

4章 MOOC についての各国政府・機関等の取組状況

4.1. オンラインコースの質保証：米国における動向

以前の報告書において、通学制大学にあっては e ラーニングやブレンデッド学習が拡大し、通信制大学にあっては e ラーニングによる遠隔教育が主流になるにともない、学習や授業の形態においては、両者の差異は従来ほど大きなものではなくなった状況を分析した（2010 年度報告書）。その後、MOOC (Massive Open Online Course) 等の出現によって、コース認証の可能性が示唆されるとともに、大学等の高等教育機関がもっていた教育機能が分解され、大学や学校以外の機関がその一部の機能をにう状況が出現しつつあるとされる。高等教育における新たな動向にどう対応すべきか、認証の在り方に関する最新の議論を報告する。

4.1.1 CHEA2014 大会出席報告

The Council on Higher Education Accreditation (CHEA、<http://www.chea.org/>)は、60 の認証機関 (CHEA あるいは連邦教育省の「認定」(レコグニッション、recognition) を受けたもの) および約 3000 の大学からなる NGO であり、認証 (アクレディテーション) 機関の精査 (scrutiny) をおこなう。CHEA は毎年 1 月に大会を開催しており、最新のトピックが報告される。また、その部会である、CHEA International Quality Group の年次大会も前後に開催され、各国からの参加者によって、国際的な情報共有も図られる。

CHEA 2014 Annual Conference および CHEA International Quality Group Annual Meeting (CIQG) は、2014 年は 1 月 27-30 日、米国・ワシントン DC・Capital Hilton Hotel で開催された。前年度と大きな相違は、流行語であった MOOC が発表題目に 1 つも見当たらなかったことであった。いくつかの報告書 (例えば、Gartner レポート、2013 年 7 月) が指摘したように、すでに「MOOC」の流行語としてのピークはすぎているのかもしれない。しかし、「MOOC」現象としてとらえられた構造改革の動きは、オンラインコースの公開に限らず、高等教育に広く拡大し始めたようである。

高等教育の質保証については、コース認証にとどまらず「非正規」教育全体を包括的にとらえる方向性が提案された。特に、CIQG の 1 日目は、発表題目には MOOC という言葉はなかったが、内容的には MOOC 関連のものが多く、さらに事務局から "A Quality Platform: External Quality Review on Non Institutional Providers" というプロジェクトの立ち上げとそれへの参加募集が発表された。これは、MOOC も含めて、高等教育機能が分解されていくなかで、認証機能も分解し「非正規」教育やオンライン教育における認証も再構成しようという提案であった。

4.1.2 コース認証

コース単位で認証をおこなう第 3 者機関の存在は、MOOC の普及において強力な触媒となることが期待される。CHEA 会長の Judith S. Eaton (2012) は、「MOOCs and Accreditation: Focus on the Quality of "Direct-to-Students" Education」において、MOOC を「学習者と教師を直接結び付ける教育の形態で、大学等機関やファカルティの役割をより低下させる」とするが、これは継続教育・生涯学習における学習者の中心的役割を認識するものである。誰でも大学に入学しなくても、無償あるいはそれに近い授業料で、有名大学の、世界的に著名な教授の授業を受けられる。学習者にとって、修了証 (Certificate) やバッジを取得

する意味に言及する一方、MOOCによって大学の単位を出すケース、すなわち、UC-Berkeley、Colorado State University-Global Campus の可能性に言及している。

4.1.3 Quality platform

Eaton, J.S (2013)では、MOOCの品質保証は、“Non-institutional provider”（バッジの提供、MOOCsの提供、先行学習の評価、コンピテンシー型教育の提供、コースワークの提供)による非正規教育ということでもとめられ、プラットフォームの新たな品質保証の可能性に関し提言がなされた。これは、CHEA International Quality Group Annual Meeting (CIQG)において、Stamenka Uvalić-Trumbić & Judith S. Eaton によって行われたプロジェクト提案に通じるものである。

