HAQAA3

Quality Assurance in Digital, Open and Distance Learning

Maluleque / CEND · Eduardo Mondlane University

Harmonisation of Higher Education Quality in Africa | 2025–2028

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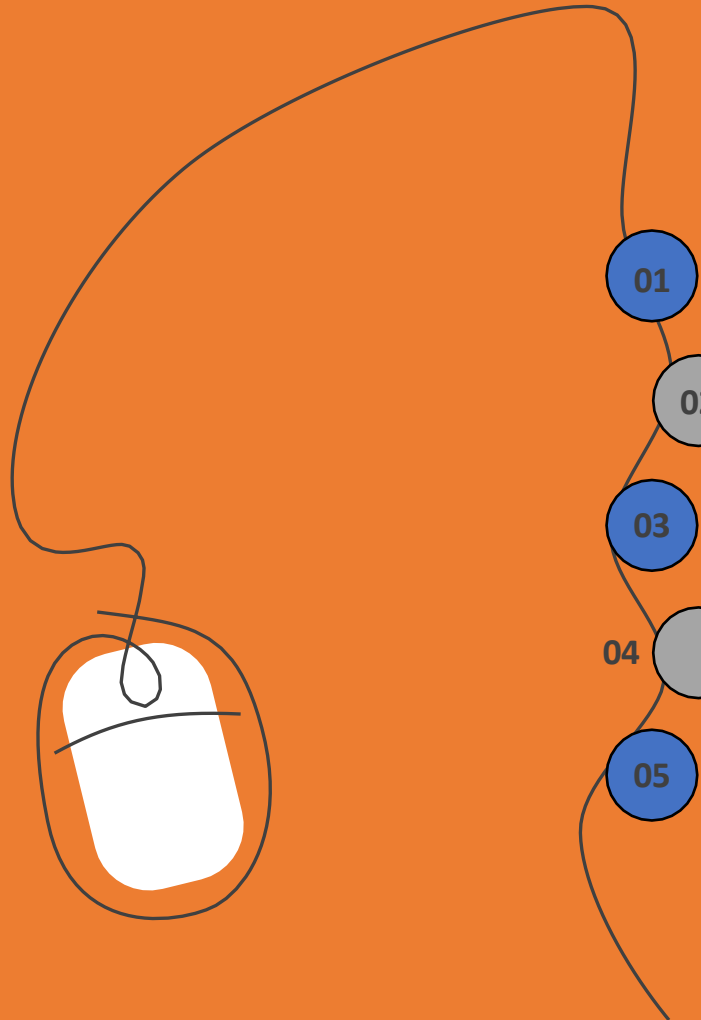
Agenda



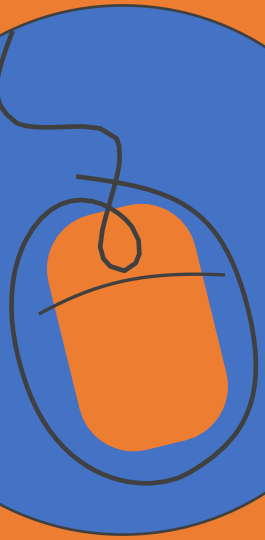
01 Introduction

02 Concepts

03 Quality Assurance

04 Dimensions of Quality for Ea D and Digital Teaching and

05 Practical examples

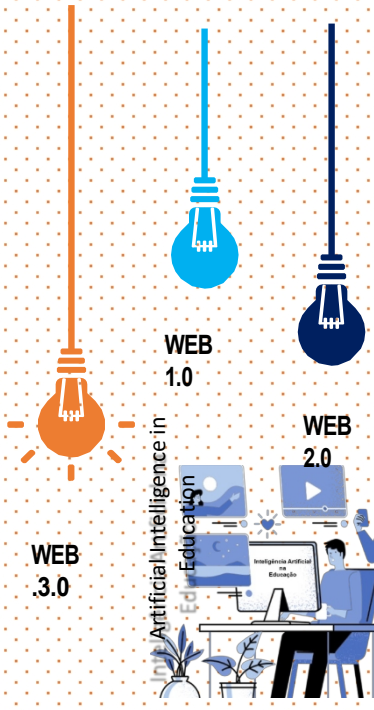


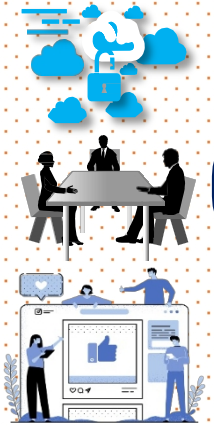
1. Introduction

Cont.

