Quality Assurance and Innovation: Case Studies of Massive Open Online Courses (MOOCs) in UK Higher Education

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Overview

- This study examines how innovation and quality assurance interact in organizations

- MOOCs is a context of study

- The influence of higher education culture on the implementation of quality management
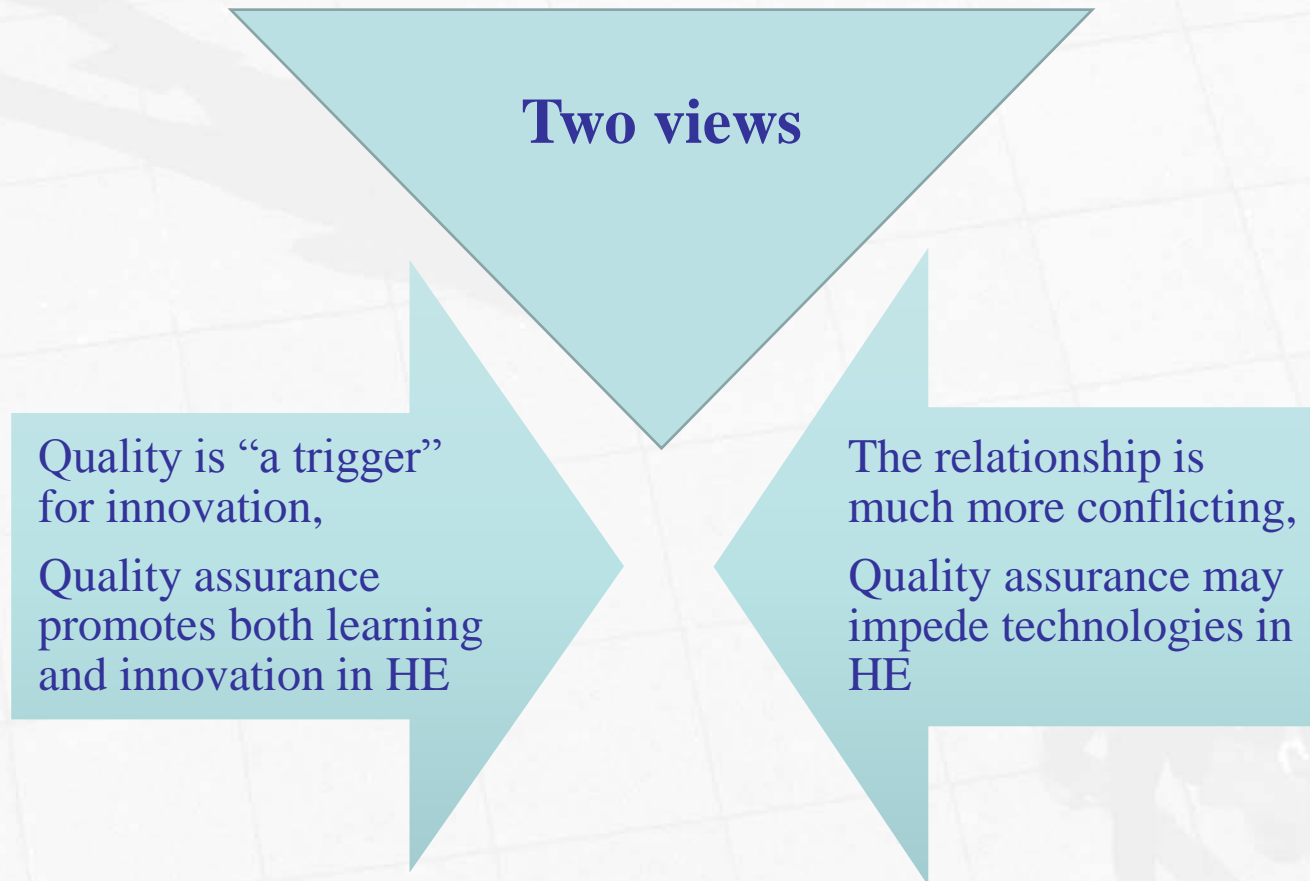
Why QA is Required in HE?

