Partnership for Enhanced Blended Learning: Quality Assurance Workshop

Day 1: Tuesday April 17, 2018
Overview, QA Definitions, QA Tools

Kirk Perris  Advisor – Education
Romeela Mohee  Education Specialist – Higher Education

Double Tree Inn | Nairobi | April 17-20, 2018
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Citation: Kirk Perris & Romeela Mohee, 2018
Day 1: Morning Session Part I
Agenda – Day 1: QA Trends, Definitions and QA - Blended Learning vs F2F

Morning Sessions:
• Facilitator Introductions; Overview of Commonwealth of Learning (COL)
• Ice-breaker: Participant Introductions
• Overview of the four-day workshop (with Pedagogy Group):
  • The Partnership for Enhanced Blended Learning (PEBL) goals and objectives
  • Blended Learning – Why and What?
• Quality Assurance Definitions

Afternoon Sessions:
• Survey Results
• Quality Assurance – Blended Learning vs. F2F
• Summary and preview of Wednesday
Introductions
Facilitator Introductions

• Romeela Mohee (PhD)  
Education Specialist: Higher Education  
Commonwealth of Learning  
Vancouver, Canada

• Kirk Perris (PhD)  
Advisor: Education  
Commonwealth of Learning  
Vancouver, Canada
Commonwealth of Learning Introduction

Go to COL Slides
Participant Introductions

- Individual Introductions. In a maximum of 2 minutes, please share the following:
  - Your name
  - Your Institution
  - The status of Blended or Online Learning at your Institution
The *Fit Between the PEBL Project & QA*
PEBL Project: Goals and Objectives

• Creation of a course sharing system (driven by quality and institutional buy-in);

• Creation of 5-6 virtual teams comprised of workshop participants will liaise across partner institutions and will be sustainable, over time.
QA Workshop: Goals & Objectives

Objectives:
• demonstrate knowledge, understanding, and implementation of QA procedures in blended learning as evidenced in the workshop activities
• apply principles from other participants’ institutional context into their own activities during the workshop
• possess knowledge in QA that will be applied to your own institutional context towards
  i) the development of courses;
  ii) delivery of courses for the PEBL project; and
  iii) sharing of courses

Goals:
• instill confidence in participants to become experts and advocates of QA in blended learning among colleagues in their home institution
• apply knowledge from the workshop, and accompanying materials, that will be utilized in the development of quality blended learning courses
• create the foundation of a network among participants that will be strengthened as the PEBL project progresses that leads towards sustainable partnerships
• We need to address delivery mechanisms.
Group Activity

In small groups of 2-3, discuss the following questions:

• Why do quality assurance?
• What do the shared courses need to be able to do in terms of:
  • Structure
  • Delivery
  • Purpose
  • Sustainability
• What will sharing look like?
• What policies/procedures/culture make these things:
  • Easy
  • Hard
Overview of QA Workshop

col.org
Overview of Major Topics Covered

• QA – Part I: Definition and Trends
• QA Survey
• QA – Part III: QA tools at institutional level

• OER: Introduction and Application – Tony Lelliott of SAIDE/OER Africa
• OER: Activities
• QA – Part II: QA in Blended Learning vs. F2F

• Quality Assurance – Part IV: QA at institutional and program levels
• Credit Transfer (Course Sharing): Policies, Courses and Networks
• Quality Assurance – Part V: Blended Learning: Overview of Rubrics

• Quality Assurance Part VI: Selection of Rubrics for PEBL project
• Workshop Presentations
Why Blended Learning? Why in East Africa?
Why Blended Learning? Why in East Africa?

Avg age: 42.2
Over 55: 33%
Under 15: 15%

Avg age: 19.7
Over 55: 4%
Under 15: 40%

Citation: www.cia.gov
Why Blended Learning? Why in East Africa?

- **Canada**
  - Avg age: 42.2
  - Over 55: 33%
  - Under 15: 15%
  - Pop’n: 12 million

- **Rwanda**
  - Avg age: 19
  - Over 55: 4%
  - Under 15: 41%
  - Pop’n: 54 million

- **Tanzania**
  - Avg age: 19.7
  - Over 55: 2.5%
  - Under 15: 48%
  - Pop’n: 40 million

Citation: www.cia.gov
Notes on the Diamond and the Triangle

Demographic Trends in Sub-Saharan Africa

- Approximately 40% of populations are under 15 years of age
- Widening enrolment of formal schooling (K-12) → Tertiary education
- Existing campus-based programming is insufficient and impractical to meet demand (cost, human resources)
- Private provision may fill temporary gaps, but established public and private institutions will be tasked with the majority of enrolment
- Institutions will need to innovate to accommodate unmet demand
- By contrast, populations in the west (like Canada) are shrinking; international students are an increasingly important to make up for domestics shortfall
Why Blended Learning? Why in East Africa?

