

# Standards for Online Education (SOE)

Final Report 2014

Standards for Distance Learning

National Teaching Fellowship

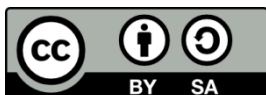
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[www.onlinestandards.net](http://www.onlinestandards.net)

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## List of acronyms used

ACODE	Australasian Council on Open, Distance and eLearning
ALTC	Australian Learning and Teaching Council Ltd
CADAD	Council of Australia Directors of Academic Development
eMM	E-Learning Maturity Model
MOOCs	Massive Open Online Courses
OLT	Office for Learning and Teaching
OUA	Open Universities Australia
SOE	Standards for Online Education
TEQSA	Tertiary Education Quality and Standards Agency
TSF	Teaching Standards Framework

## Executive summary

The fellowship developed a standards framework for online learning and teaching in higher education: The **Standards for Online Education (SOE)** Framework.

The SOE Framework was developed against the quality and standards environment provided by the Tertiary Education Quality and Standards Agency (TEQSA). The TEQSA Act (2011) supports multiple modes of delivery of higher education. There is, however, a requirement for equivalence across modes: providers need to demonstrate that student outcomes will be achieved regardless of mode (see TEQSA Information Sheet, 2013, p. 1). Provider Course Accreditation Standard 1.9 explicitly states:

*The course of study is designed to ensure equivalent student learning outcomes regardless of a student's place or mode of study (Threshold Standards, 2011, p.14).*

The SOE Framework is consistent with this call for equivalence of learning outcomes regardless of mode, while attempting to identify areas of student support, staff professional development and organisation leadership that are especially significant to online learning and teaching. Hence, the SOE Framework provides a set of teaching standards that are specific to online education. As such, the standards are to be used as a supplement to, not a replacement for, general teaching standards.

The SOE Framework has been developed to support three interrelated uses: as a design tool in the development of online courses and programs, as a quality enhancement instrument and as a mechanism to support quality assurance. The standards are designed around three foci: (i) students, (ii) staff and (iii) the organisation:

- **Students** are supported in their online learning
- **Staff** are supported in their online teaching
- The **Organisation** supports online education

Each focus has three areas:

<b>Students</b>	<b>Staff</b>	<b>Organisation</b>
Curriculum	Professional Development	Leadership
Interactions	Resourcing	Infrastructure
Support	Support	Evaluation

Each area has one or more standards with three possible levels of attainment:

- **Threshold:** The minimum standard has been attained
- **Good:** The minimum standard has been significantly surpassed
- **Excellent:** The minimum standard has been significantly surpassed and there is substantial evidence of innovation, leadership, impact or other forms of excellence.

The criteria for Threshold and Good are specified for each standard. For Excellent the required innovation, leadership or impact is not specified: this is to be included by the target organisation.

The complete standards are available on the SOE website [www.onlinestandards.net](http://www.onlinestandards.net)



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# Introduction

The fellowship developed a teaching standards framework for online learning and teaching: The **Standards for Online Education** (SOE).

The framework was developed against the background of increasing interest in both quality teaching and online education nationally and globally. The framework is explicitly aligned with the standards-based approach taken by TEQSA. Hence, it is primarily focused on the Australian learning and teaching environment. It is, however, generally applicable to any learning and teaching context in which online education takes central place and there is a concern with teaching quality approached from a standards-based platform.

The phrase “online education” is used broadly as a catchall term to include any learning and teaching activity that uses internet-based technology to support student learning. The primary focus of the SOE framework is fully online units or programs of study, though it is also applicable to blended learning. The standards are a supplement to, not a replacement for, general teaching standards. They are focused on issues of salience to online learning and teaching.

The **SOE Framework** has three foci: (i) students, (ii) staff and (iii) the organisation:

- **Students** are supported in their online learning
- **Staff** are supported in their online teaching
- The **Organisation** supports online education

The complete standards are available on the SOE website < [onlinestandards.net](http://onlinestandards.net) >.

The first version of the SOE Framework was released on December 13, 2013. The framework is, however, a live document that will undergo continuous revisions as the sector’s use of online education matures.

## Teaching Quality and Online Standards

There is much national and international discussion about the promotion of quality teaching. In Australia the national policy environment for learning and teaching is increasingly moving towards a standards-based framework. The Higher Education Teaching Standards Framework includes Provider Standards, Qualifications Standards, and Teaching and Learning Standards. TEQSA’s primary function is “to ensure that students receive a high quality education at any Australian higher education provider” (<http://www.teqsa.gov.au/>). Australia is not alone in its concern for teaching quality. Globally, higher education providers are struggling with systematic mechanisms for improving and assuring teaching quality. Recently I argued:

*At a time where accountability and transparency are dominant rallying calls from governments and students alike to improve the quality of teaching in universities globally, the language and processes of quality assurance, audit and quality enhancement are now a central element of the lexicon of both university managers and teachers. The common aspiration is to improve the quality of student learning outcomes through a systematic approach of data collection, analysis and decision-making. The challenge for universities is how to do this.* (Sachs and Parsell, 2014, p. 1)

The SOE framework represents one response to this challenge for online education. The SOE Framework provides a set of standards that can be used for both quality assurance and quality enhancement. More specifically, the standards have been designed to fulfil three potential uses: (i) as a guide for learning design; (ii) as a tool in collegial peer review; and, (iii) as a benchmarking instrument. Jointly these uses define the principles underpinning the standards. To satisfy the requirements of the first use requires the standards to be instructional; the second use demands an improvement focus; and the third simplicity and broad applicability.

Standards frameworks have two core functions: (i) to provide grades of achievement and articulate sources of evidence for quality assurance; and, (ii) to provide a scaffold for continuous improvement of quality. Teaching standards frameworks allow evidence of teaching quality to be systematically collected and evaluated, and performance to be systematically benchmarked. Both quality and performance can thereby be improved in an evidence-driven fashion. Benchmarking can be done against the standards themselves as well as across and within institutions. The ultimate aim of the SOE framework is to improve student-learning outcomes, retention and completion rates by improving the quality of online teaching. Thus the primary focus of the SOE is quality enhancement. A secondary, though perhaps in many respects equally important aim, is focused on quality assurance.

## Online Education

Online education is gaining increasing importance across the sector. In the past two years Massive Open Online Courses (MOOCs) have had an unprecedented impact on higher education. The wave of interest in MOOCs has certainly increased awareness of and concern for the quality of online learning and teaching. But even before the rise of MOOCs, the online learning and teaching space was increasing in importance internationally and nationally. Internationally, 53% of European universities offer online learning units (Sursock & Smidt 2010). In the US, blended learning is the fastest growing mode of enrolment with total revenue from online learning over seven billion in 2005 (Ruth 2006). Nationally, Open Universities Australia (OUA) enrolments have climbed steadily for the five years to 2012. In Australia, TEQSA requires that online courses be treated in parity with traditional face-to-face courses

## Tertiary Education Quality and Standards Agency (TEQSA)

TEQSA exists to assure the quality of higher education in Australia. Its role is to apply the higher education standards framework to Australian higher education providers. (see <<http://www.teqsa.gov.au/>>). It assures the quality of all higher education awards offered in Australia, where a higher education award is diploma level and above. Hence TEQSA is directly concerned with online education. At present, TEQSA has a limited concern with the emerging use of MOOCs as units existing outside of award structures. Indeed, TEQSA has explicitly stated that MOOCs fall outside its remit except “[w]hen a provider recognises a MOOC in the form of course credit or advance standing towards a degree then the TEQSA Act is directly relevant” (eLearning FAQ, March 2013, p. 1). This is a refreshingly clear statement of governance position. TEQSA has been equally clear that online units and programs do fall within its remit.

TEQSA has publicly stated that:

*The TEQSA Act supports multiple means through which higher education can be delivered. Providers are required to demonstrate that outcomes for students will be achieved, whatever the chosen **method of delivery***” (TEQSA Information Sheet FAQ, March 2013, p. 1; emphasis added).

TEQSA is then mode agnostic: it is unconcerned about the methods of delivery used, and is rather focused on outcomes for students. Indeed, this principle of mode agnosticism is enshrined in the Threshold Standards. Provider Course Accreditation Standard 1.9 explicitly states:

*The course of study is designed to ensure equivalent student learning outcomes regardless of a student’s place or mode of study (Threshold Standards, 2011, p.14).*

Of course, the best way to support students to achieve equivalent learning outcome may well be mode-specific. Furthermore, the skills, support and infrastructure required to succeed in the distance learning space are different to those in traditional face-to-face

delivery. Hence, mode-specificity of standards is expected when standards are used developmentally. Indeed, effective and usable standards that provide a framework in which improvements can be continually, systematically and sustainably achieved need to reflect the affordance and challenges present in different teaching contexts, and the maturity of the sector in the relevant teaching environment.

## Report Structure

The remainder of this report takes a very simple structure with three chapters. The first substantive chapter details the approach taken in the development of the activities and details the activities that lead to the development of the standards. The second chapter presents the first version of the standards and outlines the proposed timeline for ongoing updating of the framework. The third chapter provides a brief evaluation of the fellowship. The report also contains a concise conclusion and a rather longer set of appendices.

# Approach

The **SOE Framework** is aimed primarily at Australian higher education providers working in the developing field of online education. As such, the framework needs to reflect the maturity and ongoing concerns of those providers as well as the professional and academic staff working in online education at those providers. This suggested collegial approach to the development of the standards naturally reflected the concern of, and allowed a voice to, institutions and individuals working in online education. Hence, from the outset the fellowship activities were aimed at collecting and structuring the concerns of the sector.

The SOE framework was developed using three **types** of activities:

- **Development:** Collegial development and engagement activities;
- **Dissemination:** Promotion and dissemination activities; and,
- **Evaluation:** Research and evaluation activities.

The collegial development activities consisted of a national symposium in 2012 and a range of workshops held throughout the second half of 2013. These activities resulted in approximately 170 researchers and practitioners from across the sector in Australia actively contributing to the development of the framework. Dissemination occurred through presentations and via the SOE website. Finally, while the project was deliberately and explicitly designed to be as collegial as possible, more research-intensive activities often needed to be conducted by the fellow individually. These included ongoing evaluation activities such as mapping draft iterations of the framework against existing standards and ensuring that proposed standards aligned with the available empirical and conceptual literature.<sup>1</sup>

Table 1 displays the primary and, where appropriate, secondary and tertiary, role of a specific activity. Activities will be discussed under the activity type to which they were primarily aimed. Table 2 shows the timeline for events conducted during the fellowship.