Quality platform の認証のプロセスは、以下のようなもの想定されている。

- ① ORGANIZATION PROVIDES APPLICATION (提供機関からの申請)
- ② TEAM OF EXPERTS REVIEWS BASED ON STANDARDS: ELECTRONIC, FACE-TO-FACE (専門家チームによる「標準」にもとづくレビュー：電子的あるいは対面)
- ③ TEAM OFFERS RECOMMENDATION (チームからの推薦)
- ④ ORGANIZATION, IF SUCCESSFUL, IS “QUALITY PLATFORM PROVIDER” (首尾よく、高品質プラットフォームプロバイダーに認定)

また、その判定基準となる「標準」については、

- ① EXPECTED AND ACTUAL LEARNING OUTCOMES DRIVE THE WORK OF THE PROVIDERS (プロバイダーの事業が、期待される、あるいは実際の学習成果を目的としていること)
- ② OFFERINGS ARE COLLEGIATE LEVEL (講義科目が大学レベルであること)
- ③ IF INTENDED FOR CREDIT, OFFERINGS PROVIDE FOR STUDENT PROGRESSION AND CURRICULAR COHERENCE (単位の提供を意図しているのであれば、講義科目は学生の進歩とカリキュラムの統一性をもたらすものであること)
- ④ TRANSPARENCY AND COMPARABILITY (透明性と比較可能性)

この枠組み自体は新たなプロジェクトの提案のなかで示された試案にすぎないが、いくつかの点で示唆的である。まず、MOOCのような“Non-institutional provider”が既存の大学のアナロジーでとらえられていることである。MOOCプロバイダーは単なるコース配信のプラットフォームでなく、それ自身が品質保証の機能を有し、コンテンツに関してコースとしての品質保証をおこなうことを想定している。日本のjMOOCでは、複数の「公認」配信プラットフォームがあり、コンテンツの権威はコンテンツの提供元（すなわち、大学教員やその所属機関）にあるとしている。NTTドコモのGaccoプラットフォームにはコースとしての品質保証機能は想定されていないようであるが、放送大学プラットフォームは、NPO法人TIESの開発した配信システム（ChiLO Book）をベースにプラットフォームを構成していて、単なる配信プラットフォーム以

上のものを想定している。2つの配信プラットフォームを「公認」するにあたり、jMOOC はガイドラインを作成しているが、必ずしもコンテンツに踏み込んだ議論には至っていない。機関認証にせよ、コース認証にせよ、しかるべき認証機関の存在が見いだせなければ、jMOOC 自体が品質保証のための仕組みを議論することになるかもしれない。

参考文献

Eaton, J.S (2012). MOOCs and Accreditation: Focus on the Quality of "Direct-to-Students" Education. Inside Accreditation, Volume 9, Number 1, November 7, 2012.

http://www.chea.org/ia/IA_2012.10.31.html.

Eaton, J.S (2013). A Quality Platform for Non-Institutional Higher Education. EDUCAUSE Review, SEPTEMBER/OCTOBER 2013, 76-79

<http://net.educause.edu/ir/library/pdf/ERM1354.pdf>

付録

2014 CHEA Annual Conference Presentations

Where Quality Assurance and Information Technology Meet (pdf)

Diana Oblinger, President and CEO, EDUCAUSE

2014 CIQG Annual Meeting

A Quality Platform for Post-Traditional Higher Education (pdf)

Stamenka Uvalić-Trumbić, Council for Higher Education Accreditation (CHEA) Senior Advisor on International Affairs; Judith Eaton, CHEA President

