Distance learning is to stay after the pandemic: will it impact rankings?

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1. Learning is changing: online was on the spotlight
Online Education in the framework of Higher Ed (2018)

- Online education is continuously growing
- Skepticism from some academics persists
- Emergence of low cost providers is questioning its quality for further purposes
- International rankings do not consider online education
- Despite of all the QA tools, quality of online education remains under suspicion
• Lack of rankings for online education

• General rankings criteria harm online education institutions

• Some rankings are becoming too sensitive to the online education dimension

2. ... And a pandemic arrived: and online become to be in the spotlight even more
“When we thought we had all the answers, suddenly, all the questions were changed.”

Mario Benedetti
Some (provisory) lessons from the pandemic

- Maybe in different forms, this could happen again and we have to avoid the interruption of education
- We did our best, but some things can be done much better
- Digital growth has resulted in the only feasible solution
- The digital divide is still a great barrier
- Remote teaching was not online education*
- Hybridization of learning is already there

3. Online education: the emperor’s new clothes
Online education is a fuzzy concept

Its definition depends of everyone’s use

- Traditional distance education using new technologies
- E-learning, with a strong technology-based approach
- It implies synchronous and asynchronous solutions, … or maybe not
- It can be understood as a simple replica of classroom lectures, usually based on video-lectures; as a PDF delivery model; or as an accessible repository of documents

- All this leads to considerable confusion for those people who are really interested in it for the first time.

What is quality online education

It is:

- Planned
- Organized
- Demanding
- Responsible

Strategic

It allows:

- Flexibility (Burge, Campbell Gibson & Gibson, 2011)
- Personalization (Buchem, Attwell & Torres-Kompen, 2011)
- Interaction (Garrison & Anderson, 2011)
- Collaboration (Dillenbourg, 1999; Guitert, 2013)

It becomes:

- Sustainable
- Assessable
- Innovative

Source: Bates & Sangrà, 2011

Source: UOC. Educational model.
Mobilising learning

- Access to content
  - Multiple formats
  - Diversified technology

- Collaboration
- Teamwork
- Knowledge building
- Sense of group

- Support
  - Guidance
  - Interaction

- Activity-based Participation/Engagement
- Continuous assessment
4. Moving to hybrid models
● University has to keep being *in-presence*.

● But some universities have experienced **new approaches for teaching and learning**, and some have succeed.
Conditions for a strong hybrid model

A hybrid model designed from a different look
(Lage, Platt, & Treglia, 2000; Bates & Sangrà, 2011)

Dissociating time
(Barberà, Gros, & Kirchner, 2014; Hrastinski, 2008; Tynan, Ryan, & Lamont-Mills, 2015)

Autonomy and self-regulation growth: the job of learning
(Zimmerman, 2008)

A formative, continuous and diversified assessment
(Gibbs, 2006; McCallum & Milner, 2021)
5. Closing remarks
Warning: do not replicate in-presence classroom teaching

The copy is always worse than the original

Given different contexts, different combination of strategies
- I’m afraid things will come back as they were even if the context is quite different

- Rankings should take into consideration what “quality online or hybrid education” mean
Warning: do not replicate in-presence classroom teaching
The copy is always worse than the original
Given different contexts, different combination of strategies

How much have we learnt from the pandemic situation?
Supporting resources created because of the pandemic

Docencia no presencial de emergencia
Emergency remote teaching

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ALBERT SANGRÀ (COORD.)

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