**Table 1:** Matrix of Individual Activity to Type of Activity

	<b>Development</b>	<b>Dissemination</b>	<b>Evaluation</b>
<b>Symposium</b>	Primary	Tertiary	Secondary
<b>Presentations</b>		Primary	Secondary
<b>Workshops</b>	Primary	Secondary	Tertiary
<b>Web dissemination</b>		Primary	Secondary
<b>Mapping</b>	Secondary		Primary
<b>Literature</b>	Secondary		Primary

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<sup>1</sup> These ongoing evaluation activities were aimed at the framework and occurred in addition to evaluation of the project, including the symposium and the workshop series, both of which will be discussed in the evaluation section below.

**Table 2:** Timeline for Development and Release of SOE Framework

<b>Event</b>	<b>Location and Date</b>	<b>Numbers</b>
National <b>Symposium</b> on <i>Standards and Quality in Online Education</i>	Macquarie University (Sydney) September 2012	29 delegates from 15 institutions
<b>Presentation</b> to Macquarie University Teaching Excellence Academy	Macquarie University (Sydney) December 2012	30 (approximate)
<b>Workshop</b> held by RMIT	RMIT (Melbourne) August 2013	29
<b>Workshop</b> held by Monash	Monash (Melbourne) August 2013	29
<b>Workshop</b> held by UniSA	Adelaide August 2013	26
<b>Presentation</b> at TEQSA-OLT Forum	Melbourne Convention and Exhibition Centre October 2013	250 (approximate)
<b>Website</b> released	N/A, November 2013	NA
<b>Workshop</b> held by Newcastle	Newcastle November 2013	24
<b>Presentation</b> to ACODE/CADAD	Brisbane November 2013	50 (approximate)
<b>Workshop</b> held by University of the Sunshine Coast	Sunshine Coast November 2013	15
<b>Workshop</b> held by James Cook University	Townsville November 2013	21

## Development Activities

The fellowship approach was designed to enable the collegial development of the SOE framework. This allowed broad sector buy-in coupled with the ability to learn from a distributed network of experts while simultaneously engaging in dissemination. Two forms of development activity occurred: a national symposium and individual workshops. The symposium was an invitation-only event, while workshops were open to all interested members of the higher education sector. The symposium was invitation-only to allow the fellow to hear from some of the thought leaders in distance, open and online education before expanding the audience to the sector more generally. Invitations went to key researchers and practitioners in online education. Researchers were selected based on research profile and leadership roles in relevant professional bodies, most particularly Australasian Council on Open, Distance and eLearning (ACODE). Practitioners were selected based on profile and receipt of grants and awards focused on online education, most particularly from the former Australian Learning and Teaching Council (ALTC) and OUA. The fellow then developed an early draft of the framework, which was the catalyst for discussion and ongoing development during the later workshops. Invitation to workshops was more open and handled by contacts at participating universities.

## National Symposium

The symposium was a national event focused on *Standards and Quality in Online Education*. It was held during Learning and Teaching week at Macquarie University on Tuesday 18 September 2012 and was attended by 29 delegates from 15 institutions.<sup>2</sup> The day was split between two workshops (*Standards* and *Quality* both convened by Parsell) and two presentations (*Embedding Quality in University Learning and Teaching* by Professor Belinda Tynan and *MOOCs* by Dr Matt Bower and Dr Jacqueline Kenney).

### Standards Workshop

The Standards Workshop consisted of a brief icebreaking activity and an introduction to The Teaching Standards Framework <teachingframework.edu.au>.

The ice-breaking activity asked participants to reflect on the best online teaching moment they have had or in some way supported. Groups then combined and condensed these moments into a single proposition. The results were:

- Global Access and Learning opportunities
- Connection | Engagement | Levels of Student Support
- Collaboration | Connection | Convenience | Student-Centred
- Students' positive experience of online learning | engagement with their learning
- Students' development: i.e. skills, confidence, thinking at a deeper level

The output of group three was modified to “Collaboration | Connection | Convenience” and was used as the guiding principle and motto for Fellowship activities. This has since been simplified to “**Connection & Collaboration**” and used throughout the SOE website.

Bronwyn Kosman, project manager of the Teaching Standards Framework project, provided a brief introduction to the TSF. As articulated on the TSF website

*The Teaching Standards Framework is a tool for assessing standards in institutional practices in learning and teaching. It can help institutions reflect on every aspect of teaching — from management structures, policies and practices to curriculum design and learning support. It can also be used to encourage institutional conversations on learning and teaching, focus efforts and resources, and refocus processes and support to promote learning.*

<<https://teachingframework.edu.au>>

The TSF was led by Macquarie University with support from ALTC. The TSF is built around three themes—Teaching, the Learning Environment and Curriculum—with six standards across these themes. The initial plan for the Fellows was to adapt this framework to the distance learning space. This plan was not widely supported by the symposium participants. While many participants were highly positive about the TSF there was a general consensus that it was not well suited to online delivery and did not align with existing online benchmarking/standards frameworks. As will be discussed in more detail below, this entailed a substantial reorientation in the fellowship with the fellow urged to explore options outside of the TSF as well as pay explicit attention when developing the SOE to existing online benchmarking/standards frameworks, most particularly the eLearning

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<sup>2</sup> CQU, RMIT, Southern Cross, Newcastle, UQ, UWS, University of New England, Charles Stuart University, THINK, MQ, OLT, QUT, Monash, Griffith and University of Southern Queensland. Evaluation data from the event is provided in the chapter on Evaluation, while the complete summary of the symposium is provided in Appendix A.



Maturity Model (eMM) (see Marshall & Mitchell, 2003 & 2005) and the ACODE Benchmark (see <<http://acode.edu.au/mod/page/view.php?id=23>>

### **Embedding Quality in University Learning and Teaching**

Professor Tynan's presentation was on embedding quality into the learning and teaching environment of universities.

### **Quality Workshop**

The major outcome of the Symposium resulted from the quality session. In this session participants worked in small groups to develop criteria for quality teaching together with performance indicators for each criterion. The results are provided in Appendix A: *Draft Standards v0.1*. This material, along with relevant research and mapping to existing frameworks, formed the foundation for the first substantive version of the SOE Framework.

### **MOOCs**

The MOOC presentation looked at emerging issues. Feedback was generally positive. The slide show is available: <http://www.slideshare.net/jacquelinekenney/a-snapshot-of-moocs-in-higher-education>

## **Workshops**

During the second half of 2013, the Fellow convened a series of workshops entitled Quality Conversations around Australia.<sup>3</sup> The workshops were framed as conversations to emphasise that the primary purpose was for all present to share their thoughts and experience concerning online learning and teaching (many-to-many interaction), rather than the Fellow to present information (compare a standard one-way didactic lecture) or the Fellow to interact with participants as single group (compare a two-way Socratic dialogue).

The conversation followed a common structure:

- A brief presentation by the Fellow outlined the background to the Fellowship with particular reference to TEQSA's position on online education
- An activity devoted to exploring the characteristics of quality online teaching
- A presentation by the Fellow of the draft standards
- Various activities decided by participants using the standards
- A brief concluding presentation by the Fellow including details on future activities to be undertaken and potential involvement of participants.

More details on the workshops can be found in the Evaluation chapter and in Appendix E.

## **Dissemination Activities**

Dissemination was primarily active through workshops as detailed above. In addition, the Fellow presented at two major forums—the TEQSA-OLT forum on eLearning (Melbourne) and the ACODE/ Council of Australian Directors of Academic Development (CADAD) joint forum (Brisbane)—and attended three conferences—Assessment in a Digital Age (Melbourne), Tertiary Education Teaching & Learning Innovation Conference 2013 (Sydney) and ASCILITE (Sydney)—to network with colleagues; and finally, from November 2013, promoted the SOE website.

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<sup>3</sup> Appendix B includes a sample advertisement for a workshop, while Appendix C includes sample handouts.

## Website

The SOE website was made public on 1 November 2013, but was not actively advertised until 7 November. The website includes a newsletter subscription link and twitter feed, together with other forms of social media. As of 7 December 2013, one month after active advertisement, the website has received in excess of 300 unique visits and over 1000 page views; the newsletter has over 70 subscribers and the twitter feed 12 follows. The Fellow is committed to the website and the newsletter, but the Twitter feed will be monitored and evaluated on an ongoing basis for impact.

## Research Based Activities

As suggested by participants at the national symposium, the Fellow mapped the SOE framework to three existing distance/e-learning frameworks: the ACODE standards, the eMM and the Quality Matters framework (<<http://www.qualitymatters.org>>). This mapping occurred at regular intervals during the development of the standards and resulted in the addition of several standards under the organisation focus due to identifying gaps relative to the eMM especially and the ACODE Benchmarks to a lesser degree. The Quality Matters framework was less helpful in mapping, but incredibly useful in identifying key literature to inform the development of the Standards.<sup>4</sup> Presenting at the ACODE forum was particularly valuable in regard to validating the SOE Framework's relations to the other frameworks mentioned. The developer of the eMM, Stephen Marshall, was present, as were many of the key people involved in the ACODE benchmarks. Finally, the University of Tasmania team responsible for their implementation of the Quality Matters framework was present.

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<sup>4</sup> See <https://www.qualitymatters.org/lit-review-2011-2013-rubricpdf/download/QM%20Lit%20Review%20for%202011-2013%20Rubric.pdf>

# The Standards

Version 1 of the standards was released via the website on 13 September 2013. The print and web versions can be found on the SOE site:  
<<http://www.onlinestandards.net>>

Version 1 is included below with simplified formatting and reduction of the introductory materials.<sup>5</sup>

## Version 1

### Introduction

The SOE framework is specific to online learning and teaching. The standards are intended as a supplement to, not a replacement for, general teaching standards.<sup>6</sup> They are focused on issues of salience to online learning and teaching.