Where Quality Assurance and Information Technology Meet

Diana G. Oblinger, Ph.D.
President and CEO, EDUCAUSE

EDUCAUSE

Context

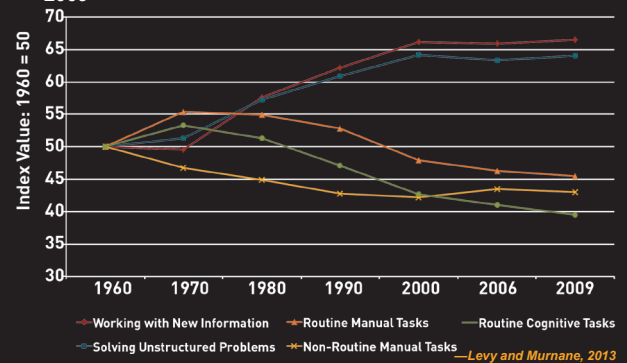
A changing landscape

- 98% of students own a digital device; 38% cannot go more than 10 minutes without using one
- The compound annual growth rate for students taking at least one online course is 18.3%
- In 1990 less than 1% of all students attended for-profit colleges; today 31% do
- Over 50 non-profit universities partner with for-profit providers (e.g., Bisk, eCollege/Pearson, 2U, Altius) to deliver accredited online education
- From 2011–2020 it is projected the US will produce 29.8 million graduates; China will produce 83.0M and India 54.1M

—GSV Advisors, 2012

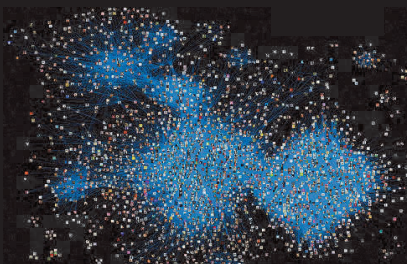
Nature of work has changed

Index of Changing Work Tasks in the U.S. Economy 1960-2009



IT as

- A delivery channel
- An experience
- An enabler of new models



The connected age

- Everything (and everyone) is interconnected
- Everyone can participate
- Pathways replace gatekeeping



E-Learning

Do-it-yourself learning

- Digitized and indexed books (28 million volumes)
- Data, archives, media
- Content, exercises
- Peer-to-peer support
- Communities

Self-directed learning

- “Learn almost anything for free”
- Khan Academy
 - 5 million unique users (in March 2012)
 - 3,000 videos
 - 150 million lessons delivered online
 - 400 million exercises completed
 - Analytics engine
- Translating into 12 languages

Trigonometry

Anytime, anywhere

- Students and tools are anytime, anywhere
 - Lectures online
 - Virtual, simulation based labs
 - Interactive assessment with instant feedback
 - Interact with tutors
 - Discussion forums
- Enables exploration


—Grimson, 2013

Immersive, collaborative

—image courtesy of NSF

Learn to do what you do

- Virtual client simulation
- Online students engage with artificial intelligence interactive agents
- Opportunity to practice interviewing skills
- Virtual clients speak, express body language, show emotion and offer immediate feedback



—Metros & Getman, 2012

Feedback to instructor

Module 1
Examining Distributions

ESTIMATED LEARNING LEVEL

Learning Objectives

- Summarize and describe the distribution of a categorical variable in context. [[Show Details...](#)]
- Generate and interpret several different graphical displays of the distribution of a quantitative variable (histogram, stemplot, boxplot). [[Show Details...](#)]
- Summarize and describe the distribution of a quantitative variable in context: a) describe the overall pattern, b) describe striking deviations from the pattern. [[Show Details...](#)]
- Relate measures of center and spread to the shape of the distribution, and choose the appropriate measures in different contexts. [[Hide Details...](#)]

Estimated Learning by Student

Class Accuracy by Sub-Objective

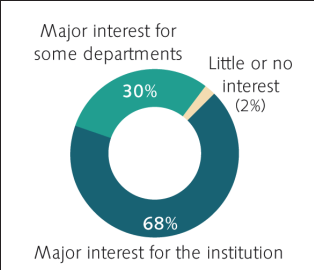
| | |
|-----------------------|----|
| Predicting... | 38 |
| Mean vs median | 38 |
| Compute median | 37 |
| Identify outlier | 27 |
| Select appropriate... | 27 |

