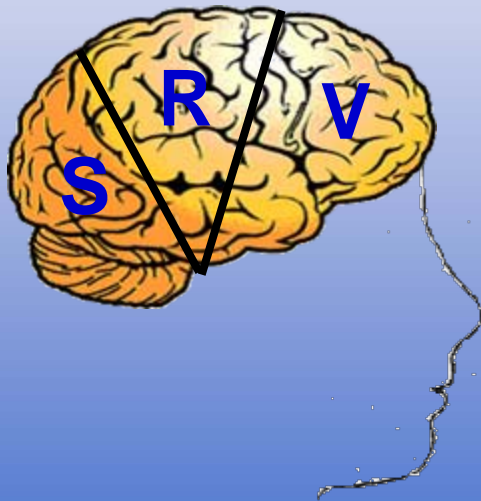
- **Industry providing e-learning** : conformance, interoperability, standardisation, provision of scalable integrated learning services, product oriented process
- **Industry seen as content provider**: competence and expertise of the producer of the educational material, content-oriented and production quality process;
- **Government at EU, national and local level**: control on content & curriculum, control on 'equal opportunities', 'equal access', protecting learners as customers, improving efficiency and effectiveness of learning processes;
- **School education**: customer satisfaction , curricula integration, educational value and use of learning services, user-friendliness and usability of resources;

Sectoral views:

- **Higher education:** Material/ content is scientifically state-of-the-art and maintained up-to-date, prestige and recognition of the authors, accreditation
- **Initial vocational education and training:** support to contextualisation, quality of the product, clearly explicit pedagogical design principles appropriate to learner type, needs and context, high level of interactivity
- **Informal learning:** Accessibility by different target groups in particular the ones have been excluded before, low-cost, support to individual path, availability of support mechanism that help people overcome any obstacle that might have prevent them from engaging in formal learning;
- **Continuous professional development:** content of the programme and the quality of resources, accreditation system for centres to deliver their qualification programmes, relevance to work processes and working contexts

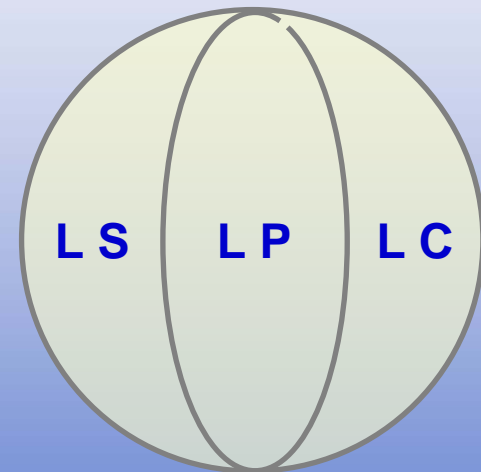
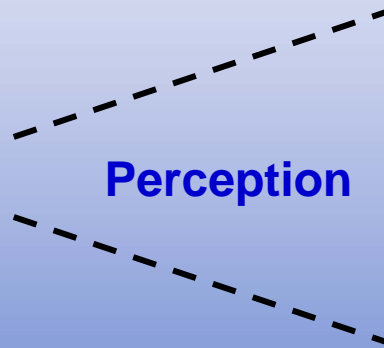
The SEEQUEL conceptual framework

