

PRODIGE

PROMOTING HIGH-QUALITY DIGITAL EDUCATION IN GEORGIA

INTRODUCTION TO QUALITY ASSURANCE IN DIGITAL HIGHER EDUCATION



Definition: refers to systematic processes that ensure online, hybrid, and blended learning programs meet established standards for educational effectiveness, integrity, and student outcomes.

Importance:

- Builds trust among stakeholders.
- Guarantees consistent educational outcomes across diverse delivery modes.
- Addresses public concerns about the quality of digital education.

1

UNESCO

The Global Convention on Higher Education underscores the importance of quality assurance in digital environments.

2

ENQA

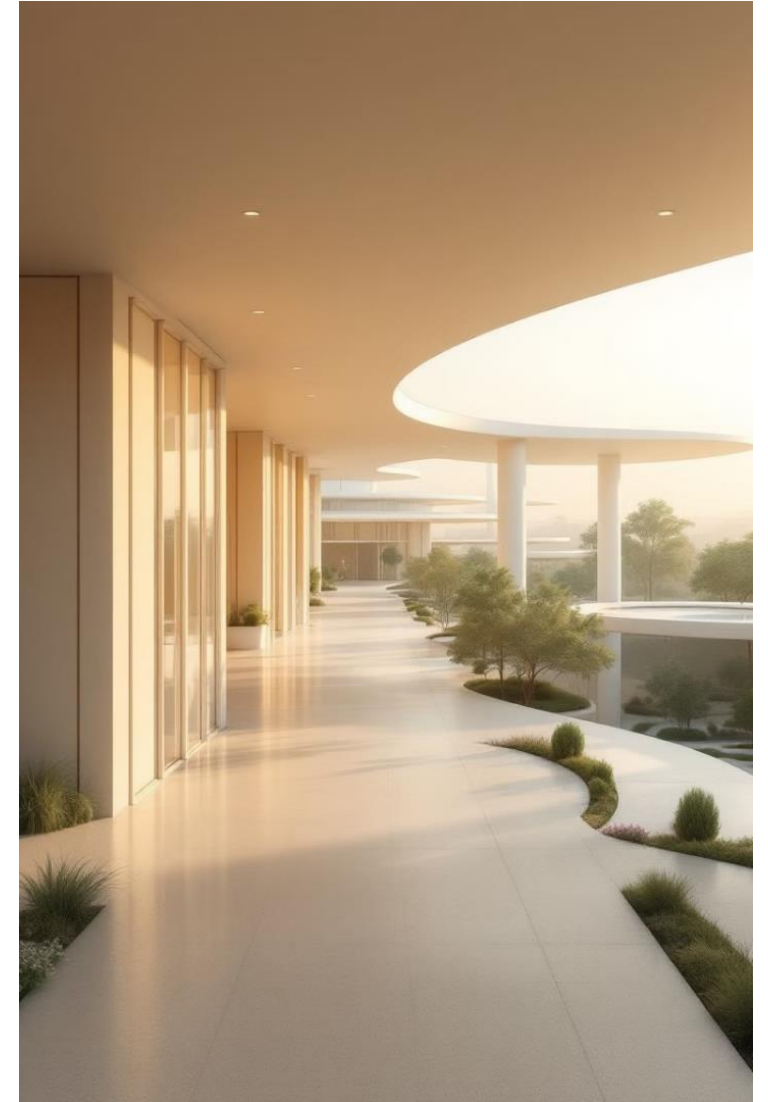
The European Network for Quality Assurance in Higher Education develops digital learning indicators and best practices.

3

Regional Bodies

Numerous regional organizations, like QQI (Ireland) and TEQSA (Australia), actively contribute to quality assurance in digital higher education.

In Europe, the European Network for Quality Assurance Agencies in the European Higher Education Area (ENQA) seeks to promote the alignment of European QA agencies with the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. ENQA has developed a list of “elements to consider” and “indicators” for the development of specific quality standards for digital provision. These 10 ESG standards include 36 indicators specifically addressing digital provision.