—Strader, 2012

A Few Facts about e-Learning

Widespread interest in e-learning

- More than 80% of institutions offer at least several courses online
- Motivations:
 - Serve the “post-traditional learner”
 - Reduce the cost of a degree
 - Increase enrollments
 - Improve the quality of teaching and learning

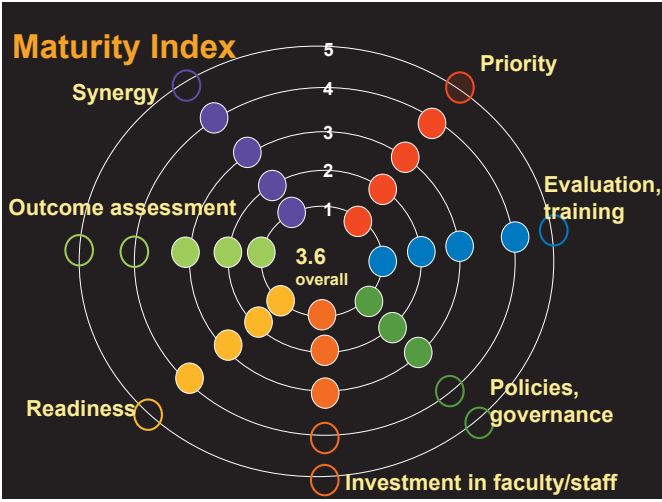


Concerns: Minor to Moderate

- Technological know-how of faculty
- Adequacy of staff
- Ability to keep up with others
- Affordability
- Adequacy of technology
- Faculty skepticism
- Return on investment

—ECAR e-learning study, 2013

Maturity Index



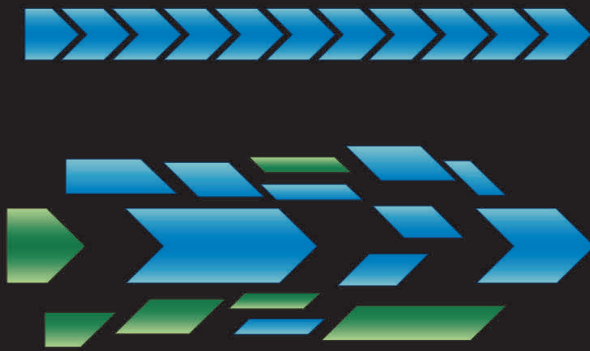
3.6 overall

Questions

- To improve learning rather than just automate it, what must happen?
- Is the problem technology or that we use so few of its capabilities?
- What kind of “digital engagement” should institutions provide students?
- Do institutions need digital engagement strategies to ensure appropriate access, service, and support?

Extra-institutional Education

Value chain to value web



Study support

- Tutoring and mentoring
- Available on demand, 24x7
- Matches mentors and mentees; flexible scheduling
- Shared live experiences; whiteboarding

Course providers

- \$99/month (+ \$39/course) or \$999/year for 10 courses
- Required college courses
- Start any time; no required meeting times
- Individualized, on-demand support (online)
- Transfer credits to partner college(s)



Program Costs: Compare To Other Programs

| COMPARE College Providers | Private 4-year College* | Public 4-year College* | University of Phoenix* | College Networks** | StraighterLine |
|--------------------------------|-------------------------|------------------------|------------------------|--------------------|----------------|
| Tuition and Fees | \$2600 | \$700 | \$1482 | \$500 | \$399 |
| Flexible Start/Stop? | No | No | No | Yes | Yes |
| On-demand Instruction? | Maybe | Maybe | No | No | Yes |
| On-demand Course Availability? | No | No | No | Yes | Yes |
| Real College | Yes | Yes | Yes | No | Yes |

Introductory Algebra, College Algebra, Precalculus, Business Statistics, Developmental Writing, English Composition I, English Composition II, Economics I, Economics II, Accounting I and Accounting II

NEW! StraighterLine for \$99

The Shortest Distance Between You and Your College Degree

Large Scale Online Providers

- Massive scale
- What are they?
 - Course?
 - Experimentation platform?
 - Data collection engine?
 - Brand extension?
 - Recruitment tool?
 - Publishing model?
 - Global university?

