Quality 'likes' Integrity in Online Education

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Where is **E**mbry-**R**iddle **A**eronautical **U**niversity?

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At ERAU, what we do -- and do best -- is **teach the science, practice**, and business of **the world of aviation** and **aerospace**.

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Pictures courtesy of Google images

Objective

✓ Provide a framework for process improvements to ensure academic integrity in online courses.

- Develop an integrated solution for quality, assessment, reliability, and validity in online courses.

✓ Quality and quality initiatives in higher education

✓ Technology demands versus pedagogical skills

✓ Framework for process improvement

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How MIT OpenCourseWare Brings Access
Published on Apr 18, 2014
http://www.youtube.com/watch?v=KAZBOZGoROQ

"The rapid pace of change in online education has created a work in progress for *Best Practices"*

Wang, Q. (2006), "Quality Assurance - Best Practices for

Assessing

Online Programs". International Journal on ELearning. 5 (2): 265-

274.

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Defining Quality

Delighting or pleasing customers

Consistency

Doing it right the first time

Perfection

Continuous improvement

Fast delivery

Eliminating waste

Providing a good, usable product

Total customer service and satisfaction

Compliance with policies and procedures
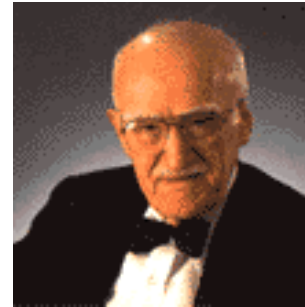
Leaders in the Quality Revolution

W. Edwards Deming

Joseph M. Juran

Others:
David Garvin
Armand V. Feigenbaum
Kaoru Ishikawa

Philip B. Crosby

Genichi Taguchi

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Quality Awards (Best Practices)

Malcolm Baldrige National Quality Award

European Quality Award

Canadian Awards for Business Excellence

Australian Business Excellence Award

Chinese National Quality Award

Many others…

Quality Awards in Education

Best practices for designing engaging online courses:
Blackboard (Online Learning Management System) Exemplary Course Award

New ways of thinking online tools (Open Source Learning Management Systems)
CANVAS (Play video, run time 1:25)

Recognized accreditation bodies:
AACSB International (Association to Advance Collegiate Schools of Business)
ACBSP (Accreditation Council for Business Schools and Programs)
ABET (Accreditation Board for Engineering and Technology)
CHEA (Council for Higher Education Accreditation)

Quality in Education

"..management strategies typically occurs **because of external pressures** on colleges and universities to improve their performance or accountability"

"…managerial strategies fail because **they rarely become a shared platform** for improving institutional operations and performance"

Birnbaum, R. (2000), Management Fads in Higher Education: Where   They Come from, Jossey-Bass, San Francisco, CA.

"….the student's experiences, the political environment, and market forces as being immutable parts of the **elusive definition of quality in higher education**"

Bonvillian, G. and Dennis, T.L. (1995), "Total quality management in   higher education: opportunities and obstacles", in Sims, S.J. and Sims,.(Eds),   Total Quality Management in Higher Education: Is it Working? Why or Why   Not?, Praeger, Westport, CT, pp. 37-50.

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Quality in Education

"As universities and businesses alike implement updated strategies they are redefining venue and pedagogy. Consequently, **they must also redefine measures of quality**"

Witherspoon, J.P., & Johnstone, S.M. (2001). Quality in online education results from revolution. Ed at Distance Magazine and Ed Journal, 15(3). Retrieved February 20, 2014, from http://www.usdla.org/html/journal/MAR01_Issue/article01.html

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Quality control versus market need

Some college and universities don't recognize online degrees, and some employers don't either.

Keller, A. (2014, March). The $159 diploma. *Florida Trend*. March 2014, p.74. Retrieved from

Tenets of quality

✓ **Are quality-control checks being used in the assessment of student learning?**

✓ **Are instructors actually monitoring quality in online learning?**

✓ **What process are used by institutions to ensure academic integrity in online courses?**

Exemplar models are necessary to demonstrate real improvement in process and results.

Koslowski, F.A. (2006); Mullin, R., and Wilson, G. (2000).