- Literacy rates:
- Secondary school enrolment: 
- Economic development:
- Demand for higher learning:

= 

• 40% of 48,000,000
• ~ ½ = 10,000,000
• ~ 74 universities in Kenya*
• 135,000 pupils/university

*Citation: http://www.cue.or.ke/images/docs/Accredited_Universities_in_Kenya_November_2017.pdf
What is blended learning?

Two prevailing definitions:

• Online learning that infuses collaborative mechanisms (email, discussion board, etc.)
• Online learning that is complemented by face-to-face learning
How will blended learning work in PEBL?

Course Sharing

Source: http://www.sequoiasecondary.org/students/counselor_s_corner/credit_transfer/
How will blended learning work in PEBL?

• Course Sharing (Standards/Trust)
  • Articulation and Transfer Agreements
  • Course Sharing; Program transfer (modules, grades)
  • Transfer policies
  • Examples from British Columbia, Canada
How will blended learning work in PEBL?

*Forming a Sustainable Network*

Source: https://www.ecguc.com/out-sourcing/people-network/
How will blended learning work in PEBL?

• Overall Purpose: Build a Sustainable Network
  • Institutions should avoid re-inventing the wheel and invest instead in sharing ideas, knowledge, and resources – namely, courses.
  • Through the PEBL project, we aim to support this endeavour by creating an environment of trust, reciprocity, and progress.
  • We will work to provide support (e.g., webinars), monitoring and evaluation, and expertise.
QA Part I: Definitions and Trends
Summary of Romeela’s Slides: QA Part I (See PPT Manual, “Quality Assurance in Higher Education Definitions and Trends Session 1” and Manual Handout Booklets)

• Define QA in higher education
• QA in higher education; ODL and SDG4
• QA Frameworks
Day 1: Morning Session Part II
Meeting the Pedagogy Group

• Overview of the QA Workshop

• Overview of the Pedagogy Workshop

• Convergence on:
  • Day 1, Tuesday April 17 (11am-12pm): Meet & Greet
  • Day 2, Wednesday April 18 (9:45am-12pm): Introduction and Application of OER
  • Day 3, Thursday April 19 (12-1pm): Working lunch – What’s Next? Brainstorming opportunities and challenges
  • Day 4, Friday April 20 (1-2:15pm): Presentations
Day 1: Afternoon Session Part I
Survey Results

• 14 of 18 submissions (11 fully complete)

• Documents used in formation of QA policy:
  - Institutional
  - National (e.g., Kenyan CUE)
  - Regional (e.g., Inter-university Council of East Africa)

• Stakeholders involved in policymaking:
  - Vice-Chancellor
  - Senate
  - Deans
  - Faculty
  - Students
Survey Results

• QA review internally and externally: Most common years were 2016 or 2017
• Course approval varied, but the general process was as follows:

Needs assessment $\rightarrow$ School/Department $\rightarrow$ Senate $\rightarrow$ Committee (VC, national body)

• QA processes in place for blended or online learning: Yes (n=7); No (n=6)
• Q12?
Survey Results

• Biggest challenges to implementing QA processes

• Sharing Your Courses; Using Others Courses

- Changing Policies
- Faculty Attitudes
- Technological Infrastructure
- Technological Access
- Learner Outcomes
- Societal Perceptions of OLL/BL

• Sharing
  - My institution shares our... N=3
  - My institution has shared to... N=6
  - My institution has never... N=6

• Using
  - Our institution...
  - Our institution...
  - Our institution...
  - Our institution...
  - Our institution...
  - Our institution...

N=4
N=5
Survey Results

- Policies
- Quality
- My institution’s support
- Faculty Support

What are the most important factors that need to be in place for your Institution to successfully share courses nationally and internationally? Please rank the factors in order of importance with "1" indicating most important, and "9" indicating least importance.