Udacity



Credentialing MOOCs

- Pearson provides edX learners the option of taking a final exam at a test center; provides certification to edX classes
- Udacity credits will be accepted by CSU; proctored exams offered by Pearson
- ACE to work with Coursera on providing credit
- Antioch University offers college credit for Coursera courses



Badges: Credit decoupled from courses

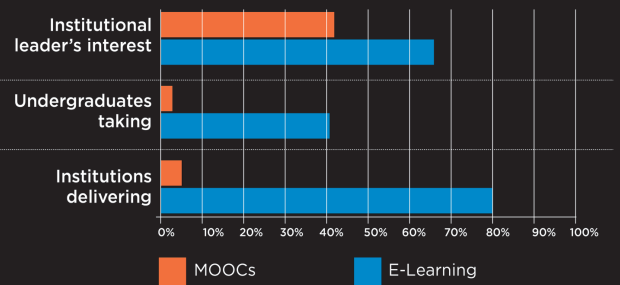
- Learning happens everywhere, not just classroom
- Recognition for skills and achievements
- Earn and display badges on the web
- Skills and experience can come from
 - Online courses
 - Peer learning
 - Volunteering
 - After-school work



A Few Facts about MOOCs

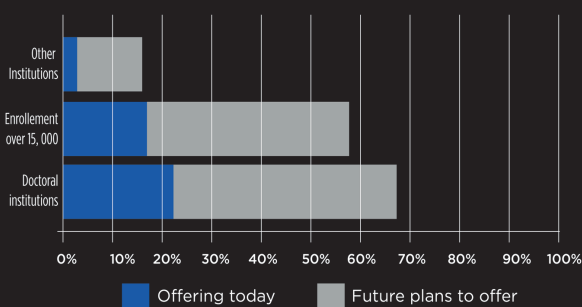
MOOCs: A snapshot

MOOCs may have made the headlines, but the broader topic of e-learning, which includes but extends beyond MOOCs, is much more widespread and of interest.



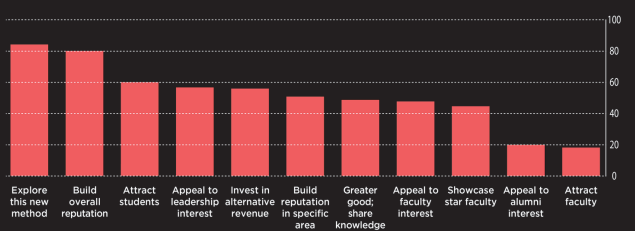
Which institutions offer MOOCs today?

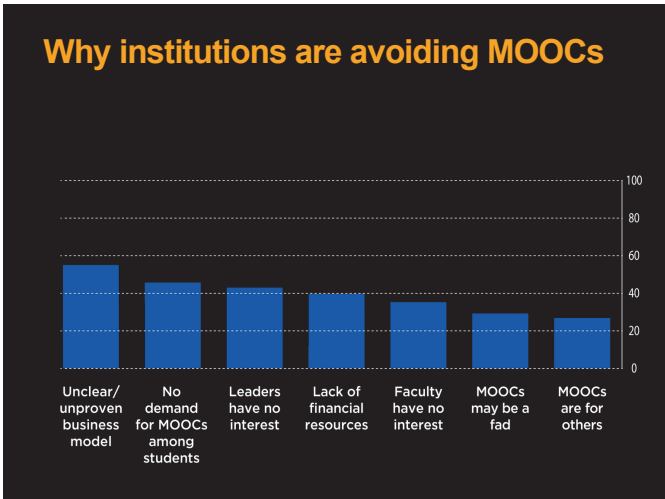
MOOCs are primarily centered in large doctoral institutions, and are likely to remain so.