The standards can be used as (i) a guide for learning design; (ii) a tool in collegial peer review; and, (iii) a benchmarking instrument. Jointly these uses define the principles underpinning the standards. To satisfy the requirements of the first use requires the standards to be **instructional**; the second use demands an **improvement focus**; the third **simplicity and broad applicability**.

### Structure

There are three foci: (i) students, (ii) staff and (iii) the organisation<sup>7</sup>:

- **Students** are supported in their online learning
- **Staff** are supported in their online teaching
- The **Organisation** supports online education

Each focus has three areas:

<b>Students</b>	<b>Staff</b>	<b>Organisation</b>
Curriculum	Professional Development	Leadership
Interactions	Resourcing	Infrastructure
Support	Support	Evaluation

Each area has one or more standards with three possible levels of attainment:

- **Threshold:** The minimum standard has been attained
- **Good:** The minimum standard has been significantly surpassed
- **Excellent:** The minimum standard has been significantly surpassed and there is substantial evidence of innovation, leadership, impact or other forms of excellence.

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<sup>5</sup> Specifically, the title and second pages including **Version and Release Notes** and details of copyright and government support respectively have not been included. Note also that the Collaborators are not listed as they are provided in full see above.

<sup>6</sup> For general standards external to the Standards for Online Education see the **Higher Education Standards Framework (Threshold Standards) 2011**: <[www.comlaw.gov.au/Series/F2012L00003](http://www.comlaw.gov.au/Series/F2012L00003)>. For information on the Standards Framework see the **Higher Education Standards Panel** website: <[www.hestandards.gov.au](http://www.hestandards.gov.au)>.

<sup>7</sup> The terms “organisation” is used throughout as a catchall term to cover both organisational units (e.g. Departments and Faculties) and providers.

The criteria for Threshold and Good are specified for each standard. For Excellent the required innovation, leadership or impact is not specified: this is to be included by the target organisation.

## One: Students

Students are supported in their online learning with a quality **curriculum** [1-4], opportunities for **interaction** with peers and staff [5&6], and appropriate **support** [7&8].

### 1. Curriculum materials are aligned, available and engaging

Threshold	The necessary materials are constructively aligned and available online
Good	The materials are provided using a variety of media to engage students and support diversity <sup>8</sup>
Excellent	

### 2. Learning activities are aligned, available and engaging

Threshold	Constructively aligned learning activities are available online
Good	Learning activities use a variety of appropriate technologies to engage students and support diversity
Excellent	

### 3. Assessment tasks are aligned, available and engaging

Threshold	Constructively aligned assessment tasks are available online
Good	Assessment tasks use a variety of appropriate technologies to engage students and support diversity
Excellent	

### 4. Students are provided with timely, improvement focused formative feedback

Threshold	Appropriate technologies are used to provide students with formative feedback in a timely manner
Good	Feedback is provided in a variety of media to engage students and support diversity
Excellent	

### 5. Students are provided with opportunities to interact with peers

Threshold	There are opportunities for social interaction
Good	There are opportunities for learning-focused interaction
Excellent	

### 6. Students are provided with opportunities to interact with staff

Threshold	Staff are provided with opportunities to answer student queries
Good	Staff are provided with opportunities to be active participants in learning-focused interactions
Excellent	

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<sup>8</sup> These standards do not address issues of accessibility. It is assumed all materials will be accessible *at least* to the extent required by appropriate legislation.

The Australian Government has endorsed the **Web Content Accessibility Guidelines (WCAG) version 2.0**: [webguide.gov.au/accessibility-usability/accessibility/](http://webguide.gov.au/accessibility-usability/accessibility/)

**7. Students are provided with appropriate learning support**

Threshold	Appropriate, up-to-date and reliable learning guides and resources are provided online
Good	A range of appropriate, up-to-date and reliable online learning skills workshops are available
Excellent	

**8. Students are supported in their use of educational technology**

Threshold	Appropriate, up-to-date and reliable technological guides and resources are provided online
Good	Appropriate, timely and reliable asynchronous technological support is available
Excellent	

**Two: Staff**

Staff are supported in their online teaching with quality **professional development** [9], **resourcing** [10] and **technical** support [11].

**9. Staff are provided with quality professional development in online education**

Threshold	A range of appropriate, up-to-date and informative professional development activities are available to staff
Good	The organisation requires staff to engage in continued professional development relevant to online education
Excellent	

**10. Online education is recognised in workload**

Threshold	Online teaching is recognised in workload
Good	Online unit development is recognised in workload
Excellent	

**11. Staff are supported in their use of educational technology**

Threshold	Appropriate, up-to-date and reliable technological guides and resources are provided online
Good	Appropriate, timely and reliable asynchronous technological support is available
Excellent	

**Three: Organisation**

The organisation supports online education through the provision of quality **leadership** [12-13], **infrastructure** [14] and **evaluation** [15-17]

**12. The organisation provides strategic leadership in online education**

Threshold	The organisation has a clearly articulated strategic position on online education
Good	An appropriate member of the executive has explicit responsibility for online education
Excellent	

**13. The organisation employs a systematic approach to resource allocation in online education**

Threshold	There is a systematic approach to resource allocation
Good	There is systematic approach with formal criteria that are widely available
Excellent	

**14. The organisation maintains and supports a quality learning platform for delivering online education**

Threshold	The organisation maintains and supports an appropriate learning platform
Good	The learning platform provided is fit for purpose, scalable and reliable
Excellent	

**15. The organisation has a process for evaluating and improving student satisfaction with online education**

Threshold	The organisation has a systematic process for evaluating and improving student satisfaction with online education
Good	The organisation has a systematic process for improving student learning outcomes and satisfaction with online education and communicating improvements to students
Excellent	

**16. The organisation has a process for evaluating and improving training and support for staff**

Threshold	The organisation has a systematic process for evaluating and improving staff training and support
Good	The organisation has a systematic process for improving staff training and support and communicating improvements to staff
Excellent	

**17. The organisation has a process for evaluating and improving infrastructure**

Threshold	The organisation has a systematic process for evaluating and improving infrastructure
Good	The organisation has a systematic process for improving infrastructure and communicating improvements to stakeholders
Excellent	

## Future Revisions

The SOE Framework is a live document that will change in response to feedback and as the sector's use of online learning matures. It is tentatively proposed to have a new minor iteration every four months and a new version every three years according to the timetable presented in Table 3.

**Table 3:** Tentative Timeline for Release of Revisions up to Version 2

Date	Release
<b>December 2013</b>	<b>Version 1</b>
April 2014	Iteration 1.1
August 2014	Iteration 1.2
December 2014	Iteration 1.3
April 2015	Iteration 1.4
August 2015	Iteration 1.5
December 2015	Iteration 1.6
April 2016	Iteration 1.7
August 2016	Iteration 1.8
<b>December 2016</b>	<b>Version 2</b>

Version level releases constitute major revisions that could potentially result in changes to the structure of the SOE framework, such as the addition or subtraction of top-level foci or areas. Between major releases smaller, but still substantive changes are proposed at regular intervals. Table 3 provides the tentative timeline for these releases up to the release of Version 2. At this stage it is proposed that the same timeline be reiterated for later versions. Substantive between version changes are proposed at the level of particular standards and lower. The most radical possible change at this level is the addition or subtraction of individual standards. Potentially, there will be the need for minor changes to particular iterations to correct minor typographical errors. These will occur on a needs basis.

The SOE website includes a page devoted to detailing version and iteration changes and timing:

[www.onlinestandards.net/about-1/release-notes/](http://www.onlinestandards.net/about-1/release-notes/)

For the most recent version it will include details of the changes from the previous version. The site also contains an archive page that will store all previous versions and iterations including details of date of release and changes from previous versions and iterations.

[www.onlinestandards.net/about-1/archives/](http://www.onlinestandards.net/about-1/archives/)



# Evaluation

The Fellowship included formative evaluation throughout its life cycle through feedback on the Standards themselves and the workshop activities. Summative evaluation—which has not been finalised at the time of writing—was conducted using Theory of Change (Hart et al. 2009) protocol using an external evaluator.

## Evaluation of Activities

The national symposium was held on 18 September 2012 and attended by 29 delegates from 15 institutions. Six workshops were held during the second half of 2013. The complete satisfaction ratings as unweighted means on scale from 0 (totally dissatisfied) to 5 (totally satisfied) for the Symposium and all workshops are provided in Table 3.

**Table 4: Satisfaction Scores for Symposium and Workshops**

	Number	Organisation	Content	Methods	Materials	Facilitator	Usefulness	Need	Overall
Symposium	21	4.4	4.5	4.5	3.9	4.3	4	Not asked	4.2
RMIT	22	4.5	4.2	4.3	4.1	4.4	4	4.4	4.5
Monash	23	4.4	4	4.3	4	4.5	4.2	4	4
UniSA	18	4.5	4	4	3.8	4.4	4.1	4.2	4.3
Newcastle	18	4.6	4.3	4.7	4.4	4.8	4.6	4.7	4.6
USC	15	4.1	3.9	4.1	3.9	4.4	4.3	4.7	4
JCU	10	4.4	4.6	4.6	4.2	4.6	4.5	4.7	4.4
Average	18.14	4.41	4.21	4.36	4.04	4.49	4.24	4.45	4.29

Scores remain fairly consistent throughout at around 4.00 to 4.50. No average was below 4.00 or above 4.50.<sup>9</sup> **Need for the workshop** rated the highest at 4.45, with **Materials provided the lowest** at 4.04. All written responses from all workshops (but not the Symposium) were used to create the Wordle shown in Figure 1.<sup>10</sup>

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<sup>9</sup> Note that averages are calculated using the average from each workshop rather than the average across the total pool of respondents.

<sup>10</sup> Note maximum number of words was set to 100.



**Table 5: Mapping of current situation to desired long-term outcomes**

Current situation		Longer-term impact
Rise of Standards in Australian Higher Education (especially through impact of TEQSA)		Distance Education Standards adopted by TEQSA
The increasing importance of distance education, especially with the publicity caused by of Mass Open Online Courses (MOOCS)		
Lack of established Standards for distance education in Australia		

As shown, there were three main drivers to the project: the rise of standards in Australian higher education, the increasing importance of distance education and the lack of an established set of standards for distance education in Australia. Jointly these drivers defined a need (the development of distance standards) and suggested an appropriate long-term goal: the adoption of the standards by TEQSA. It was not expected that this outcome would be achievable in the lifespan of the Fellowship.