Answered: 12  Skipped: 3
Survey Results

Primary Needs and Objectives from this Workshop

• Wider perspective on OLL/BL, implementation of courses
• Learn about accreditation, ongoing M&E
• Strategies to offer OL/BL courses
• Effective QA system for internal auditing
• Enrich policies, in general, and based on network experience
• Faculty training, promote a culture of quality, institutionally
• How courses will be shared without compromising quality
• Support of the Commission for University Education
Day 1: Afternoon Session Part II
QA Part III: QA Tools at Institutional Level
Summary of Romeela’s Slides: QA Part III (See PPT, “Quality Assurance Tools, Session 3” and Manual Handout Booklets)

- Categorize QA tools at institutional and program/course level
- Quality Management System
- Plan → Do → Check → Act
- QA Policy
- QA Tools (COL RIM, TQF, VUSSC)
Today’s Summary: Tuesday April 17, 2018

• Introductions – Individual and Commonwealth of Learning
• Workshop Overview – About Blended Learning and the PEBL project
• Quality Assurance – Definitions
• Survey Results
• Quality Assurance – QA Tools

Questions or Comments?
Thank You and See You Wednesday
Partnership for Enhanced Blended Learning: Quality Assurance Workshop

Day 2: Wednesday April 18, 2018

OER Overview, Use and Evaluation, QA – Blended Learning vs. F2F

Kirk Perris  Advisor – Education
Romeela Mohee  Education Specialist – Higher Education

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Day 2: Morning Session Part I
Agenda – Day 2: **OER Overview and Application and QA Blended Learning vs F2F**

**Morning Sessions:**
- Re-Cap of Day 1
- Guest Speaker – Tony Lelliott
  - Introduction to OER
  - Finding and Using OER

**Afternoon Sessions:**
- OER Activities
  - Select and Evaluate OER
  - OER Course
- Quality Assurance – Part II: Blended Learning vs F2F
- CUE talk on Standards and Guidelines for ODL
- Overview of Friday Presentations
- Summary of today; Preview of Thursday
Re-Cap of Day 1
Major Topics We Covered Yesterday

• Workshop Overview – About Blended Learning and the PEBL project
• Quality Assurance – Definitions
• Quality Assurance – Overview of Tools
Group Activity

In small groups of 2-3, discuss the following questions:

• Why do quality assurance?
• What do the shared courses need to be able to do in terms of:
  • Structure
  • Delivery
  • Purpose
  • Sustainability
• What will sharing look like?
• What policies/procedures/culture make these things:
  • *Easy*
  • *Hard*
Question & Answer

• What have you learned so far?
• What are your persisting concerns?
• What do you foresee as things that will be “easy” moving forward; “difficult” moving forward?
Day 2: Morning Session Part II
OER Part I: Introduction
(Tony Lelliott – see slides)
OER Part II: Finding and Using OER (Tony Lelliott)
Day 2: Afternoon Session Part I
QA Part II: QA in Blended Learning vs. Face-to-Face
Summary of Romeela’s Slides: QA Part II, “Quality Assurance in ODL, Session II,” and Manual Handout Booklets)

- Components of QA in blended learning
- Common Blended Learning formats
- Standards for F2F and ODL
Day 2: Afternoon Session Part II
OER Part III: Activities
Activity 1

• Split into 6 groups of 3-4, and bring your laptop (5 min)
  • Groups 1&2 – go to: www.tessafrica.net
  • Groups 3&4 – go to: oasis.col.org
  • Groups 5&6 – go to: www.nouonline.net
Activity 1, Cont’d

• Go to the section on the site where the OER is located.
• As a group, decide on a discipline, then select an OER (short course or module) from the site. They are usually in pdf format. (5 min)
Activity 1, Cont’d

• Independently, skim through the course, accessing links, and other resources, where available (10 min)

• Evaluate what you have read and searched. Consider the following questions for individual reflection, and then discussion.
  • What is the QA license?
  • How was the course different than a conventional print-based course?
  • What did I learn from the subject matter? What did you think of the quality of the content?
  • Did the resource use technology? Were there links, videos, online references?
  • If you were an instructor tasked with using OER for your course in the particular discipline, would you use this resource? Why or why not?
Activity 2

• Go to the following website:
  • www.tell.colvee.org
  • Go to course: Understanding Open Educational Resources
    • You will only be asked your name for certification purposes
    • The course takes approximately 2 hours to complete
    • Go at your own pace – you may continue the course at a later time, and continue where you left off
Today’s Summary: Wednesday April 18, 2018

• OER Sessions I, II, III
  • Major ideas learned?
  • Comments?