Quality assurance is a part of academic professionalism

QA ensures that institutions and higher education systems can meet their goals for the future

QA is designed to ensure social needs and labour market

Globalization and international competition reflect the need for QA in higher education

The Relationship between Quality Assurance and Innovation

Two views

Quality is "a trigger" for innovation,

Quality assurance promotes both learning and innovation in HE

The relationship is much more conflicting,

Quality assurance may impede technologies in HE

Organizational Culture

- Several variables that can affect the implementation of new programmes, such as values, shared philosophies, ideologies, beliefs, expectations, attitudes and norms in organizations.

- It has a crucial impact on the implementation of new practices

- Universities are considered "specific organisations" with regard to organizational characteristics.
- Teaching and research represent complex processes and "unclear technologies" that are difficult to be understood in institutional environments.

Organizational Culture and QA

Quality management must be understood from "the perspective of existing patterns of shared beliefs, values and assumptions

Organizational culture is a crucial factor in the implementation of quality management

In higher education, institutions are more complex than other sectors

MOOCs in Higher Education Literature

•A supplement" to traditional higher education

•A successful outreach

•Produce "hybrid courses

•Will substantially change the conventional ways of delivering higher education

MOOCs in Higher Education literature

Disruptive innovations in higher education

However, Can support existing programmes

MOOCs face several criticism in HE (e.g. students drop out , lack quality standards, Librarians' challenges)

The Problem of Study

-Debate over the role that quality assurance plays in technological innovation: does it support or hinder innovation?

-Although MOOCs are an important innovation, they lack quality assurance of the type commonly used in higher education

-MOOCs interact with a complex organizational culture that affects the implementation of quality assurance.

Knowledge Contributions

Theoretically

Practically

Better understanding of the relationship between quality assurance and technological innovation

Better understanding of the influence of organizational culture on quality assurance.

Addressing the debates around MOOCs in higher education.

Providing data about how MOOCs align with quality assurance in higher education

Understanding the roles of MOOCs in contemporary higher education

Addressing concerns and debates on the accreditation of MOOCs.