To move from the current situation to desired long-term impact requires a range of interventions and activities by the Fellow. These are categorised as enabling factors/resources, processes/activities and desired outcome. The desired outcome was expected to be achievable within the lifespan of the Fellowship and was considered a significant step towards achieving the longer-term goal of adoption of the standards by TEQSA. Table 5 presents the initial understanding of the enabling factors and the desired outcomes of the Fellowship prior to the symposium in September 2012. The processes/activities are those discussed in the section on the Fellowship approach above and will not be discussed in any detail in this section.

**Table 6: TOC Pre-Symposium**

Enabling factors / resources	Desired outcomes
The Teaching Standards Framework (TSF)  Distance Education Working Party	Standards for Distance Education  Report and guide for using Standards for Intra-institutional benchmarking  Development of Peer Review Protocols for the use of the Standards  Assessment of Macquarie University against the Standards  Report and guide for using the Standards to inform program design

As can be seen, two major enabling factors were identified: the TSF and the Fellow's membership on an institutional working party devoted to distance learning. The working party, which was chaired by the Provost Professor Judyth Sachs, acted as steering committee during the Fellowship. Initially, it was proposed that the TSF be adapted to distance education. This approach was changed after the National Symposium.

The delegates at the National Symposium made four key recommendations:

- That the Fellow emphasise the uniqueness of the proposed Standards and explore the differences between existing frameworks/benchmarks and the proposed *Teaching Standards*;
- That the Fellow explore options outside the Teaching Standards Framework;
- That the developed Standards be explicitly related (mapped/aligned; embedded) to existing frameworks (especially the eMM and the ACODE Benchmarks); and,
- That the Fellow prepares a discussion paper on the need for distance/online learning Standards that emphasise those aspects of quality teaching that are more central to online/distance delivery.

The second recommendation required a major reorientation of the Fellowship. Rather than adapting an existing framework and developing tools and protocol for its use, the Fellowship required the development of an original framework and, hence, the substantial scaling down of other proposed outcomes. This impacted enabling factors and the desired outcomes of the Fellowship, but not the current situation to longer-term impact. The Theory of Change after the Symposium is displayed in Table 7.

**Table 7: TOC Post-Symposium**

Enabling factors / resources	Desired outcomes
Existing frameworks for distance education (especially, EMM and ACODE)  Distance Education Working Party	Standards for Distance Education

As Table 6 shows, the enabling factors have been increased, but this also increased the complexity of the Fellowship. The Fellow needed to develop a new framework and map this to existing frameworks, rather than adapt a single framework for a new teaching mode. As such, the desired outcome was restricted to merely developing the Standards as the one key outcome that could still lead to the longer-term goal of having the framework adopted by TEQSA. The Fellow spent the next year developing the first substantive iteration of the framework to be used as a catalyst for further development in workshops.

The first iteration of the SOE framework, which was released to collaborators in July 2013, was deliberately restricted to issues solely related to online learning, but still employed the general structure of the TSF with three levels of attainment from “No” and a section for institutions to add their own areas of excellence. The format of the TSF is shown in Table 7. The format was modified for the SOE Framework so there were four levels of attainment for each standard including the excellent level which, following the TSF format, was not specified. The first standard from the July iteration is shown in Table 8.

**Table 8: Teaching Standard Framework Format**

**1. Teaching**

THEMES	FOCUS AREAS	CRITERIA	PERFORMANCE INDICATORS (EXAMPLES)	ASSESSMENT				AREAS OF EXCELLENCE	AREAS FOR DEVELOPMENT	REPORT
				Yes	Yes, but	No	N/A			
<b>1. TEACHING</b>	<b>Management Responsibilities</b>	Senior authority with university-wide oversight of learning and teaching	Deputy Vice-Chancellor (Academic) or equivalent with responsibility for learning and teaching in job description.					<To be entered by institutions>	<To be entered by institutions>	<Provide details of the institutional context and the evidence used to determine the assessment>
		University academic structure facilitates quality learning and teaching	Faculties, departments and disciplines are organised in a clear and systematic way with appropriate leadership structures with clearly defined roles.							
		Inter-faculty quality assurance and quality enhancement process for learning and teaching	Committee reporting to academic board (or equivalent) with responsibility for learning and teaching in terms of reference.							
		Faculty quality assurance and quality enhancement process for learning and teaching	Reporting line within faculty for learning and teaching (eg dedicated learning and teaching committee with appropriate terms of reference and/or an associate dean with an appropriate job description).							
		Departmental quality assurance and quality enhancement process for learning and teaching	Reporting line within department for learning and teaching (eg through a dedicated learning and teaching committee with appropriate terms of reference and/or a department learning and teaching director with an appropriate job description).							
		<Institution-specific criteria (optional)>	<Click to enter>							

**Table 9: Format of July Iteration of SOE Framework**

**1. Curriculum materials are available and engaging**

Unacceptable	The necessary materials are not provided online
Threshold	The necessary materials are available online
Good	The materials are provided using a variety of media to engage students and support diversity
Excellent	

The July iteration of SOE was used at the RMIT and Monash workshops. The RMIT workshop participants made four key recommendations:

- Include Standards on Alignment, Assessment and Feedback;
- Remove the Unsatisfactory level;
- The Fellow to consider including indicative statements of the excellent level; and,

- The Fellow to consider a website (including blog) which details the evolution of the Standards.

The Monash participants made two key recommendations:

- Include Standards on Alignment, Assessment and Feedback; and,
- The Fellow to reconsider the presently proposed levels of attainment.

As noted, the July iteration of the SOE was restricted to issues specific to online education. It did not, at that stage, discuss general teaching issues such as curriculum alignment, assessment or feedback. Following the RMIT and Monash workshops the SOE framework was expanded to include these three issues under the first area of concern: namely, curriculum. In line with the recommendation of RMIT participants the “no” level of attainment was dropped and in response to recommendations from Monash participants the articulation of levels of attainment were reconsidered such that many once specified as good became the threshold. At present the SOE does not include indicative statements of the excellent level, though it is proposed to collect such statements as the framework is used throughout the sector. While the Monash and RMIT workshops provided invaluable feedback on the SOE, no substantive changes to the general direction of the Fellowship or the proposed outcomes were required.

A modified version of the SOE Framework was used in August for the University of South Australia workshop. Participants made four key recommendations:

- The Fellow needs to recognise the political dimensions of QA and QE;
- The Fellow to consider using mobile devices or laptops to enable the provision of real time interactive engagement and feedback;
- The Fellow to consider whether the Threshold and Good levels of attainment are at a sufficiently high level; and,
- The Threshold level to include greater articulation of required characteristics beyond their mere presence (e.g. relevant training, etc.)

The final two recommendations resulting in a more rigorous framework with Threshold and Good levels of attainment being set at a higher level and Threshold offering a more detailed articulation of how to achieve the minimum requirement of each standard. The second recommendation, together with the final recommendation from RMIT, led to the development of the SOE website to enable workshop participants to interact with the entire framework throughout the workshop. Recommendation one from the University of South Australia will be discussed presently.

The following three workshops—at Newcastle University, University of the Sunshine Coast and James Cook University—as well as the ACODE presentation resulted in specific recommendations around the wording of standards and the renaming of one area from “training” to “professional development.” There were, however, no higher-level recommendations. This was taken as evidence of the maturity of the framework and its readiness for publication in December 2013.

With the release of the SOE Framework on 13 December 2013 the modest aim of the Fellowship after its conceptualisation following the initial national forum—namely, the development of a Standards framework for Distance Education—was achieved. In many respects, while this represents an end to the Fellowship, it also represents the beginning for

the SOE Framework. As mentioned, the Framework is a live document that will change as the sectors use of online learning matures. The Fellow is committed to supporting the development of the framework for as long as the sector finds a teaching framework for online education useful. In the longer-term—as the sector gains experience and expertise in online learning—an online specific framework will (hopefully) become unnecessary as it is subsumed under general teaching standards. Until then the SOE framework can serve a valuable role as a quality enhancement tool, and potentially a quality assurance mechanism.

## Professional Growth

The primary aim of the fellowship was to develop a simple, useable and helpful standards framework for online learning in higher education. In addition to this primary outcome, the fellowship experience has brought substantial benefits to me professionally. Three of these benefits will be briefly discussed.

Fellowships, almost by their very nature, are an invaluable chance to extend and further develop connections and influence across the entire higher education sector in Australia and potentially beyond. The present fellowship has been no exception. Indeed, my ability to deepen connections and influence was significantly enhanced by both the fortuitous timing of the fellowship and its cross-disciplinary nature. The fellowship period coincided with the dramatic rise of MOOCs in the national and international learning and teaching space. This was a catalyst for interest across the entire sector in Australia in online education more generally. This interest was further heightened by TEQSA's attention to online education and the joint OLT-TEQSA forum on eLearning. Moreover, as MOOCs and online learning are ubiquitous across disciplines I had the opportunity to develop links across the sector unconstrained by disciplinary alliances. The number of collaborators, including the inclusion of senior members of universities outside of my own, on the SOE Framework is the clearest indication of the opportunities afforded to me by the fellowship. Significantly, to benefit from these opportunities depended on me: (i) gaining a deeper understanding of the existing resources and coalitions in the online learning community; (ii) becoming more cognisant of the complexities of dealing at an inter-institutional level; and, (iii) beginning to understand the politically-informed, strategic perspective demanded of senior leaders in higher education.

At the outset of the fellowship I was relatively conversant with teaching standards frameworks for higher education and, indeed, other standards frameworks for professional bodies. While I was aware of standards frameworks for online education, I was far less knowledgeable on these, most especially their histories, the external factors that led to their development and their support (or otherwise) in Australian higher education. The fellowship enabled me to spend an extended period of time working with the frameworks, discussing their development with key distance learning supporters and their use with those institutional leaders who had implemented them. This not only provided a much deeper understanding of the frameworks themselves, but also the complexity and nuance that goes into developing a successful framework that can be widely used. Moreover, this provided a wonderful introduction strategic thinking at an inter-institutional level.