• Quality Assurance – Blended vs F2F
  • Major ideas learned?
  • Comments?
Presentation by CUE
Final Presentation: Intro
Presentation Outline

• When?
  • Friday 1pm to 2:15pm – 5 min presentations

• Who?
  • 5 groups of 5-6 participants
  • Groups must be represent Participant and Partner institutions

• How to prepare?
  • Wednesday dinner and Thursday lunch – meet with Ped group
  • In session: Thursday afternoon (75 minutes), Friday afternoon (50 minutes), other times as per your group’s availability
  • Use PPT, or other (be as creative as you like)
Presentation Outline

• What are we doing?
  • Prepare responses to the following questions:

1) What will you do with the learning you've acquired?

2) What will be the indicators/how will you know your institution has been successful with the dissemination and implementation of QA elements for PEBL?

3) From your presentation, what are 1-2 main points or ideas you want the Pedagogy group to acquire from your presentation?
Thank You and See You Thursday
Partnership for Enhanced Blended Learning: Quality Assurance Workshop

*Day 3: Thursday April 19, 2018*

QA in Institutional and Program Levels, Course Sharing, QA Rubrics for Blended Learning

Kirk Perris  Advisor – Education
Romeela Mohee  Education Specialist – Higher Education

Double Tree Inn | Nairobi | April 17-20, 2018
Day 3: Morning Session Part I
Agenda – Day 3: QA in Blended Learning – Programs and Institutions, Course Sharing

Morning Sessions:
• Review expectations for end of workshop project presentations
• Quality Assurance – Part IV: QA institutional and program level
• Course Sharing

Working Lunch:
• What’s Next? Considerations for Future Planning – Challenges, Opportunities and Building Networks
• Facilitators:
  • Kirk Perris & Romeela Mohee (COL)
  • Yaz El Hakim, David Baume & Ruth Brown (SEDA)
  • Ewan MacLeod (University of Edinburgh)

Afternoon Sessions:
• Quality Assurance Part V: Blended Learning – Rubrics
• Work Period for Presentations
Major Topics We Covered Yesterday

• OER Definitions
• OER – Locating, Using and Evaluating
• Quality Assurance – Tools for Institutional Operations
Workshop Presentations: Expectations

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Presentation Outline

• When?
  • Friday 1pm to 2:15pm – 5 min presentations

• Who?
  • 5 groups of 5-6 participants
  • Groups must be represent Participant and Partner institutions

• How to prepare?
  • Wednesday dinner and Thursday lunch – meet with Ped group
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Presentation Outline

• What are we doing?
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QA Part IV: QA Standards: Institutional and Program Level
Summary of Romeela’s Slides: QA Part IV (See PPT, “Quality Assurance Standards: Institutional and Program Session 4” and Manual Handout Booklets)

• QA Toolkits
• National Association of Distance Education Organizations of South Africa (NADEOSA)
• QA for Programmes & Courses
• TIPS Framework
Day 3: Morning Session Part II
Credit Transfer (Course Sharing): Overview from Canada
Credit Transfer is generally thought of as the movement of a student – and recognition of his or her credits – as equivalent to those credits offered in another institution. Because it is the student who possesses earned credits and seeks to continue their learning elsewhere, credit transfer is also known as student mobility.

Why is credit transfer needed?

• Mobility (and equity)
• Differing learning populations (lifelong learning, last starters)
• Change of programs (same/similar degree continued at another institution)
• Starting new programs (diploma program degree program)
• Postponement due to life circumstances (child rearing, career change)
What isn’t Credit Transfer?

- Courses that a student has failed
- Courses where grades are poor (subjective)
- Courses that are outdated (subjective)
- Taking the same course twice¹

At-Table Activity – Discuss for 10 minutes

• What is course sharing?

• How is it different than credit transfer?
What is Course Sharing?

Course Sharing is the movement of a course (not a student) – and recognition of this course, in principle – as equivalent in credits to a course offered in another institution.

What do I mean by, “in principle,” above?

Why is course sharing needed?

• Gaining efficiencies in creating new courses
• Comparative advantage
• Improving quality
How Does Credit Transfer Work?

Credit Transfer is enabled through MOUs, policies and institutional participation.