SUBJECTIVE COMPONENT



Stakeholder

OBJECTIVE COMPONENT



Object

Quality of Learning experience

Visions of the World

(adapted from Boltanski and Thévenot) – 1/2

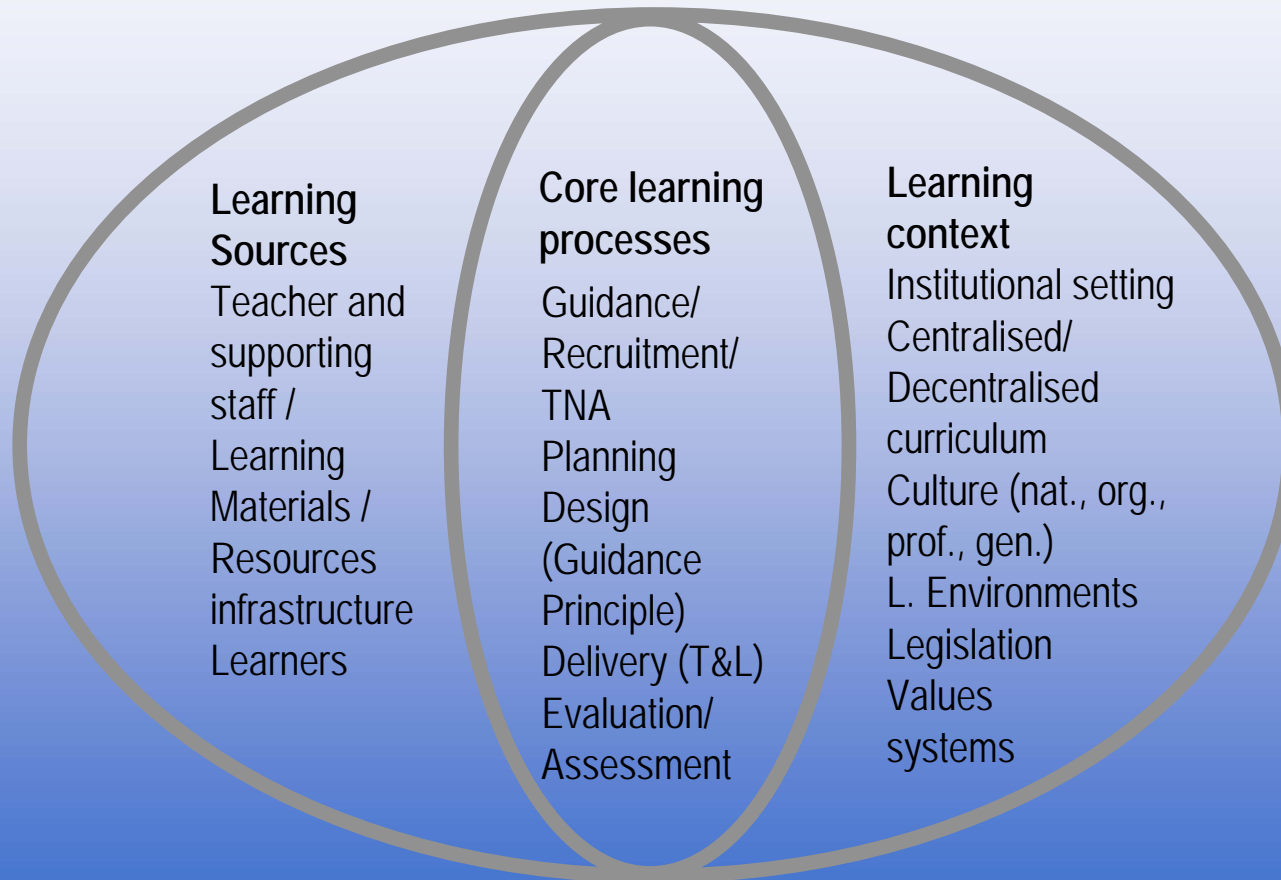
	<i>Value features</i>
<i>The World of Inspiration</i>	Singularity, difference, innovation, originality, irrationality, imaginary, spirituality, unconscious, chance
<i>The Domestic World</i>	Confidence, responsibility, merit, respectability, convention, dignity, tradition, hierarchy, rank; parents, children, generation; rules and confidence, principles; harmony; the "natural"; the duty
<i>The World of Opinion</i>	Image, reputation, fame, success, honour, acknowledgement, visibility, audience, credibility, identification

Visions of the World

(adapted from Boltanski and Thévenot) – 2/2

	<i>Value features</i>
<i>The Civic World</i>	The general will, the common interest, generosity, self-abnegation, sacrifice, pride, the group, collective action, collective entities (ideas, values, symbols and institutions).
<i>The Merchant World</i>	Wealth, money, luxury; business, fair deals, good deals, bargain; interest, attentions to others; contract; competition, rivalry, opportunism, freedom,
<i>The Industrial World</i>	Progress, future, functionality, efficiency, optimality, performance, productivity, professionalism, reliability, far-sightedness, system