The Conceptual Framework
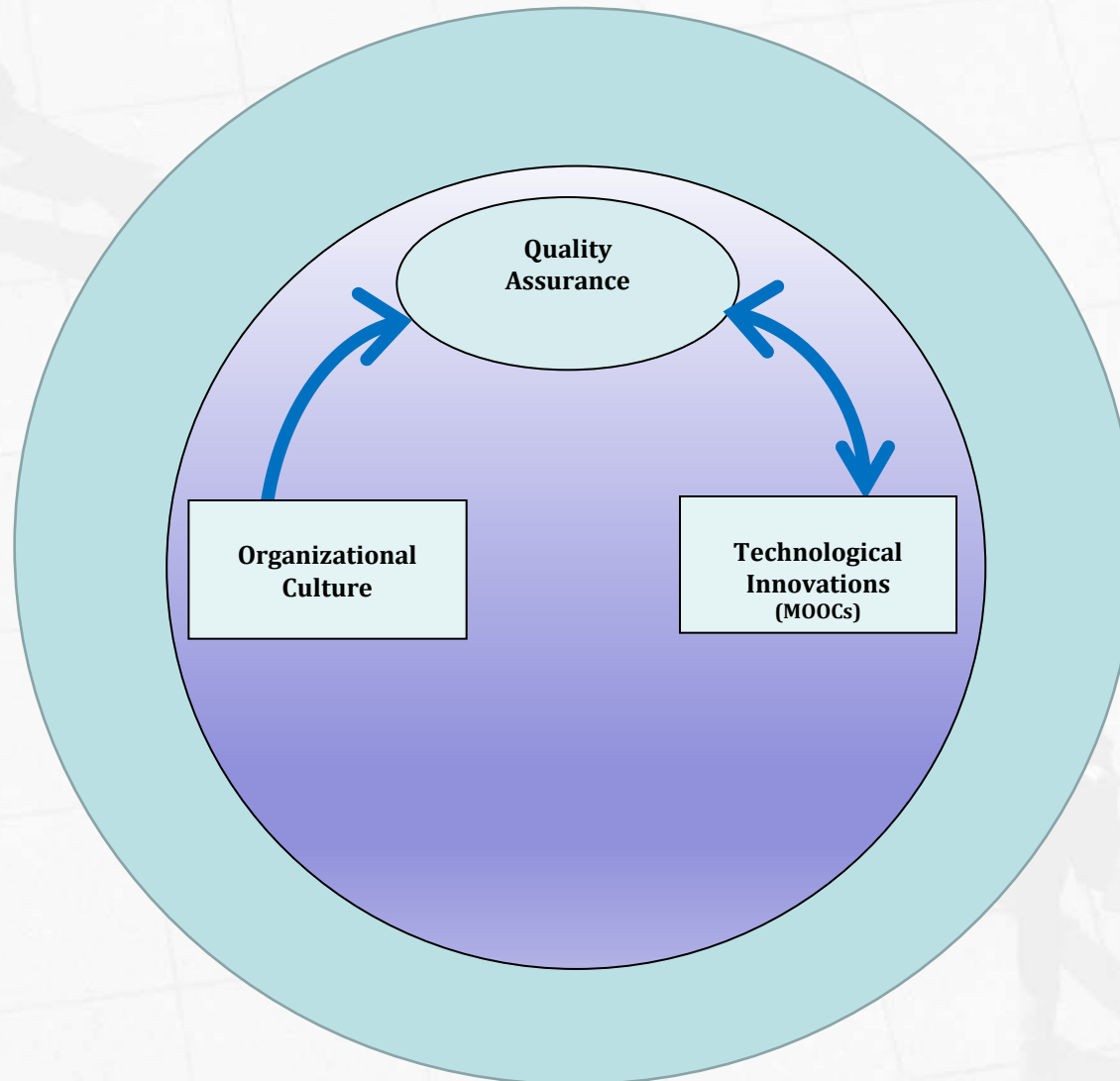
Research Question

How do higher education institutions adapt quality assurance to accommodate the technological innovation of MOOCs?

- To what extent does quality assurance obstruct or develop innovation?

- How do quality assurance practices on MOOCs relate to the process and characteristics of innovation in higher education institutions?

- To what extent do MOOCs need a new model or new criteria of quality assurance to be applied as regards their learning and assessment processes?