• National, Regional, or Institutional-level policies are needed (in some combination)
• MOUs and policies serve to establish grounds for transfer agreements and articulation, but it is usually at the institutional level where final decisions are made.
Examples of Credit Transfer Arrangements in Canada: National

Through an MOU non-government National body in Canada is facilitating credit transfer across seven (of 10) provinces in the country.
Some examples of Credit Transfer Arrangements: Provincial

Nova Scotia:
Senates of all universities have a policy enabling full transferability of university courses (1st and 2nd year) within any university in the province.¹

British Columbia: Council on Admissions and Transfer
1. Students earn transfer credit for equivalent learning and can apply that credit to fulfill credential requirements at the new institution
2. Students can expect to be treated equitably by all member institutions
3. All member institutions acknowledge and respect the primary jurisdiction of each institution for transfer policy and academic integrity
4. Transfer agreements are based on rigorous articulation processes and transparent communication
5. Evaluation of the BC Transfer System is focused on assessing its effectiveness for students²

¹ CMEC (1995): Pan-Canadian Protocol on the Transferability of University Credits. P.3
Source: http://www.cmec.ca/Publications/Lists/Publications/Attachments/198/Pan-Canadian-Protocol-Transferability-University-Credits.pdf
Some examples of Credit Transfer Arrangements: Institutional

Some Canadian universities have gone so far as to accept credits from any university in Canada. Example include:

• The University of Prince Edward Island\textsuperscript{1}

Others have a comprehensive credit transfer online system

• Athabasca University – See: https://secure3.athabascau.ca/tcas/transfer.cgi

\textsuperscript{1}CMEC (1995): Pan-Canadian Protocol on the Transferability of University Credits. P.3
Source: http://www.cmecc.ca/Publications/Lists/Publications/Attachments/198/Pan-Canadian-Protocol-Transferability-University-Credits.pdf
Articulation

Central to credit transfer is articulation:

*Articulation is an assessment of equivalency, usually carried out by a particular institution*

What might you add to this definition in the context of Course Sharing?
Take a small piece of paper. Write down the number 1-5 in order of importance which corresponds to the descriptors below.

1) Contact Hours (with Instructors or in class)

2) Content (what is being learned)

3) Assessment Methods

4) Prior Program Accreditation (from where the credit in question originated)

5) Learning Outcomes (knowledge the learner should acquire from the course)
Who is Responsible for Articulation in Canada?

• Provinces
  • Design policies and guidelines
  • Log credit acceptance from articulation

• Articulation Committees
  • Assess credits based on aforementioned criteria
  • Course syllabi
  • Comprised of personnel experienced in articulation and senior subject matter experts from varying institutions (e.g., School’s or Faculty’s Chair or Dean)
    • See BCCAT Articulation Committee Companion (www.bccat.ca)
Other Matters to Consider in Articulation

• Articulation Maintenance if:
  • Courses change
  • Are deleted

• Best Practices
  • Establish clear practices for sending and receiving courses
  • Determine who are on articulation committees and provide the requisite training for new or continuing members (agreements, policies, etc. change)

• Plan
  • It takes, on average, 81 days to articulate new courses (those that have not been previously articulated) – Plan accordingly!

“Treat Other Institution’s Courses the way You Would Want Your Courses Treated”

Exercise

• In groups of 4 (each member should be from a different institution), take a few minutes to reflect on the previous slides on credit transfer. Then engage in the following activity:
  • Open PowerPoint
  • Draft bullet points in response to the following questions. Create a page in response to each of the following questions:
    • What aspects of the session relate to course sharing in terms of i) contact hours, ii) content, iii) assessment, and iv) learning outcomes?
    • What other aspects – not identified in the session – are needed for course sharing?
    • What do you foresee as the biggest challenges to course sharing in the PEBL project? Consider all group members’ perspectives.
  • Choose one or two spokespersons to present for 3 minutes in plenary
Additional Resources on Credit Transfer From Canada (British Columbia)

- BC Transfer Guide: [www.bctransferguide.ca](http://www.bctransferguide.ca)
- Sender’s Guide: [http://bccat.ca/sender](http://bccat.ca/sender)
- Receiver’s Guide: [http://bccat.ca/receiver](http://bccat.ca/receiver)
- BC CAT Presentations by Mike Winsemann:
  - [https://prezi.com/9at5l0hk_odo/langara-and-the-bc-transfer-system/?utm_campaign=share&utm_medium=copy](https://prezi.com/9at5l0hk_odo/langara-and-the-bc-transfer-system/?utm_campaign=share&utm_medium=copy)
“The next best thing to knowing something is knowing where to find it”