Why institutions are embracing MOOCs

It boils down to strategy, resources, and interest among leadership and the faculty.





What is the value proposition of MOOCs?

An unclear business model is the major deterrent for those not offering MOOCs.

FOR INSTITUTIONS Moody Investors Services has designated them as a "credit positive."

- 45%** of institutions view the ROI as a moderate or major concern
- 60%** of institutions view the cost of providing and/or developing MOOCs as a moderate or major concern

AMONG A SELECT SET OF INSTITUTIONS OFFERING MOOCs

- 45%** are discussing the possibility of awarding credit
- 33%** are considering monetizing



- ### Questions
- Can you assure quality for a "product" that can't be categorized?
 - How do you assure quality in a world of "grazing"?
 - What happens to institutional coherence in a world of individual choice?
 - How does quality assurance have to change in an unbundled world?
 - How do you assure quality when the audience might be anyone in the world?



Students know where they stand

Critical Requirements Audit

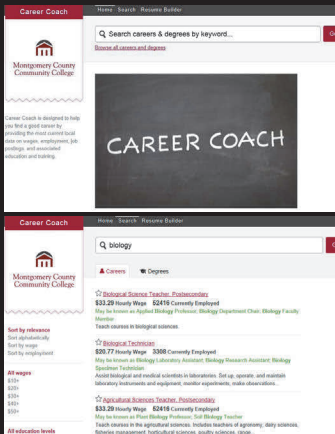
Student Name: **Maqsood**
 University Academic Standing: **Good Standing** | ASU Cumulative GPA: **3.47**
 College: **Franklin School of Engineering**
 Major: **Computer Science, BS** | Catalog Year: **Summer 2011** | Current Track: **Term 3**
 Status: **On Track**

| Requirement Type | Requirement | Status/Reason | Course(s) | Grade | Hours | Term/Year | Action | |
|--|---|-------------------|-----------|-------|-----------|-----------|--------|------|
| Critical Requirement | Completion of ASU's general education (G.E.) | ✓ Requirement met | | | | | None | |
| | No change of C, D or C- minimum course: CSE 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000 | | | | | | | None |
| | ASU 101 - The ASU Experience - 1 hour | ✓ Requirement met | ASU 101 | A+ | 1.0 | Fall 2011 | | |
| Term 1 Freshman Composition 2 hours, C-minimum | ✓ Requirement met | ENG 101 | A | 3.0 | Fall 2011 | | | |

Career Coach

- Employment projections
- Information about
 - Employment trends
 - Income potential
 - Required education
- Adapt courses based on trends

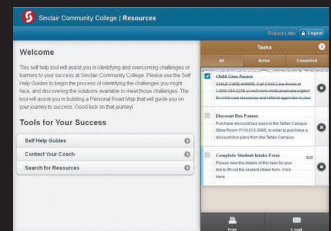
—Mauger, Schwartz, Greico, 2012



Student Success Plan

- Counseling and intervention software
- Case load management
 - Monitor
 - Engage
 - Support
- Early alert
- Student interface
- Results
 - First term success rate 97% vs 59%
 - 37% higher retention term-to-term
 - Five times more likely to graduate in 6 years

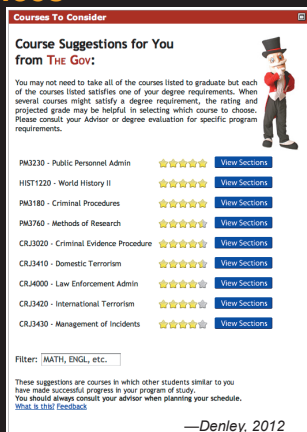
—Little, 2012



Better informed choices

- Personal recommendations tailored to
 - Program of study
 - Abilities
- Keyed to degree program and course sequencing
- 4% increase in A, B or C grades
- Grade prediction 90% accurate