Just prior to accepting the Fellowship, I was appointed to the position of Associated Dean Learning and Teaching in the Faculty of Human Sciences. Previously, I held the position of

Director of Learning and Teaching with the same faculty. Hence, I had some experience in formal leadership roles in learning and teaching. Moreover, I was Joint lead on an ALTC leadership grant that included two international partners. This project provided some insight into the external pressure impacting learning and teaching nationally and internationally. Nevertheless, I lacked any substantial experience in developing learning and teaching initiatives and innovations sensitive to those external pressures, and indeed, the broader political climate. The fellowship provided an opportunity to develop in exactly this area. Indeed, the change of Federal Government towards the end of the Fellowship and the attention of the new government to the role of TEQSA and higher education regulation more generally, provided the stimulus consideration of political pressure on higher education institutions in Australia. This provided an incredible learning experience rarely given academics at my level of seniority.



## Conclusion

Higher education in Australia, like much of the rest of the world, is increasingly turning to the online mode to support student learning whether at a distance or with blended delivery. This move to online education coincides with an increasing concern for teaching quality, very often approached from the standards-based perspective. But despite some effective quality assurance frameworks for online education, including both the eMM and the ACODE benchmarks, no teaching standards framework for online learning and teaching has received widespread support. The SOE framework is an attempt to fill this gap with an easy to use, broadly applicable framework for online education. The Framework provides a set of standards around three foci—student, staff and organisation—that can be used in design, peer review and benchmarking. The standards are focused on issues of particular salience to online learning and teaching, and, as such, should be used as a supplement to, rather than a replacement for general teaching standards. As sector use of online learning and teaching matures, the SOE will evolve, potentially, and indeed hopefully, to the point where online teaching standards can be subsumed under general teaching standards. Until that point is reached the SOE framework attempts to fill a gap in both quality enhancement and quality assurance of online education.

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# Appendix A: Symposium Outcomes Summary

The following is a slightly modified version of the summary of the outcomes of the National Symposium. Some condensing of materials has occurred to reduce repetition with the report body. The formation has also been slightly modified for consistency and images used for purely aesthetics reasons have been removed.

## **Summary of outcomes from *Standards and Quality in Online Education Symposium***

Tuesday 18 September | Expanding Horizons 2012 | Macquarie University

**Prepared by Mitch Parsell and Christa Jacenyik Trawoger**

### Executive Summary

29 delegates from 15 institutions attended the day. Overall satisfaction with the Symposium was 4.2 (on 5 point Likert scale; n=21).

### Recommendations

Key recommendations from the Symposium are:

- That the Fellow emphasise the uniqueness of the proposed Standards and explore the differences between existing frameworks/benchmarks and the proposed *Teaching Standards*;
- That the Fellow explore options outside the Teaching Standards Framework;
- That the developed Standards be explicitly related (mapped/aligned; embedded) to existing frameworks (especially the eMM and the ACODE Benchmarks); and,
- That the Fellow prepares a discussion paper on the need for distance/online learning Standards that emphasise those aspects of quality teaching that are more central to online/distance delivery.

### Attendance and Evaluation

A number of open-ended comments asked about the relationship between the proposed Standards and existing frameworks (e.g. eMM and ACODE Benchmark). Respondent 5 explicitly asked: Is it duplicating existing benchmarks?

**Response:** Emphasise uniqueness of proposed Standards, exploring the differences between existing frameworks/benchmarks and the proposed *Teaching Standards*; the Teaching Standards are explicitly developmental and this focus may imply a different format for the Standards (see Figures 1, 2 and 3 below: *Standards Format*).

A number of respondents requested more information on the proposed Fellowship outcomes. A brief is provided below: *Fellowship: Summary of proposed approach and outcomes*.

### Outcomes of Workshops and Presentations

#### **Standards Workshop**

The Standards Workshop consisted of brief activity and introduction to The Teaching Standards Framework (TSF: [teachingframework.edu.au](http://teachingframework.edu.au)).

#### Activity: Best Online Teaching Moment

Summary of group activities (from pink cards):

- Global Access and Learning opportunities

- Connection | Engagement | Levels of Student Support
- Collaboration | Connection | Convenience | Student-Centred
- Student positive experience of online learning | engagement with their learning
- To enable student to develop as a whole: i.e. skills, confidence, thinking at a deeper level

I have adapted three as the motto for this report (see header).

## Draft Standards v0.1.

Summaries (from pink cards) with no attempt to combine, supplement or otherwise alter the content (although see below for notes on round table discussion). Further, no attempt has been made to organise the criteria other than to place same/similar criteria together. The Fellow to explore organisation principles—one possibility is to use Belinda's elements of quality (e.g. Fit for purpose, Excellent, Transformative)—and formatting options (see Figures 1, 2 and 3 below: *Standards Format*).

### **Interaction** (all kinds)

Amount of communication tools

Levels of learning activity

### **Student Engagement - 1**

Students are active contributors

Evidence = tracking of student participation

A: Students make an original contribution during study period

E: Students initiate and take ownership of learning activities

### **Student Engagement - 2**

Evidence: Student feedback (e.g. AUSSE Survey)

Evidence 2: Student Success

### **Engagement and Feedback**

A: engaged staff and students measured through Learning Assessments

E: better numbers than under the acceptable standards

### **Feedback**

Closed feedback loop embedded in assessment

### **Just in time constructive feedback**

Student Feedback

Staff respond within set time

### **Student Support - 1**

Evidence: retention and progression rates

Evidence 2: support systems (e.g. administration, well being, etc).

### **Student Support - 2**

A: Stable retention rate

E: Improving retention rate

Standards for Online Education (SOE)

**Appropriate Support Structures (LMS)**

A: Functional, consistent and stable

E: Adaptive, responsive and futuristic

**Deep Learning**

A: Alignment between assessment and learning outcomes

E: Active creation of activities and content by students

**Relevant Curriculum**

Regular review of programs – peer review

Stakeholder involvement

Accreditation (where relevant) | Graduate employment and HDR

**Curriculum**

A: Meets minimum standards as defined by L&T Committee

**Infrastructure**

A: No (planned) systems outages during periods of intense activity

E: Seamless experience

**Staff Trained and Professional**

Good communicators | Committed to continual online development

A: Trained and Committed

E: Qualified and engaged in ongoing online development

**Staff Capability**

A: user maturity model – all at acceptable level

E: a/a: all excellent

**Encompass Diversity**

Student feedback on meeting a range of their needs

A: Modes of delivery and technology used

E: Meets world standards of accessibility

**Diversity of Materials (skills and media)**

Alignment of media and delivery modes with learning outcomes

**QA-QE Cycle**

A: review cycle

E: Review cycle with implementation

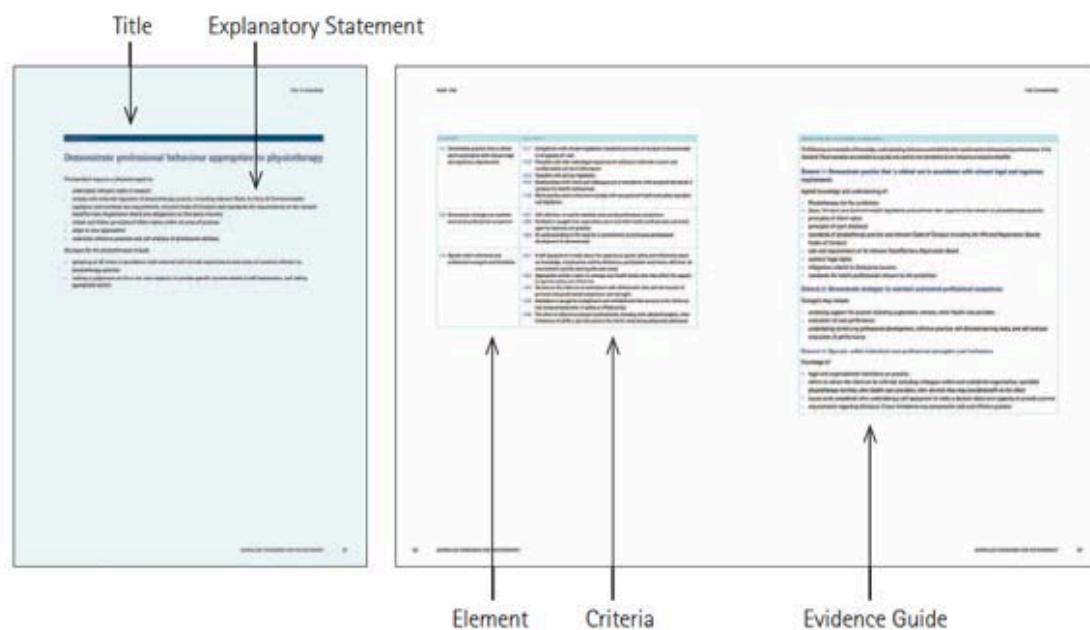
**Resources**

A: available and accessible; updated; including rich media

E: Wow! Depth and transformative

## Standards Format

Figures 1-3 show different means of formatting and displaying standards. Figure 1 shows the format of the Australian Standards for Physiotherapy (ASP). The ASP standards are presented in uniform format “with a title, explanatory statement, elements and criteria, with the facing pages detailing examples of evidence that will allow the Standards to be met” (ASP, p. 14). The elements are the key outcomes of each standard, the criteria describe the actions, demonstration and levels of performance demanded for each element, while the evidence, which is provided on the facing page, provides detailed information to help interpret the elements and criteria.



**Figure 2:** Format of the ASP Standards (ASP, p. 14)

Figure 2 shows the format of the National Teaching Standards. These standards display four stages: graduate teacher, professional competence, professional accomplishment and professional leadership.

ELEMENT 1 TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS				
ASPECT	KEY STAGE			
	GRADUATE TEACHER	PROFESSIONAL COMPETENCE	PROFESSIONAL ACCOMPLISHMENT	PROFESSIONAL LEADERSHIP
Knowledge of subject content	1.1.1 Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s).	1.2.1 Apply and use knowledge of the content/discipline(s) through effective, content-rich, teaching activities and programs relevant to the stage.	1.3.1 Exhibit and share comprehensive knowledge of the content/discipline(s) with other teachers to develop exemplary, content-rich, teaching activities and programs.	1.4.1 Initiate or lead the development of policies, programs and processes that advance students' learning through the use of high-level knowledge of the content/discipline(s) taught.
Knowledge of pedagogy	1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.	1.2.2 Apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students.	1.3.2 Mentor colleagues to ensure that classroom programs and teaching strategies are pedagogically sound and research-based.	1.4.2 Initiate or lead the development of pedagogically-sound, research-based and effective policies, programs and processes.