Teaching and learning in modern times benefit from a fortunate historical coincidence.

The evolution of the Web promotes communicative dynamics in the teaching and learning process.

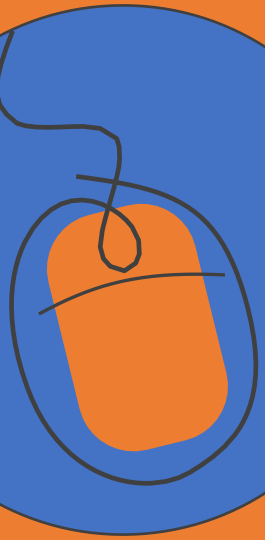




File storage in a single database

Collaborative learning interaction and iterativity

Personalised content
Smart web



2. Concepts

What is distance learning?

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2.1. Distance Learning

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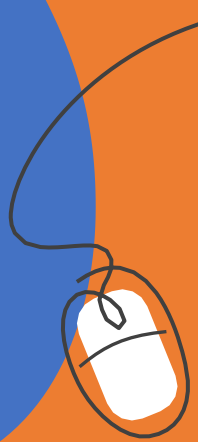
There are various concepts of Distance Learning, and they all share certain common features. However, each author highlights and/or emphasises a particular characteristic in their conceptualisation. (BERNARDO, 2009)



Some concepts

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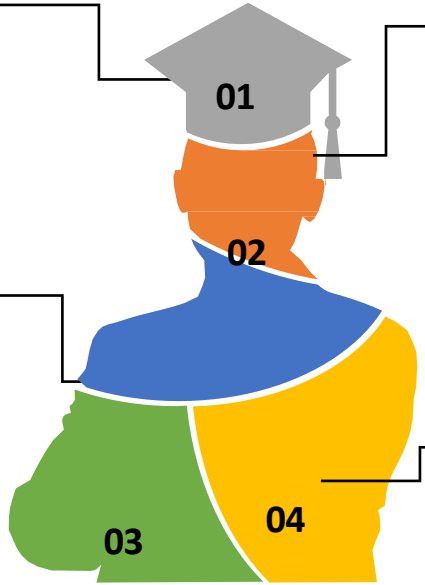
Peters in 1973

(Methodology
)
Distance learning is an industrialised form of teaching and learning

Moore in 1973

(Teacher's actions)

The teacher's actions and their communication with pupils should be facilitated.



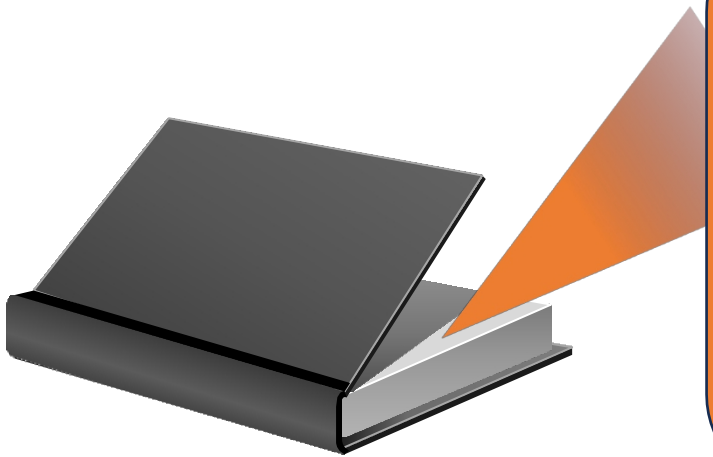
Holmberg in 1977
(The diversity of study methods)

students and teachers carrying out educational activities in different places or at different times.

Chaves, 1999

(Physical separation) The use of ICT

2.2. Distance and Open



Distance and Open Education – A mode of teaching and learning in which students, TAs and teachers are often separated spatially and/or temporally. 'Open' refers to flexibility in access, pace and barriers to entry (Perraton, 2000)

2.3. Open Education

Cont.

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Open education is not limited to Open Educational Resources. It is also based on open technologies that facilitate collaborative and flexible learning, and on the open sharing of teaching practices that enable educators to benefit from their colleagues' best ideas **(Town, 2008).**

Open Education is the collection of teaching and learning practices that become possible when users are granted free and perpetual permission to exercise the 5Rs (Retain, Reuse, Revise, Remix and Redistribute) over educational materials **(Mattar 2025).**

2.4 Blended Learning

Cont.