—Denley, 2012



Educational pathways

- Cross-institutional online advising/degree attainment support system (10 campuses of University of Hawaii)
- Real-time “academic journey system”
 - Course choices and effect of choices on degree program
 - Courses from other campuses that meet degree requirements
 - Lets advisors know which students are off-track
 - Increases transfers from community colleges to 4-year programs
 - Automatically transfers credits from 4-year institution back to community college
- Decreased time to graduation and increased graduation rate reducing cost to student, state and support programs



A Few Facts about Analytics

Analytics is more than reporting

Data and Information

The capture and reporting of relevant data that contributes to effective planning and decision making.

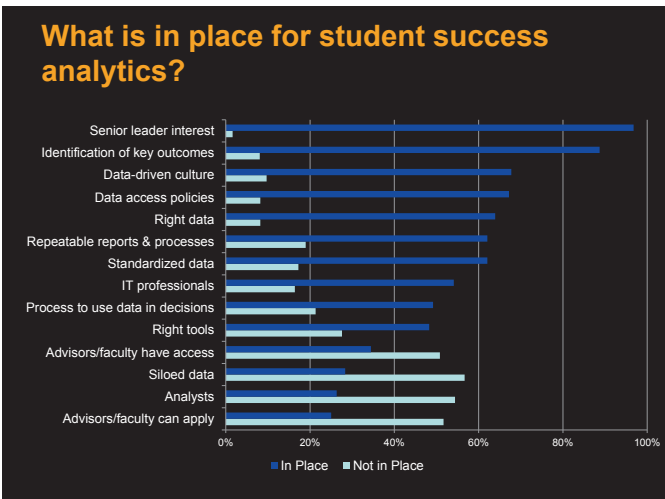
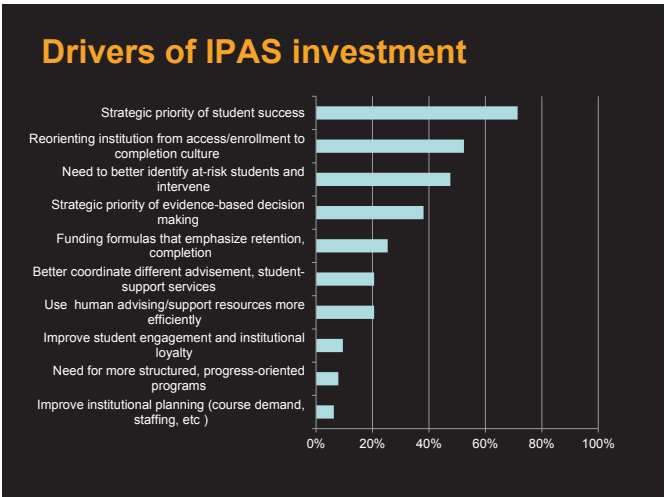
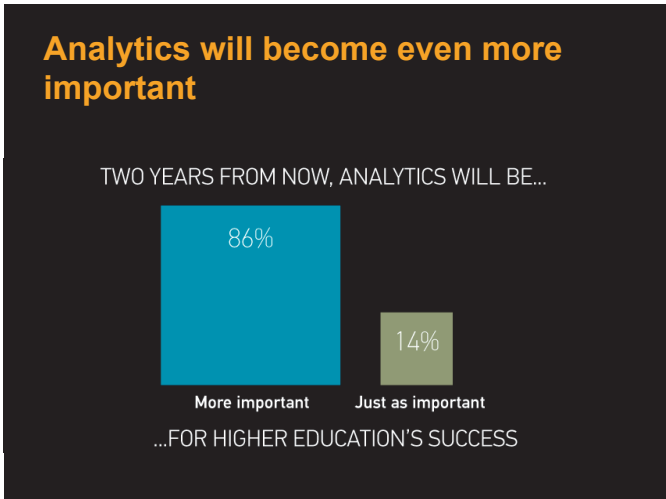
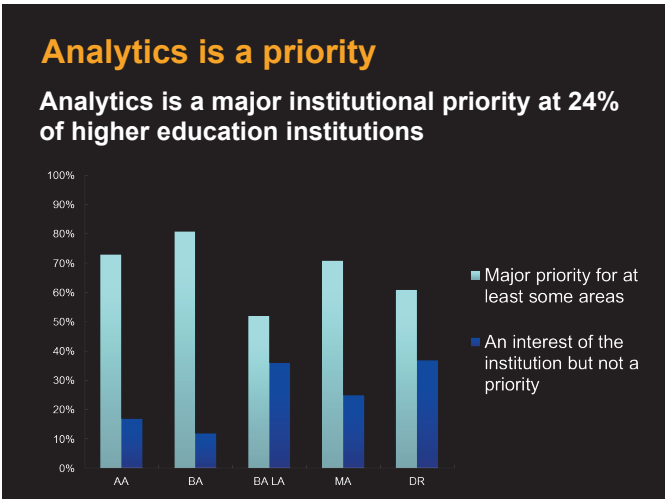
Metrics and Benchmarking