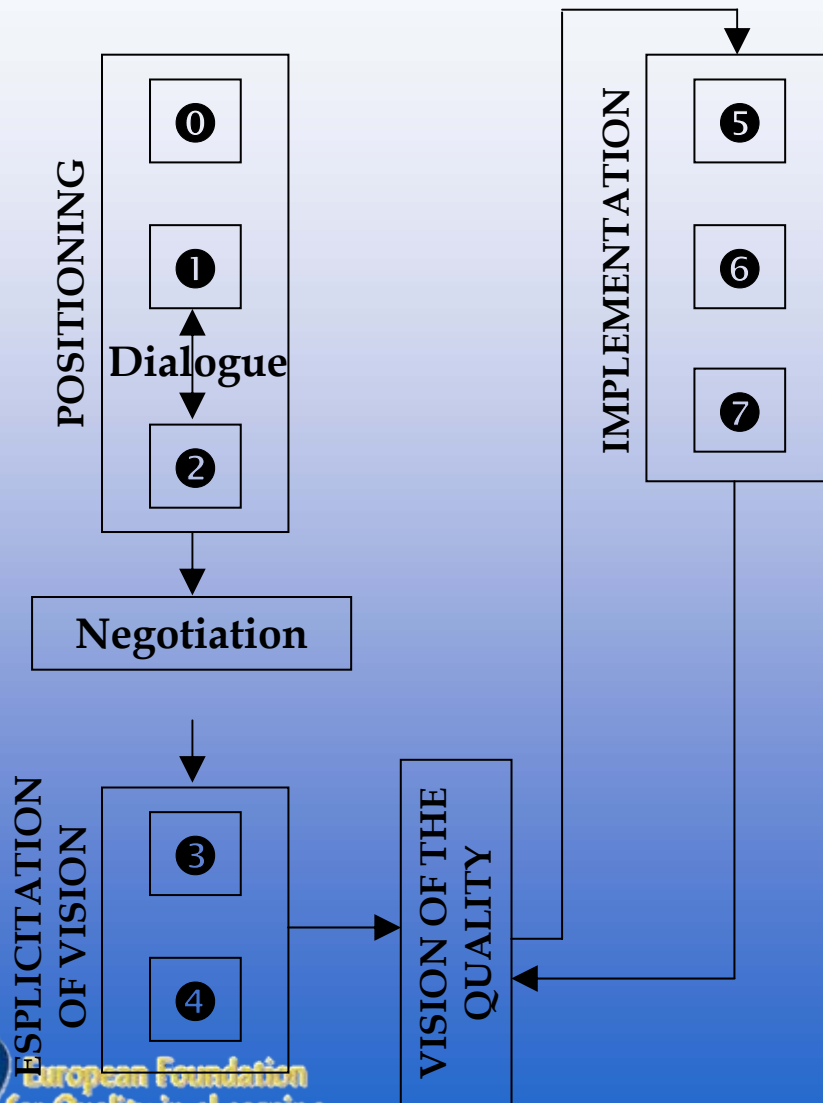
Sequel : The components of the Learning experience



Sequel : Core quality framework

OBJECT	CRITERIA	WEIGHT
1. LEARNING SOURCES		
1.1A Supporting staff		
	Ability to support learning (based on past experience)	
	Ability to support the motivation to learn	
	Adaptability to change/flexibility	
	Capacity to manage complexity	
	Communication skills (e.g. establish relationship with learners, communicate appropriately)	
	Specific educational background in e-learning	

Quality as a negotiation process



- 0 Context and problem identification
- 1 Identification of the ones' own vision of quality + consultation
- 2 Identification of the positions of the stakeholders within the context
- 3 Focus on the areas of the learning experience: learning sources, learning processes, learning context
- 4 Criteria → Weighting
- 5 Matching/Checking of the available procedures and tools
- 6 Development/ adoption
- 7 Impact assessment



EFQUEL is :

- A sustainable multi-point and multi-stakeholders structure promoting innovation aiming at enhancing the Quality in European E-Learning by providing a set of support services in terms of:
 - Information and Recommendations
 - Dialogue
 - Networking



The EFQUEL mission:

The EFQUEL enhances the quality of eLearning in Europe by providing a new services framework for members and support for all stakeholders. The Foundation is built on principles of dialogue and inclusiveness to promote excellence and innovation in order to achieve a Learning Europe.