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Examples of Best Practices

International
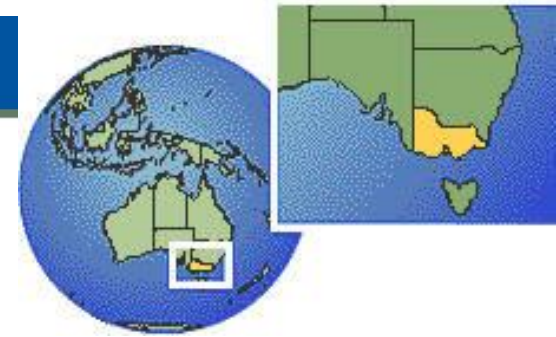
Group support for individual product "Discrimination and the Law" at Macquaries University, Australia;

Team collaboration for common product "Science and Communication" at University of Melbourne, Australia and "Environmental Psychology" at University of Pretoria, South Africa

Peer-review plus self-review and an **Online debate** internationally collaborated among University of South Austria, Governors State University, Chicago and University of Technology, Sydney

Wang, Q. (2006)

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Examples of Best Practices

USA

Leading the best practice of **utilizing standardized tests**: Pennsylvania State University's World Campus

The State University of New York's Empire State College

University of Maryland University College

Western Governors University

Excelsior College in Albany New York

Thomas Edison State College in New Jersey

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Wang, Q. (2009)

1. Quality

✓ Pre-class checks

❑ Determine the background and interests of the students
   - Use student information sheet, online surveys, or other analytics tools to capture data.

❑ Extract key indicators from data to obtain group formations, assignments and exercises that could be tailored toward areas of interest and other key performance indicators.

Process Improvement (PI): Know your customers' (students') wants and needs. Take corrective action *prior* to start of class.

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1. Quality

✓ In-class checks

❑ Monitor the students through online utilization times (logins), assignments completed, and active participation (e.g. discussions).

PI: Know your customers' (students') wants and needs. Take corrective action *during* class.

2. Assessment

❑ **External**

      - Use of external exams (e.g. <u>ETS</u> or <u>BSG</u>), certifications, industry surveys, third party evaluations.

PI: **Benchmark students, courses, programs, and industry needs to align curriculum/program. Take corrective action to meet all outcomes.**

     University Mission → Program Outcomes → Course Outcomes

2. Assessment

❑ **Internal**

- An online manager, online proctoring, and/or group of faculty tasked to evaluate course.

PI: Active participation, feedback to students, grading, and content knowledge. Develop performance outcomes for faculty and students. **Take corrective action to improve organizational changes (e.g. operational design) within institutions for pedagogical consistency in online course delivery.**

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3. Reliability and 4. Validity

❑ **Use Plagiarism Checker**

- Idiosyncrasies of plagiarism tools can be unreliable under certain conditions (e.g. using special text, paraphrasing, etc.). Use search engines (e.g. Google) or other tools for reliability checks.

❑ **Use of technology**

   -voice and video activation student ID files, eye-retina scans, facial-recognition, and other high-tech coding to validate the assignments.

❑ **Consistency of delivery**

      - Course design should be consistent in course content and delivery from instructor-to-instructor for the same course.

Framework for Process Improvement

PI: use of active participation through video assignments, video discussions, audio messaging, motivational exercises, cited work in APA/MLA format, and other techniques will help mitigate reliability and validity concerns in online courses.

Take corrective action to improve organizational changes (e.g. faculty development) within institutions for pedagogical consistency in online course delivery.

Summary

- Know who your customers (students) are across all online courses.

- Be able to identify the student taking an online exam, uploading an assignment, or other work.

- Improve organizational changes within institutions for pedagogical consistency, course delivery, quality control checks for reliability in the originality of students' work.

- Innovative learning with the use of benchmarks to provide faculty with a 'best in class' framework from top online institutions.

Quality must "live and breathe" within the culture of the organization

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Thank you!

Děkuji

благодарить

Merci!

Grazie!

感謝の言葉

Gracias!

شكراً

ευχαριστώ

Dziękuję

谢谢

Danke!