Samuel Johnson
1709-1784
Day 3: Afternoon Session Part I
Summary of Romeela’s Slides: QA Part V, “QA in Blended Learning, Designing Blended Learning Programmes, Session 5,” and Manual Handout Booklets

• Design Quality Blended-Learning Programs
• Articulation and Learning Outcomes
• Apply quality rubric to a blended course
Day 3: Afternoon Session Part II
Working Session – Presentation Preparation

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Presentation Outline

• When?
  • Friday 1pm to 2:15pm – 5 min presentations

• Who?
  • 5 groups of 5-6 participants
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• How to prepare?
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  • Use PPT, or other (be as creative as you like)
Presentation Outline

• What are we doing?
  • Prepare responses to the following questions:

1) What will you do with the learning you've acquired?

2) What will be the indicators/how will you know your institution has been successful with the dissemination and implementation of QA elements for PEBL?

3) From your presentation, what are 1-2 main points or ideas you want the Pedagogy group to acquire from your presentation?
Today’s Summary: Thursday April 19, 2018

Morning Sessions:
Expectations for end of workshop project presentations
Quality Assurance – Part IV: QA institutional and program level
Credit Transfer (Course Sharing) – Overview and Exercise on how it Relates to Course Transfer

Working Lunch:
What’s Next? Considerations for Future Planning – Challenges, Opportunities and Building Networks

Afternoon Sessions:
Quality Assurance Part V: Blended Learning – Rubrics Overview
Work Period for Presentations

Questions or Comments?
Thank You and See You Friday
Partnership for Enhanced Blended Learning: Quality Assurance Workshop

Day 4: Friday April 20, 2018

Network, QA Rubrics Cont’d, Workshop Review, Presentations

Kirk Perris  Advisor – Education
Romeela Mohee  Education Specialist – Higher Education

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Day 4: Morning Session Part I
Agenda – Day 4: Workshop Overview and Application and QA Tools

Morning Sessions:
• Formation of a Virtual Network
• Quality Assurance – Part VI: Selection of Rubrics for PEBL project
  • Formation of QA Rubric Teams
• 4-day Workshop Summary
• Post Workshop Evaluation
• Presentation Preparation

Afternoon Session:
• Participant Presentations in concert with the Pedagogy Group
Formation of a Virtual Network

• Creation of five virtual teams comprised of QA professionals from at least two countries.
  • WhatsApp
  • Email
  • Other?
• Kirk will administer a monthly communication
• Working towards finalizing the rubric – working committee of 5 and deadline to be discussed
• Sharing of practices
  • Processes (e.g., articulation, approval)
  • Policies
  • Mode of delivery: Online ← F2F ← Other
  • Other
Quality Assurance Part VI: Selection of Rubrics for PEBL project
Summary of Romeela’s Slides: QA Part VI, “Quality Assurance in Blended Learning: Standards and Rubrics, Session VI,” and Manual Handout Booklets

• QA Rubrics: Models
• Selecting PEBL Rubric and Devising Rubric Teams
Day 4: Morning Session Part II
Workshop Summary
Review of Major Topics Covered – Day 1 & 2

- QA – Part I: Definition and Trends
- QA Survey
- QA – Part III: QA tools at institutional level

- OER: Introduction and Application – Tony Lelliott of SAIDE/OER Africa
- OER: Activities
- QA – Part II: QA in Blended Learning vs. F2F
Review of Major Topics Covered – Day 3 & 4

• Quality Assurance – Part IV: QA Standards – Institution/Program
• Credit Transfer (Course Sharing): Policies, Courses and Networks
• Quality Assurance – Part V: Blended Learning: Rubrics

• Quality Assurance Part VI: Selection of Rubrics for PEBL project
• Network Formation
• Workshop Presentations
What’s next

• Webinars in future on (over the next two years):
  • Course sharing
  • OER – selection and QA
  • Application of QA into course design for blended learning
Workshop Evaluation

• Please take 10 minutes to complete the evaluation handout.
Presentation Preparation

col.org
Day 4: Afternoon Session
Joint Participant Presentations

col.org
Presentations

• Please give your undivided attention to the presenters

• Consider jotting down questions for a short Q&A after presentations are complete
Thank You and See You Online

Romeela Mohee & Kirk Perris