Guiding principles

“From inspection to inspiration”

- Openness
- Inclusiveness
- Self-sustainability
- Representativity
- Flexibility
- Dialogue
- Generative Environment
- Leadership



60 Members

9 European networks:

EUN, EDEN, EIFeL, MENON, EENet, EFMD, EKMA, ESIB, EuroPACE

Members:

ABIFORMAZIONE, Agency for Higher Education Quality assurance and Career Development, COFIMP, eQCheck, ERGON KEK, Estonian eUniversity, FIM NewLearning, IAL Emilia Romagna, Le Préau/CCIP, Moscow University of Industry and Finance, Moscow State University for Economics, Statistics and Informatics, MRS Consultancy Ltd, NADE, Polish Virtual University, Profingest, Politecnico Milano – METID, Q-Plan-International Quality and Environment Services, Regione Toscana, AUSL N° 6 Livorno, Scienter, SDN AG Easylearn, SINFORM, SIEMENS Business Services Turkey, Social Council for Quality Assurance, Stockholm Institute of Education/Lärum, Swedish Agency for Flexible Learning-CFL, Synergetics, TEHNE, University of Duisburg Essen, University of Granada, University of Hildesheim, University of Lugano, University of Maribor, University of Padova, University Politecnic of Bucharest –CEAC, University of Reading, University of Sevilla, Universitat Oberta de Catalunya

Is there a need for an E-learning Quality Mark ?

-eLearning is suffering from a lack of credibility to the eyes of most learners
-landscape of quality strategies in eLearning is already so divers that it contributes to confuse even more quasi-convinced adopter
-different “ideologies of quality” can co-exist in the same eLearning territory
- Education and training are mainly organised and delivered at national or regional level in Europeeven eLearning is to a large extent a national industry in most EU countries

Benefits of an European Quality Mark

- May help to create that European eLearning market that does not exist yet and to build cross-country confidence
- EU Quality Mark may become a reference point worldwide much more than a respectable mark coming from a single country of the EU

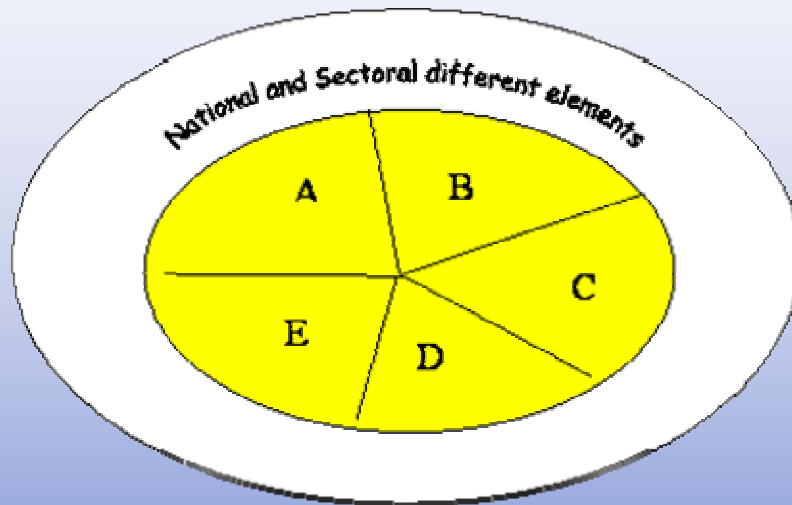
Therefore....

Amongst its objectives, the **European Foundation for Quality in eLearning** is to establishing a European Quality Mark (EQM) initiative that, while respecting the different positions on the issue and the variety of eLearning applications, would bring some synthesis and clarification to help learners, buyers, suppliers and regulators to share **a common culture of quality**.

A federative approach...

- The Foundation must not reproduce at European Level what is being done at national level, but build synergy and cooperation while challenging the existing initiatives with an innovative approach;
- The possibility to federate existing quality marks - offering a double labeling if desired - under the concept of an agreed “core component” of a European Quality Mark

The core components of EQM...