- How does the quality of MOOCs develop through the cultural norms of higher education institutions rather than formal QA processes?
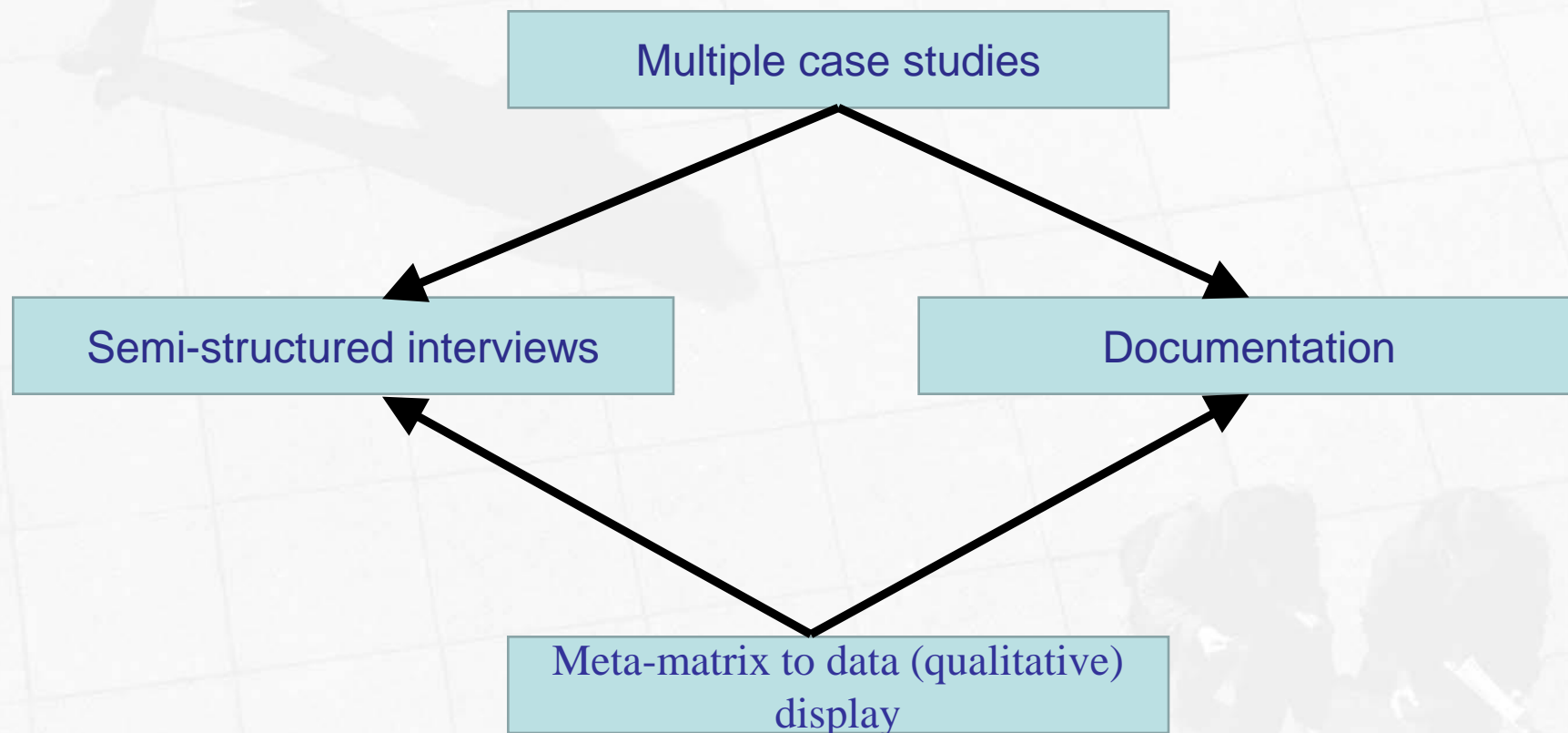
The Criteria, Sample of Study

Five Universities are chosen according to the following criteria:

- **The age of University**: Old, Older, Young, Younger

- **The source of responsibility for HE**: The local ministries of education (LME), and the Department for Education and the Department for Business, Innovation and Skills (DfE and BIS).

- **The size of University**: small. medium, and big

- **MOOCs Platform:** FutureLearn, Coursera

- **Participants:** Staff of eLearning and MOOCs, quality assurance and education development, academic staff.

Primary Finding:

How MOOC is described

For reputation

For fun

Marketing tools

For brand

Fashion

The role of MOOCs is not clear enough in universities

Primary Finding:

The cultural norms

"You might have a bit of a battle there trying to explain and justify why you want to be doing MOOCs"

Universities are very interested in traditional HE rather than technological learning

MOOCs

MOOCs have less important academic goals

There is a recognition that you can't sit on your laurels, you have to be constantly doing new things

OG impedes the development QA

Primary Finding:

The process of MOOCs

The objectives of courses → Who your audience is

How much information? → They need lighter' than those for credit

A different mechanism was applied

Primary Finding:

The model of quality assurance

A different content between MOOCs and mainstream

Developing MOOCs is a responsibility of platforms

The pedagogy of MOOCs

The organizational culture's obstacle

Learning outcomes

The approval process of MOOCs

Quality assurance can hinder innovation in higher education.

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Thank you for your attention

Questions