Figure 3: Format of National Teaching Standards

Figure 3 shows the format of the TSF. This format has 4 levels of accomplishment: yes; yes, but; no and not applicable.

#### 1. Teaching

THEMES	FOCUS AREAS	CRITERIA	PERFORMANCE INDICATORS (EXAMPLES)	ASSESSMENT				AREAS OF EXCELLENCE	AREAS FOR DEVELOPMENT	REPORT
				Yes	Yes, but	No	N/A			
1. TEACHING	Management Responsibilities	Senior authority with university-wide oversight of learning and teaching	Deputy Vice-Chancellor (Academic) or equivalent with responsibility for learning and teaching in job description.					<To be entered by institutions>	<To be entered by institutions>	<Provide details of the institutional context and the evidence used to determine the assessment>
		University academic structure facilitates quality learning and teaching	Faculties, departments and disciplines are organised in a clear and systematic way with appropriate leadership structures with clearly defined roles.							
		Inter-faculty quality assurance and quality enhancement process for learning and teaching	Committee reporting to academic board (or equivalent) with responsibility for learning and teaching in terms of reference.							
		Faculty quality assurance and quality enhancement process for learning and teaching	Reporting line within faculty for learning and teaching (eg dedicated learning and teaching committee with appropriate terms of reference and/or an associate dean with an appropriate job description).							
		Departmental quality assurance and quality enhancement process for learning and teaching	Reporting line within department for learning and teaching (eg through a dedicated learning and teaching committee with appropriate terms of reference and/or a department learning and teaching director with an appropriate job description).							
		<Institution-specific criteria (optional)>	<Click to enter>							

Figure 4: Format of the TSF

## Fellowship: Summary of proposed approach and outcomes

The fellowship will develop standards for distance learning. The standards will be evaluated for use in self-assessment and collegial peer review. The potential of the standards for intra- and inter-institutional benchmarking will also be assessed. The standards will be explicitly and deliberately aligned with the TEQSA Standards Framework and sensitive to the specific context of distance learning. The fellowship employs a collaborative approach. Both the standards and the peer review process will be tested at (at least) six universities. The fellowship will produce three core deliverables:

- Standards for distance learning;
- Self-assessment of Macquarie University against the standards (and an analysis of the potential for intra- and inter-institutional benchmarking); and,
- Protocols on the use of standards in collegial peer review.

## Notes

### Standards Workshop

Mitch played an electronic version of the “Welcome to Country” and outlined the program for the day.

### Activity 1

Each participant captured their best online L&T moment on an index card. These moments were then shared within their respective groups and common themes were identified and recorded on a summary index card (see above). Discussion of these themes highlighted that students do not necessarily experience distance and online learning as better than face-to-face learning, but as relevant to each individual learner

### Teaching Standards Framework

Bronwyn Kosman introduced the Teaching Standards Framework, which has been tested at 12 universities. Project 1 aimed to develop the framework’s structure and content. Project 2 aimed to create an online version of the framework developed in Project 1. Bronwyn demonstrated the framework and pointed out the following.

- The online version of the framework is currently hosted on the MQ website, but is fully customisable to each organisation;
- It works well with all browsers, except Windows Explorer;
- Login is specific to different levels of confidentiality;
- Themes and criteria can be customised;
- The framework is intended to stimulate discussion and requires institutional oversight;
- All information entered into the framework is double encrypted for data security;
- It can be run locally or interested institutions can request an account, for which they will be charged \$500 / institution.

The following issues were raised and discussed:

- How does the Teaching Standards Framework intersect with other already existing frameworks? Unlike the ACODE Benchmarks and the e Maturity Model, which are specifically designed for distance education, the TSF is not, but can easily be adapted. It could be beneficial to use a more general framework because it would position distance and online learning within the institutional context and mapping against institutional standards could yield interesting results.



- Customisation would make benchmarking across institutions difficult. The ability to benchmark is an important factor.
- How does the TSF relate to TEQSA Standards? Bronwyn explained that it is hoped that TEQSA will accept the TSF as their standards.

## Quality Workshop

### Elements of quality online teaching

Each participant listed their top 5 elements on one index card each. Each group was then asked to decide on the top 5 elements and eliminate the remaining elements. Interestingly, every single group felt unable to eliminate any of their elements. Instead, they grouped them into piles. In response, Mitch asked each group to write a summary of what is in each pile onto a pink index card.

For each of the elements on these pink cards, groups then identified 2 possible standards: one acceptable (minimum) standard and one denoting excellence.

Groups then reported back to the whole group bearing in mind whether:

- an institution would actually be able to provide evidence for any of these elements;
- whether it helps educators to improve;
- whether institutions would be prepared to share this information.

	Round 1	Round 2
Group 1	<b>Element:</b> review programs <b>Indicators:</b> <ul style="list-style-type: none"> <li>• peer review of programs</li> <li>• Stakeholder involvement, particularly in the context of accreditation</li> <li>• Graduate employment and HDR pathways</li> </ul> Discussion raised	<b>Element:</b> diversity of materials <b>Indicators:</b> Feedback to students Timing of feedback Closed feedback loops Instead of “constructive” feedback (constructive for who?), the term “usable” feedback was preferred.
Group 2	<b>Element:</b> infrastructure (robust IT system) <b>Indicators:</b> <ul style="list-style-type: none"> <li>• Acceptable: No planned system outages</li> <li>• Excellence: Seamless experience</li> </ul> Indicators refer to reliability around core services, not necessarily add-ons. System should be adaptive, responsive and futuristic (“1 step ahead). However, it should not leave students behind and requires staff training.	<b>Element:</b> student support (counselling, academic writing support, resources) <b>Indicators:</b> <ul style="list-style-type: none"> <li>• Acceptable: stable retention rate</li> <li>• Excellence: improving retention rate</li> </ul> This would require benchmarking across institutions and might be difficult to achieve, because institutions might not want to share this information.

Group 3	<p><b>Element:</b> staffing – trained professionals</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Acceptable: trained and committed</li> <li>• Excellence: qualified and engaged in online development</li> </ul> <p>What could evidence “commitment”? → student feedback, information available from LMS (what is being used and what pedagogical area is supported)</p>	<p><b>Element:</b> students ???</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Acceptable: student makes an original contribution in a study period</li> <li>• Excellence: students initiate and take over learning activities</li> </ul> <p>The term “original” was questioned because of its research connotations. It was defined as</p> <ul style="list-style-type: none"> <li>• adding to discussions, NOT repeating what has been said</li> <li>• Creative in their response</li> <li>• Engaged with content</li> </ul>
Group 4	<p><b>Element:</b> encompassing diversity</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Acceptable: student needs are met as evidenced by student feedback</li> <li>• Excellence: wide range of technology used in delivery</li> </ul> <p>The level of accessibility would serve as evidence. Potentially there could be tension between new technology and accessibility, the answer lies in the design of the learning experience. In addition, expectations need to be made clear.</p>	<p><b>Element:</b> specific measurable outcomes</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Cyclical review process</li> <li>• Attrition and success rates</li> </ul>
Group 5	<p><b>Element:</b> structured predictable environment</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Worst case: confusing, inaccessible environment</li> <li>• Acceptable: elements are connected and aligned</li> <li>• Excellence: high level of flow between elements</li> </ul> <p>Evidenced by ratings from students</p>	<p><b>Element:</b> learning, teaching and assessment</p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Acceptable: student judge whether they are engaged and whether they want to keep going</li> <li>• Excellence: peers will judge student outcomes</li> </ul>

**Close**

Mitch outlined the next steps:

- Information on index cards and meeting notes will be written up and sent out to all participants for correction of errors
- All participants will be named as contributors on developed Standards

## Appendix B: Quality Conversations Flier Template

The following is the template for the flier used for all Quality Conversations workshops. Minor modification to formatting has been made for consistency and images used for purely aesthetics reasons have been removed.

Quality Conversations: A Collegial Approach to Quality and Standards for Online Education

**[[INSERT TIME AND LOCATION]]**

TEQSA are clear that online programs need to be equivalent to face-to-face offerings. But what does equivalent mean? If offerings are to be of an equivalent quality, what are the characteristics of a quality online program? What standards does an online offering need to meet?

In a series of workshops across Australia, Office for Learning and Teaching National Teaching Fellow Dr Mitch Parsell will seek broad sector input into what constitutes quality online offerings. The end result will be a standards-based framework – the Standards for Online Education framework.

All participants will be given an opportunity to contribute to, and, if desired, be officially named as a co-author of, the Standards for Online Education framework.

### About the workshop

The [[INSERT UNIVERSITY]] workshop will provide a collegial space for exploring quality and standards for online education. The workshops will be participant driven and depending on interest will (i) explore the characteristics of quality online course design; (ii) engage in collaborative peer review of online offerings; (iii) benchmark offerings and institutional support for online education with colleagues from other faculties.

### Who should attend?

The workshops will be of interest to practitioners and leaders of online education. It will be particularly beneficial to those engaged in designing and delivering online offerings, as well as institutional leaders involved in quality enhancement or assurance of online units/programs.

### About the facilitator

Dr Mitch Parsell is an Office for Learning and Teaching National Teaching Fellow and the Associate Dean, Learning and Teaching for the Faculty of Human Sciences at Macquarie University. Parsell led the external reviews of the Faculty of Arts Open Universities Australia offerings and the review of education at The Australian School of Advanced Medicine. He is joint editor with Professor Judyth Sachs (Provost, MQ) of Peer Review of Learning and Teaching in Higher Education: International Perspectives that is forthcoming in the Professional Learning and Development in Schools and Higher Education series (Springer).