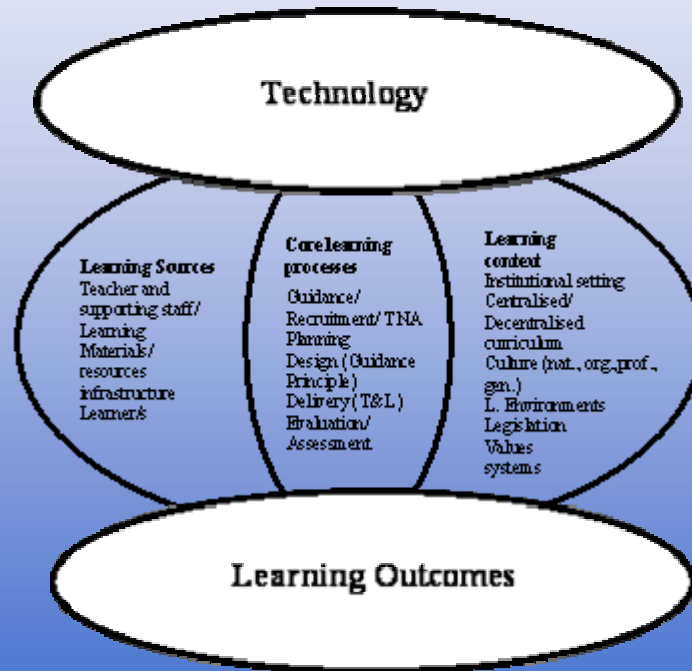


- A. A set of design principles**
- B. eLearning experience as the core reference of EQM accreditation**
- C. Focus on Innovation**
- D. Principle of negotiation and inter-cultural consensus building amongst partners**
- E. A paradigm for an accreditation**

Component A: A set of design principles

- 1) integration
- 2) innovation
- 3) transparency;
- 4) modularity of the QM
- 5) efficiency
- 6) relevance
- 7) context sensitivity
- 8) scalability
- 9) adaptability

Component B: The eLearning experience as the core reference of EQM accreditation



Component C: Focus on Innovation

A common focus of innovation, including organisational transformation, a commitment to a “competent customer” or “quality literacy of eLearners”, the eQuality concept and other aspects to be still agreed among the “federating” entities

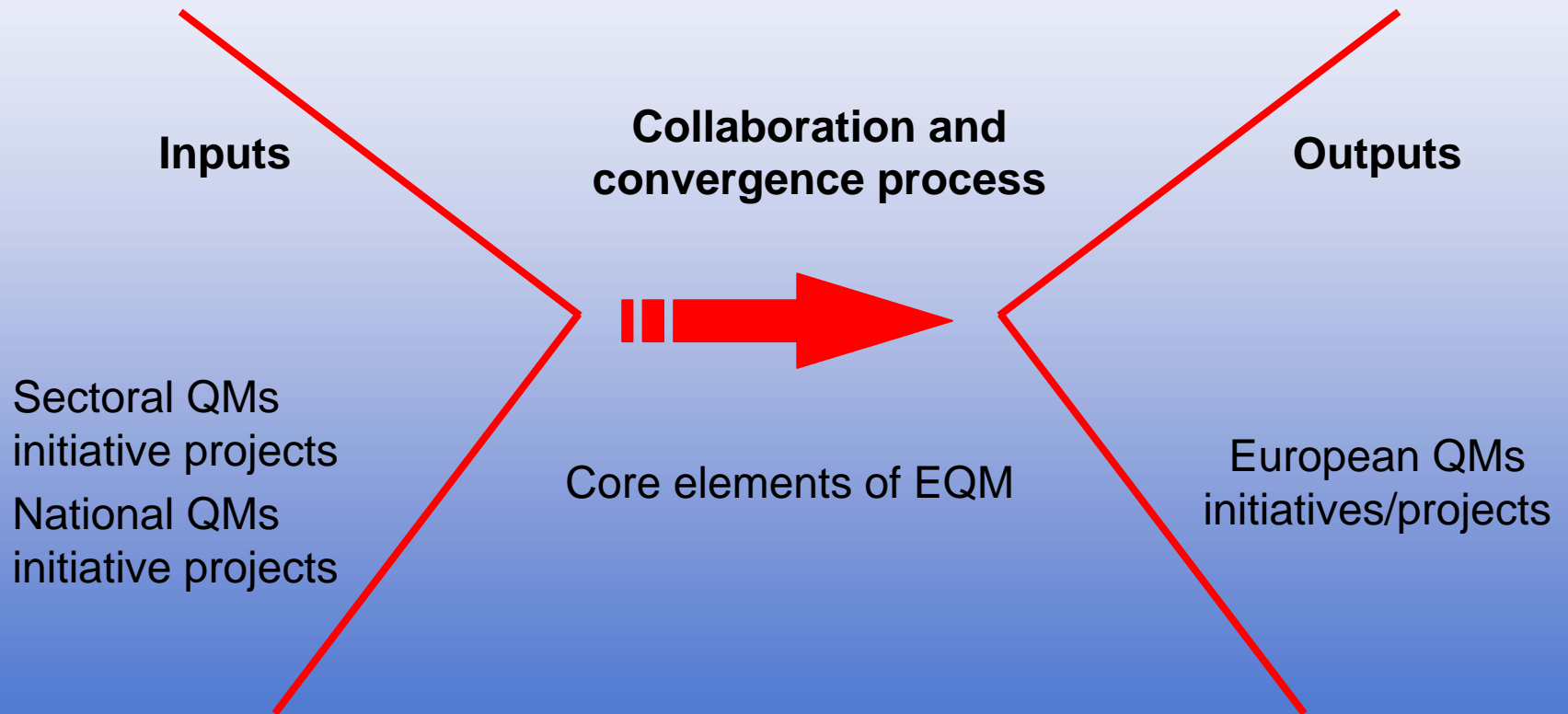
Component D: Principle of negotiation and inter-cultural consensus building amongst partners