Specific determinable measures of outcomes or performance that tie closely to an organization's strategic goals.

Forecasting and Optimization

Predictive and prescriptive, encompassing statistics, data mining and modeling.

—Grajek, 2012



- ### Questions
- Are we leveraging technology to empower students, advisors, and faculty?
 - If we don't provide empowerment tools, will students get the information elsewhere?
 - What else could we do if we leveraged empowerment tools?

Alternative Models

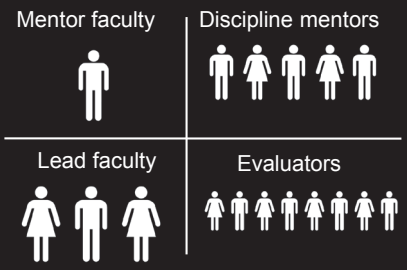
Joint ventures

- Increasing number of public-private joint ventures
- Augment existing skills, resources
- 2U: online platform to expand graduate programs
 - Technology and infrastructure
 - Fieldwork sites
 - Creates instructional material with faculty
 - Capital investment
- Shares tuition revenue
- “School-as-a-service”



Disaggregation of faculty roles

- Western Governors University
- Northern Arizona University




Competency-based

- 120 defined competencies
- Organized as mastery triads
 - Foundational
 - Personal and social skills
 - Content knowledge
- Demonstrate mastery by completing tasks



Support model

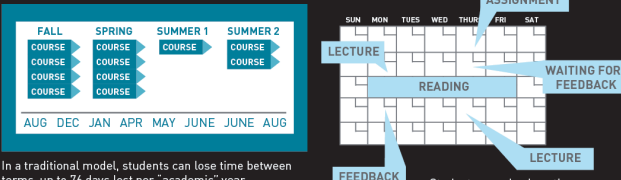


Individual Mastery Plan: Self-directed student progression through key competencies using curated e-resources

College for America
Self-paced, online associate's degree program; \$2500/year


Time

Traditional Academic Schedules



In a traditional model, students can lose time between terms, up to 76 days lost per "academic" year.

Direct2Degree



In Direct2Degree, students progress through continuous back-to-back modules to reclaim their time and maximize tuition dollars.

Free, open and peer-led

- University of the People
- Tuition-free online university
- For students with financial, geographic, societal constraints
- Open educational resources
- Volunteers
- Peer learning
- Text-based
- Students in 126 countries



Questions

- How do you assure quality for a product or process that is emergent?
- Can you set standards ahead of praxis?
- As educational processes are being de-coupled and reassembled, does the process alter the definition of quality?
- Who assesses quality? The provider or the receiver?

Closing Thoughts

Change is a choice. The best choice is an informed choice.

The greatest challenge may be our assumptions about teaching, learning, and education.

IT is a game changer.

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