ESG 1.1: Policies for Quality Assurance

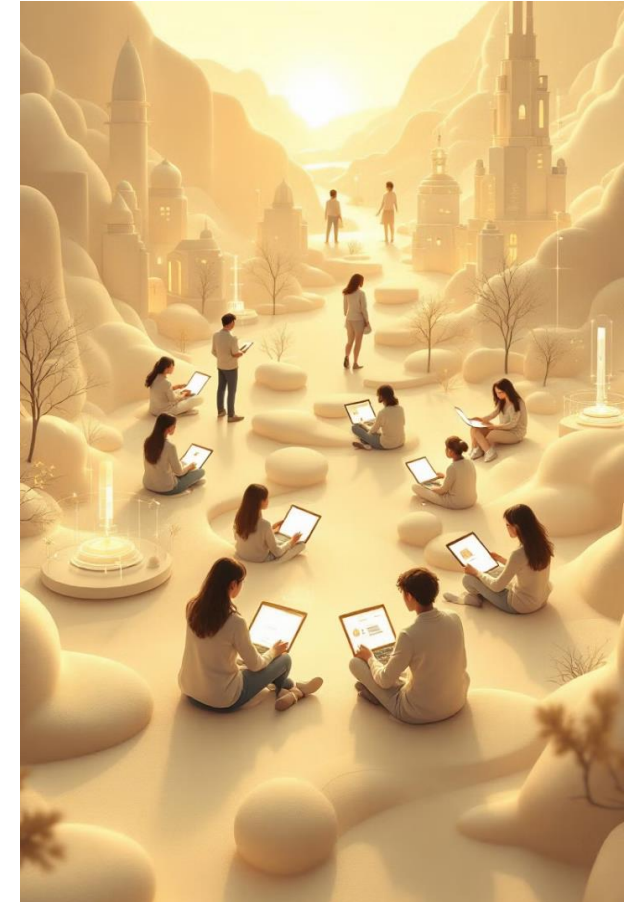
- E-learning integrated into institutional strategies.
- Involvement of remote learners in QA processes.

ESG 1.2: Design and Approval of Programs

- Clear strategies for digital innovation and alignment with institutional missions.
- Curricula designed to reflect pedagogical innovation.
- Key stakeholders, including students, consulted in curriculum development.

ESG 1.3: Student-Centered Learning, Teaching, and Assessment

- Processes ensure learning outcomes are met through e-learning.
- Regular updates of learning materials and infrastructure.
- Students are informed about e-assessment and plagiarism rules.





ESG 1.4: Student Admission, Progression, Recognition, and Certification

- Students informed about e-learning requirements and workload.
- Policies for recognizing prior learning in digital contexts.

ESG 1.5: Teaching Staff

- Teachers trained in e-learning tools and methods.
- Adequate and timely technological support for staff.
- Monitoring of staff workload to maintain teaching quality.

ESG 1.6: Learning Resources and Student Support

- Virtual learning environments (VLEs) support diverse methods.
- Infrastructure ensures accessibility for students with special needs.
- Adequate e-library and virtual labs provided.

ESG 1.7: Information Management

- Use of learning analytics to evaluate program quality and track student performance.
- Systems in place for ethical data protection and privacy compliance.

ESG 1.8: Public Information

- Reliable, up-to-date information on study programs, technical requirements, and completion rates published.

ESG 1.9: Ongoing Monitoring and Periodic Review of Programs

- Regular reviews of e-learning programs and alignment with institutional strategies.
- Stakeholder feedback integrated into QA processes.

ESG 1.10: Cyclical External Quality Assurance

- E-learning provisions included in external QA processes.
- Collaboration with QA agencies to develop sector-wide digital education standards.

Estonia

Integration of digital learning in national accreditation processes, promoting innovation and quality.

Ireland

Specific QA guidelines for blended learning by QQI, ensuring high standards in blended learning environments.

United Kingdom

Transition to common QA standards under the QAA framework, promoting consistency and excellence in digital education.

How can your institution better involve students and staff in QA processes for digital education?



THANK YOU !

FOR PROMOTING HIGH-QUALITY DIGITAL EDUCATION IN GEORGIA