A principle of negotiation and, wherever possible, a full inter-cultural consensus building among partners, without imposing the point of view of the most “consolidated” and “globalisation fit” organisation, that is an authentically European approach, respecting countries of a smaller size and less spoken languages when they propose original and efficient solutions.

Component E: A paradigm for an accreditation

- 1) Negotiation and definition of criteria and indicators amongst organisational stakeholders;
- 2) Positioning, Self Diagnosis and Internal Preparation;
- 3) Peer review;
- 4) Improvement Plan implemented and documented;
- 5) Accreditation (for a limited time);
- 6) Ongoing improvement

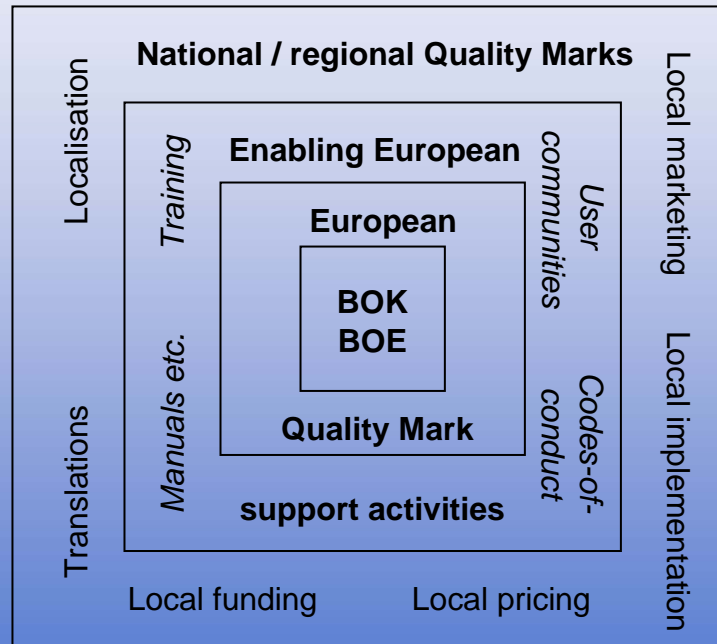
The federative model



Existing Quality Marks in the scope of EQM

School sector:	<u>European Schoolnet Elearning quality award</u>
University:	<u>Unique Quality Label and E-xcellence label</u>
Vocational training:	<u>QUALeVET (Quality Assurance system for eLearning VET provider organisations)</u>
Adult education:	<u>QUALC (Quality Assurance Network for Adult Learning Centres)</u>
eLearning providers:	<u>The Finnish eLearning Quality Mark and British Learning Association (BLA) Quality Mark</u> <u>Shared production: Quality Management of peer production of eLearning</u>
Game based learning:	<u>Game Quality stamp</u>
Organisational Transformation:	<u>eQuality Mark</u>

Business and implementation options for the European Quality Mark



Some proposals for action

- To give maximum dissemination to the purpose of and the principles for establishing the EQM;
- To stimulate and then seriously utilise comments and suggestions from the worlds of learners, education & training stakeholders, research and policy making;
- To continue and articulate the initiative of the eQuality Award;
- To identify and activate possible sources of public and private funding to fully implement the EQM within 2008;
- To design a long term sustainability scheme for the EQM;
- To explore the business model based on licensed “orchestrators” at National level and on a set of services to be delivered by EFQUEL to the National stakeholders.
- To identify and, where already existing, to strengthen the opportunities to collaborate with international organisations and countries outside the European Union

Thank you!

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