**Dr Mitch Parsell**  
Macquarie University  
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0433 686 121

# Appendix C: Example Handouts from Workshop at JCU (December 2013)

<<http://www.onlinestandards.net>>

**Mitch Parsell**  
OLT National Teaching Fellow  
Associate Dean Learning and Teaching  
Faculty of Human Sciences  
Macquarie University  
<[mitch.parsell@mq.edu.au](mailto:mitch.parsell@mq.edu.au)>

## Quality Conversations Workshop: JCU

December 2013

### Workshop Goals

- Discuss the characteristics of quality online units and programs
- Understand TESQA's position on online education
- Explore the draft Standards for Online Education Framework

### Agenda

- Presentation: Background
- Activity: Online Quality
- Presentation: The Standards
- Activity: Using the Standards
- Presentation: Wrap-up

#### Useful Links:

Higher Education Standards Framework (Threshold Standards) 2011

<<http://www.comlaw.gov.au/Series/F2012L00003>>

Higher Education Standards Panel

<<http://www.hestandards.gov.au>>

The Tertiary Education Quality and Standards Agency (TEQSA)

<<http://www.teqsa.gov.au>>

eLearning and compliance with the Threshold Standards (TEQSA)

<<http://www.teqsa.gov.au/sites/default/files/TEQSAeLearningInformationSheet.pdf>>

Teaching Standards Framework

<<http://teachingframework.edu.au>>

## Activity One: Online Quality

**Context:** Provider Course Accreditation Standard 1.9: “The course of study is designed to ensure equivalent student learning outcomes regardless of a student’s place or mode of study” (Threshold Standards, 2011, p.14).

What are the characteristics of a quality online unit/program?

## Activity Two: Online Quality

**Brainstorming:** Keith Sawyer (Washington University): “Decades of research have consistently shown that brainstorming groups think of far fewer ideas than the same number of people who work alone and later pool their ideas.” (**The New Yorker** 30/01/2012 <[http://www.newyorker.com/reporting/2012/01/30/120130fa\\_fact\\_lehrer](http://www.newyorker.com/reporting/2012/01/30/120130fa_fact_lehrer)>

What are the characteristics of a quality online unit/program?

This is an indicative example of a complete activity form.

Group Work - @mously

### Activity Two: Online Quality

**Brainstorming:** Keith Sawyer (Washington University): “Decades of research have consistently shown that brainstorming groups think of far fewer ideas than the same number of people who work alone and later pool their ideas.” (**The New Yorker** 30/01/2012 <[http://www.newyorker.com/reporting/2012/01/30/120130fa\\_fact\\_lehrer](http://www.newyorker.com/reporting/2012/01/30/120130fa_fact_lehrer)>

What are the characteristics of a quality online unit/program?

Course outline

- INTEGRITY - The state of being whole & undivided
- Accessibility - where course is offered in 'online format'
- Engaging, content & resources (authentic (real life) objectives) ⇒ Outcomes. (Mike ⇒ alignment)
- (Need to be thinking about Alignment + Accessibility)
- Rich, deep, clear + meaningful aligned course outcomes.

equivalence · input throughput output } Course Outline (Conduct)

## Appendix D: Feedback form used for workshop

The following is the feedback form used for workshops. The form used for the symposium was the same except it did not include Question 7: **Need for the workshop**. This was added after the symposium on advice of OLT representatives present.

### Participant Feedback Form

**Name of Activity:**     **Quality Conversations (JCU)**

**Date of Activity:**     **December 2013**

**Part A:**     (Please indicate your level of satisfaction with each of the following by **filling in one of the circles on the five point scales** provided. Ratings of 0, 1, or 2 mean that to varying extents you were Dissatisfied with the course. Ratings of 3 4 or 5 mean that to varying extents you were Satisfied with the course).

Satisfied		Totally Dissatisfied				Totally	
		0	1	2	3	4	5
<b>How satisfied are you with the:</b>							
<b>1. Organisation/administration of the workshop</b>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:							
<b>2. Content covered</b>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:							
<b>3. Method(s) used</b> (e.g., small group activities, presentations, case studies)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:							
<b>4. Quality of resource materials provided</b>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:							

<b>5. Facilitator performance</b>  Comments:	O	O	O	O	O	O
<b>6. Usefulness of the workshop</b>  Comments:	O	O	O	O	O	O
<b>7. Need for the workshop</b>  Comments:	O	O	O	O	O	O
<b>8. Overall, how would you rate your level of satisfaction with this workshop?</b>  Comments:	O	O	O	O	O	O



**9. What do you consider were the STRENGTHS of this workshop?**

**10. What do you consider were the WEAKNESSES of this workshop?**

**11. In what ways could the workshop be improved?**

## Appendix E: Workshop Outcomes Debriefs

Then following contains a condensed version of the outcome summary documents for all workshops. Condensing has been used to reduce repetition. Also note that formatting has been modified and images removed.

### RMIT

Monday 5 August 2013

#### Summary

29 delegates from 3 institutions (RMIT, La Trobe and Deakin) attended the half-day session. Participants made four key recommendations:

- Include Standards on Alignment, Assessment and Feedback;
- Remove the Unsatisfactory level;
- The Fellow to consider including indicative statements of the excellent level; and,
- The Fellow to consider a website (including blog) which details the evolution of the Standards.

#### Evaluation

For scores on satisfaction sheet please see evaluation section above. Participant 3 commented: I would like to see an online working document that evolves as the standards are developed and the workshops done. This suggestion has been included in the recommendations. A number of participants included suggestions for improving future workshops (e.g. include formal introduction from participants; clearer agenda; warning participants that Fellow would like to keep activity index cards). These suggestions have been implemented.

#### Background Presentation

##### **Slide: TEQSA**

Purpose: to ensure that students receive a high quality education at any Australian higher education provider (<http://www.teqsa.gov.au/>).

Remit: all higher education awards (diploma and above) in Australia.

##### **Slide: MOOCs**

Does not apply to MOOCs except ...

When a provider recognises a MOOC in the form of course credit or advanced standing towards a degree then the TEQSA Act is directly relevant (eLearning FAQ, March 2013, p. 1)

##### **Slide: Mode Agnostic**

The TEQSA Act does apply to online units.

"The TEQSA Act supports multiple means through which higher education can be delivered. Providers are required to demonstrate that outcomes for students will be achieved, whatever the chosen method of delivery." (eLearning FAQ, March 2013, p. 1).

Provider Course Accreditation Standard 1.9: "The course of study is designed to ensure equivalent student learning outcomes regardless of a student's place or mode of study" (Threshold Standards, 2011, p.14).

##### **Slide: Equivalence**

Equivalent learning outcomes regardless of mode of study

## Activity

Summaries cards with no attempt to combine, supplement or otherwise alter the content (groups in random order).

### Group One

Learning Design: Learning outcomes are aligned with learning activities and assessment (Threshold)

Discipline: Discipline specific learning environment (Threshold)

Learning space (online): User friendly, intuitive seamless space (Threshold)

### Group Two

Use of the affordances of the technology to provide a continuous feedback loop.

Unacceptable: no feedback

Threshold: monthly feedback

Good: weekly feedback

Excellent: daily

### Group Three

Ensure learners are provided with timely feedback with which to adjust their learning behaviours in order to demonstrate the learning objectives.

### Group Four

Student centred and fit for purpose

Student Centred: A well-designed student centred course that uses the affordances of the technology to engage and help students achieve learning outcomes in empowering and transformational ways

### Group Five

Alignment: Constructive alignment between learning outcomes, learning activities and assessment that provides engaging, meaningful and flexible experiences for students.

Organisational: The institution provides strategic leadership, clear curriculum standards, professional development, readily available support, resources access and adequate time allocation for staff.

Workload: workload allocation should include adequate time for development, course maintenance and re-development and student consultation based on student numbers

### Group Six

The choice of the technology is suitable for the student learning outcomes:

Unacceptable: None; high risk for the students

Threshold: A limited variety of online activities

Good: A variety of online interactive activities

Excellent: The choice of technology has enabled transformed student learning outcomes

## In Attendance

Andrea Chester  
Kate Coleman  
Sean Rawani  
Marc Cohen  
Pauline Porcaro  
Nikki Phillips  
Jenni Woods  
Zosh Pawlaczek  
Jenny Sim  
Roger Hadgraft

Geoff Crisp  
Kylie O'Brien  
Ann Parkman  
Bronwyn Clarke  
Susan Trigg  
Meaghan Botterill  
Garry L. Allan  
Seymour Jacobson  
Marian Dobos  
Laurine Hurley

Helen Forbes  
Anthony Gilding  
Fiona Peterson  
Erika Beljaars-Harris  
Tass Katsoulidis  
Sathiya Gopal  
Andrew Buntine  
Spiros Soulis  
Liza Oates

# Monash

Tuesday 6 August 2013

## Summary

29 delegates attended the 90-minute session. Participants made two key recommendations:

- Include Standards on Alignment, Assessment and Feedback; and,
- The Fellow to reconsider the presently proposed levels of attainment.

## Agenda

The agenda proceed as for RMIT above. An edited video of the workshop is available here: <http://www.youtube.com/watch?v=iyprGugujqQ&feature=youtu.be>

## Evaluation

For scores on satisfaction sheet please see evaluation section above. A number of participants included suggestions for improving future workshops (e.g. more time, greater group discussion as opposed to small group work, a clearer focus on institutional issues, clearer statement of purpose at outset, explain how the standards were derived, etc.). These suggestions have been implemented.

## Activity

Ten randomly chosen cards with no attempt to combine, supplement or otherwise alter the content (in random order).

