



# RE-INVENTING HIGHER EDUCATION POST COVID-19: TOWARDS A RESPONSIVE HIGHER EDUCATION ECO-SYSTEM

📅 22<sup>nd</sup> - 24 March, 2022 | 📍 The Address Boulevard Hotel, UAE & Online

## From F2F to Remote Teaching to Quality Digital Learning

Dr Jameel Hasan  
The Address Boulevard Hotel, Dubai, UAE  
23 March, 2022



# Re-inventing Higher Education Post COVID-19: Towards a Responsive Higher Education Eco-System

22<sup>nd</sup> - 24<sup>th</sup> March, 2022 | The Address Boulevard Hotel, UAE & Online

## Presentation Outline

- Global Higher Education is changing dramatically
- Characteristics of Higher Education in the MENA Region
- Quality Assurance in the MENA Region
- General Online Learning trends
- From F2F to Remote Teaching
- From Remote Teaching to Quality Digital Learning
- Concluding thoughts: What should QA be like after the pandemic?



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## General Online learning trends

- Coursera able to increase learners number from 45 million to **76 million in 2020**
- EdX able to improve learners from 24 million to **35 million**
- Udemy has **40 million students** and over 50,000 tutors
- LinkedIn Learning has over **16,000 courses** in 7 different languages
- EdX has partnered with other learning institutions to offer more than **8,000 online** courses
- **41.6%** undertaking online learning are age 30 and above
- **46.4%** undertaking online degrees are either taking a business-related course, computer science, or a health course
- Taking part in e-learning, especially for companies, **consumes 90%** less energy than physical training
- By 2025, MOOCs are projected to enjoy a market share of **\$21.4 billion**

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## Faculty training & paradigm change

- F2F vs Remote: **difference in structure & delivery**
- Ensure **academic integrity** in assessments
- Facilitator's teaching **presence & support**
- Student engagement, engagement & **engagement!**
- Quality **learner-centered environments** to help our students succeed!

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## QM General Standards

Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

- Course Overview & Introduction
- Learning Objectives/Outcomes
- Assessment & Measurement
- Instructional Materials
- Learning Activities & Learner Interaction
- Course Technology
- Learner Support
- Accessibility and Usability

Quality Matters. (2018, July). *QM Course Design Rubric Standards*. <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>

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## Alignment Principle lays the foundation to build a solid course

- 2.1 & 2.2 Learning outcomes
- 3.1 Assessments
- 4.1 Instructional materials
- 5.1 Course activities
- 6.1 **Course tools**

- Alignment – Course Level
- Between Outcomes & Assessments
- Among Course Components
- Through Engagement and Services

**Alignment** principle lays the foundation to build user-friendly learning-centered quality courses

Quality Matters. (2021, June). QM Member Institutions/Organizations. <https://www.qmprogram.org/qmresources/subscriptions/subscribers.cfm?program=0>

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## Purposeful & deliberate course/program planning & design

- **Phase 1** – ALIGN outcomes with assessment/content/activities
- **Phase 2** – ENGAGE learners with meaningful interactions and active learning
- **Phase 3** – CONNECT course components/support/services

Gao, Yaping and AlBuainain, Reem and Hasan, Jameel (2021) [Quality online/digital learning: ensure academic integrity through authentic assessments and student engagement](#). In: INQAAHE Conference 2021 (INQAAHE 2021): Re-Imagining Higher Education Quality in an Age of Uncertainty, 7-10 June 2021, United Kingdom.

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## Focus group interview

- In relation to your experience to move from **F2F to Remote Teaching**, what do you understand to be the key requirements of the QM alignment principle?
- In what ways has your application of QM alignment helped you move from **F2F to remote teaching**?
- In what ways has your application of QM alignment created **challenges** for you?
- What improvements should be made?



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## Focus group interview

F2F vs Remote: difference in structure & delivery

QM General Standards / Mode of Learning	F2F	Remote Teaching	Quality Digital Learning
Course Overview & Introduction		?	
Learning outcomes (2.1 & 2.2)		?	
Assessments (3.1)		?	
Instructional materials (4.1)		?	
Course activities (5.1)		?	
Course technology (6.1)		?	
Learner support		?	
Accessibility and usability		?	