### **1. What is a quality online unit?**

- In an online unit students can demonstrate learning outcomes
- Are offered opportunities to engage
- Are provided with clear mechanisms for accessing personal support
- There are a variety of ways in which they can engage
- There is a clear communication strategy/specifications

### **2. An engaging interactive community of learning that enables a personal and collaborative approach to fulfilling learning objectives**

### **3. Using the strengths of the technology to equitably and flexibly achieve learning outcomes**

### **4. It satisfies the learning outcomes of the unit while accommodating the characteristic of the particular mode of offering**

### **5. Online Quality**

- Good teaching evaluations

- Good communication with students
- Full range of resources put online
- Popular unit for students
- Good marks and works by enrolled students

**6. An engaging interactive community of learning that enables a personal and collaborative approach to fulfilling learning outcomes**

**7. It satisfies the learning outcomes of the offering while accommodating the characteristics of parameters of the particular offering**

**8. It creates a sense of belonging**

**9. A quality offering:**

- Meets the needs of the learner
- Meets the needs of the relevant industry/employer
- Student retention/completion

**10. Quality online offering:**

- Unit is clearly structured with learning outcomes clearly stated and coherent
- Teacher provides support, feedback and is approachable
- Activities are aligned with learning outcomes and assessment
- Assessment specifics are clear with marking rubric
- LMS easy to navigate and clearly structured/organised

**In Attendance**

Angela Carbone  
Andrea Bryce  
Damian Thomson  
Jennifer Newton  
Lynne Mayne  
Kylie Lind-Rook  
Erica Brady  
Phillip Dawson  
Jan Coles  
Geoff Rose

Gerrie Roberts  
Evelyn Volders  
Yvonne Hodgson  
Sharmini Sherrard  
Kirstie Galbraith  
Umang Mehta  
Josephine Hook  
Debra McCormick  
Roger Chao  
Sarah Jansen

Melinda Cashen  
Cameron Nichol  
Kevin Argus  
Jason Ceddia  
Damian Gleeson  
Sarah Higginbotham  
Colin Jevons  
Joanne Rae  
Judy Sheard

# University of South Australia

Thursday 29th August 2013

## Summary

26 delegates attended the two-hour session. Participants made four key recommendations:

- The Fellow needs to recognise the political dimensions of QA and QE;
- The Fellow to consider using mobile devices or laptops to enable the provision of real time interactive engagement and feedback;
- The Fellow to consider whether the Threshold and Good levels of attainment are at a sufficiently high level; and,
- The Threshold level to include greater articulation of required characteristics beyond their mere presence (e.g. relevant training, etc.)

## Agenda

As per RMIT above.

## Evaluation

For scores on satisfaction sheet please see evaluation section above. Participant 3 appreciated the “Chance to engage in constructive discussion across levels of management and professions in the university, and influence things locally and nationally.” Participant 4 highlighted the need for “a more nuanced awareness of the political dimensions of QA and QE.” This has been included in the key recommendations. Participant 12 requested the use of “mobile devices or laptops to provide real time interactive engagement and feedback.” This has been included in the recommendations. A number of participants included suggestions for improving future workshops (e.g. be clearer about the different coloured folders, more consideration to discipline differences). These suggestions will be implemented.

## Activity

Outcome of activity two (blue folder) with no attempt to combine, supplement or otherwise alter the content (groups in random order).

### **Group One**

Explicit presentation of information/course content that is purposefully structured to support accessibility (this has several meanings).

### **Group Two**

Learning outcomes are achieved.

### **Group Three**

One that provides valuable knowledge in a safe, flexible, progressive learning environment.

### **Group Four**

Coherent, interesting, motivational and relevant use of scaffold and engaging assessment activities aligned with learning outcomes that acknowledge/utilize the multimodality of the online environment.

### **Group Five**

Promotes active learning through accessible, interactive, self-guided, community-engaged activities.

## **Group Six**

Challenges and supports the development of students' learning needs.

### **In Attendance**

Dr Sandy Barker, Lecturer, School of Management  
Dr Chris Brisbin, Lecturer, School of Art, Architecture and Design  
A/Prof Janet Bryan, Associate Head of School: Teaching & Learning / Senior Lecturer, School of Psychology, Social Work and Social Policy  
Darren Fong, Lecturer, School of Art, Architecture and Design  
Prof Margaret Hicks, Director : Learning and Teaching, Learning and Teaching Unit  
Mr Nicholas Jackson, Online Educational Designer, Information Technology Engineering and the Environment Divisional Office  
Prof Patrick James, Professor: Teaching and Learning Initiatives, Information Technology Engineering and the Environment Divisional Office  
Ms Tracey Johnson, Online Educational Designer, Education Arts and Social Sciences Divisional Office  
Dr Ben Kehrwald, Academic Developer, School of Education  
Mr Bill Lucas, Senior Lecturer, School of Education  
Ms Kirstin Marks, Language and Learning Adviser, Teaching and Learning Services, Learning and Teaching Unit  
Dr Nayana Parange, Program Director: Medical Sonography, School of Health Sciences  
Mr Wayne Pedder, Manager: Technology Enhanced Learning, Technology Enhanced Learning, Learning and Teaching Unit  
Ms Angela Powell, Tutor, School of Psychology, Social Work and Social Policy  
Dr Diana Quinn, Senior Lecturer: Academic Development, Information Technology Engineering and the Environment Divisional Office  
Ms Pramila Rathore, OUA Online Adviser, Information Technology Engineering and the Environment Divisional Office  
Dr Ian Reid, Alumnus  
Dr Gavin Sanderson, Senior Lecturer: Academic Development, Teaching and Learning Services, Learning and Teaching Unit  
Miss Zorka Simic, Language and Learning Adviser, Teaching and Learning Services, Learning and Teaching Unit  
Dr Colleen Smith, Associate Head of School: Academic, School of Nursing and Midwifery  
Mr Simon Smith, Online Educational Designer, Business Services  
Mr Matt Stanton, SA Institute of Business and Technology  
Ms Hayley Timms, Online Educational Designer, Health Sciences Divisional Office  
Prof Vicki Waye, Dean: Teaching and Learning, UniSA Business School  
Ms Jennifer Williams, Lecturer, School of Art, Architecture and Design  
Dr Wing Au, Senior Lecturer, School of Education

# The University of Newcastle

Tuesday 5th November 2013

## Evaluation

For scores on satisfaction sheet please see evaluation section above. Five participants asked for more time with participant 13 noting it would help with the “deconstruction of discordant thinking.” Participant 5 called for more concrete examples of good and bad practice (similarly participant 15 asked for an “extension of the workshop to discuss the specifics of how to approach online teaching”), while participant 5 asked for smaller groups. Both of these recommendations—concrete examples and smaller groups—will be implemented in future sessions.

## Activity

Outcome of activity two with no attempt to combine, supplement or otherwise alter the content (groups in random order).

### Group One

Supports a sense of learning community in an intuitive electronic environment

Professionally guided/facilitated active online learning

### Group Two

Well designed to engage

Significant student-centred learning

### Group Three

The technology facilitates the seamless delivery of a pedagogically sound learning experience

## In Attendance

Chen, Janny  
Davis, Jodie  
Irwin, Evonne  
Lipsett, Joe  
McComb, Vivien  
Phelan, Liam  
Sher, Willy  
Stuart, Graeme

Clark, Helene  
Goode, Elizabeth  
Juratowitch, Laura  
May, Josephine  
Osborn, Judy-anne  
Rodrigs, Marcus  
Stanton, Patricia  
Tessier, John

Cooper, Sharon  
Harris, Keith  
Kepert, Andrew  
McBain, Bonnie  
Parsons, Kim  
Rossiter, Rachel  
St George, Jennifer  
Watson, Michelle



# University of the Sunshine Coast

November 27th 2013

## Evaluation

For scores on satisfaction sheet please see evaluation section above. Some participants asked for more time, with participant 1 explicitly saying, “these discussions should continue.” A large number of participants highlighted the interactive nature of the workshop as a particular strength. Participant 10 applauded his/her colleagues: “they were engaged and interested in moving the ideas forward.” Some participants linked the interactive nature of the workshop to practical outcomes. Participant 12 said “got me thinking and discussing - things that are relevant to me de-constructing/reconstructing my course this semester”, while participant 3 noted it was “valuable for my future preparation of online courses.” Participant 1 raised an interesting point: “Felt [the workshop] was data collection rather than dissemination.”

## Activity

Outcome of activity with no attempt to combine, supplement or otherwise alter the content (groups in random order).

### Group One

Explicit presentation of information/course content that is purposefully structured to support accessibility (this has several meanings).

### Group Two

Learning outcomes are achieved.

### Group Three

One that provides valuable knowledge in a safe, flexible, progressive learning environment.

### Group Four

Coherent, interesting, motivational and relevant use of scaffold and engaging assessment activities aligned with learning outcomes that acknowledge/utilize the multimodality of the online environment.

### Group Five

Promotes active learning through accessible, interactive, self-guided, community-engaged activities.

### Group Six

Challenges and supports the development of students’ learning needs.

## In Attendance

Ann Moir-Bussy  
Theresa Ashford  
Johanna Rosier  
Dericka Frost  
Ulrike Keyssner

Anita Hamilton  
Sherree Roy  
Donald Mackay  
Pamela Wardner  
Dean Ernst

Julie Hanson  
Christopher Morgan  
Harriot Beazley  
Ian Wright  
Lynne Stuart

# James Cook University

December 10th 2013

## Evaluation

For scores on satisfaction sheet please see evaluation section above. A number of participants highlighted the interactive style as a particular strength of the workshop. Similarly, some participants noted the practical value of the workshop: participant 4 stated that they are “feeling positive about the way forward in using the standards”, while participant 6 noted that “[t]he standards will be a useful starting point for conversations with course teams”. A number of participants requested examples of each standard, especially of the excellent level of attainment. Insightfully, participant 8 stated the workshop could be improved by an “[a]ctivity on developing criteria around the standards [and] benchmarking what is actually occurring online” – both of which are activities that occur in the longer (half-day) version of the workshop.

## Activity

Outcome of activity with no attempt to combine, supplement or otherwise alter the content (groups in random order).

### Group One

A well-designed framework that outlines the teaching and learning approach at subject level, with clear links to the overall course design

### Group Two

Pedagogically sound use of technology

### Group Three

A focus on structuring sound pedagogical relationships incorporating a sense of belonging

Strong communication channels conveying expectations (two-way)

### Group Four

[Not obtained – facilitator error]

## In Attendance

Cecily Knight  
Kellie Johns  
Glenn Harrison  
Maree Dinan Thompson  
Mandy Shircore  
Gil Cowden  
Janet Buchan

Helen McDonald  
Kerry Russo  
Camilla Strom  
Simone Marsiglio  
Sue Crocker  
Jo Balatti  
Fiona Navin

Sean Johnson  
Andrea Lynch  
Lisa Wescott  
Jason Holdsworth  
Ben Jacobsen  
Sally Kift  
Lynne Zeldenryk