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## Engagement, Engagement & Engagement

- The **learning activities** promote the achievement of the stated learning outcomes.
- Learning activities provide opportunities for **interaction that support active learning.**
- The assessments used are **sequenced, varied, and suited** to the level of the course.
- The course provides learners with multiple opportunities to track their **learning progress with timely feedback.**
- Course tools promote learner **engagement and active learning.**

### Interaction

- **Learner-learner**
- **Learner-content**
- **Learner-facilitator**

Gao, Yaping and AlBuainain, Reem and Hasan, Jameel (2021) [Quality online/digital learning: ensure academic integrity through authentic assessments and student engagement](#). In: INQAAHE Conference 2021 (INQAAHE 2021): Re-Imagining Higher Education Quality in an Age of Uncertainty, 7-10 June 2021, United Kingdom.

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## From Pockets of Enthusiasm to Excellence to Exemplarism

- **Seek ‘*pockets of enthusiasm*’ within the institution, enable them to be widened and deepened as ‘*pockets of excellence*’, and share them as exemplars for the spreading and networking of multiple pockets of enthusiasm and excellence.**

- ❑ Finding the pockets of enthusiasm
- ❑ Fostering them as pockets of excellence, and then
- ❑ Having them seen and copied as pockets of exemplarism

Hornblow, Dave and Hasan, Jameel and Morris, Ian (2019) [Recognition of Bahrain's National Qualifications Framework in the wider world](#). In: INQAAHE 15<sup>th</sup> Biennial Conference 2019: Quality Assurance, Qualifications, and Recognition: Fostering Trust in a Globalised World , 25-28 Mar 2019, Sri Lanka .

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(1) Finding the pockets of enthusiasm

(2) Fostering them as pockets of excellence

(3) Pockets of exemplarism



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## Six Dynamic, People-oriented Enablers

- Commitment of **Leadership**
- Development of User-friendly Terms and **Empowering Metaphors**
- Promotion of **Dialogue**
- Encouragement of **Innovation and Analysis**
- Fostering of **Pockets of Enthusiasm**
- Recognition of Specific Roles, Responsibilities, Diversity, Abilities and **Feelings** within Teams

Hasan, Jameel (2015) [In search of a programme review framework for a polytechnic in Bahrain: the experience of a Bahraini quality coordinator](#). [Thesis (PhD/Research)]

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## Concluding Thoughts

- What should education be like after the pandemic?

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## Concluding Thoughts

### What should **QA** be like after the pandemic?

- **New quality agendas** for external and internal quality assurance
- Be **quicker**, **less bureaucratic**.
- **Do more** with less.
- Get back to what **is essential**
- Assess the learning **outcomes that matter**
- Allow **flexibility**

Aide, Santiago (2021). NQAAHE Conference Panel Session 8 June 2021. (n.d.). Retrieved March 18, 2022, from <https://inqaahe.org/sites/default/files/INQAAHE-Conference-2021-day-2-keynote-panel-Sawkins.pdf>

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## Concluding Thoughts

### What should **QA** be like after the pandemic?

- Grant **greater autonomy** and **greater self regulation**
- Make room for multi-modality, **virtual delivery**, and **hybridization**
- Promote **more cooperation**.
- Value the voices of **students and employers**
- **Reposition** QA in the rapidly changing HE field

Damme, Van (2021)- INQA AHE. (2021.). Retrieved March 18, 2022, from <https://www.inqaah.org/sites/default/files/Requirements-for-hosting-2021-INQA AHE-Conference.pdf>

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*...to this*



*From this ...*



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**Online synchronous:** fully online course with live sessions at specified times

**Online asynchronous:** fully online course with no mandatory live sessions

**On-campus blended synchronous:** in-person students simultaneously meeting with synchronous online students via live streaming technology

**On-campus hybrid:** mix of in-person instruction with online content delivered synchronously or asynchronously

after the pandemic



Expanded choices

From F2F to

Anderson, M. (n.d.). *UICOM Faculty & Staff Resources*. Synchronous, Asynchronous, Hybrid, HyFlex - What Does It All Mean? | UICOM Faculty & Staff Resources | University of Illinois Chicago. Retrieved March 18, 2022, from <https://comfaculty.uic.edu/news-stories/synchronous-asynchronous-hybrid-hyflex-what-does-it-all-mean/>

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