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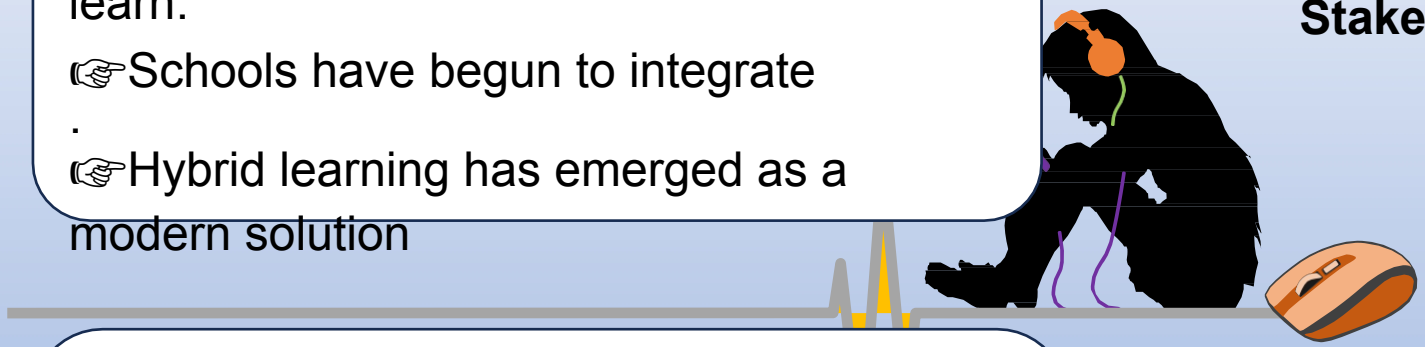
☞Technology has changed the way we learn.

☞Schools have begun to integrate .

☞Hybrid learning has emerged as a modern solution

process (**Michael Horn & Heather Staker, 2014)**



☞A model that combines face-to-face and digital learning, where the student has partial control
over time, place and pace

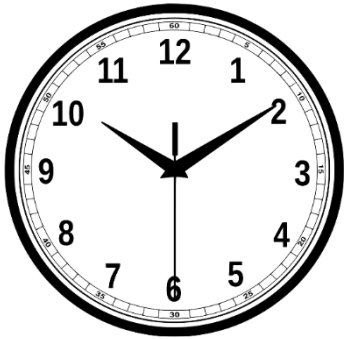
☞The teacher remains the guide of the

Digital

Face-to-face

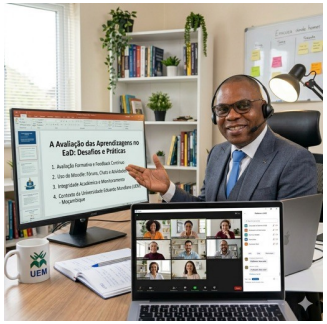
Cont. (Time, Place and Pace in the hybrid context)

Time



Synchronous: Real-time interaction (webinars, chat).
Asynchronous: Self-paced (forums, recorded videos).

Place



Face-to-face: Physical campus.
Remote: Digital space/home.
Hybrid: A combination of both.

Pace

The transition from linear models to **student-centred learning** and personalised pathways

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2.5. Emergency Remote Teaching

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It is the temporary switch to an alternative method of delivering education due to crisis circumstances.
It is a rapid response, the transfer of face-to-face content to a digital format without prior planning
(Hodges, 2020)

3.Quality

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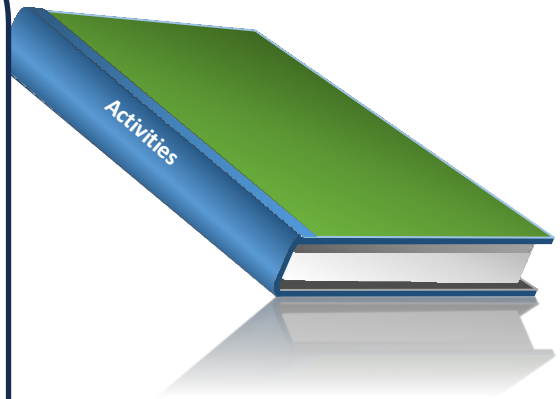
And compliance with standards previously established by the bodies that define the criteria and indicators through which certain sectors are monitored and the necessary improvement measures are implemented **(Sobrinho, 2008; Crosby, 1979).**



How can the quality of distance learning and digital education be ensured?

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3.1. Quality Dimensions for Distance Learning and Digital Education

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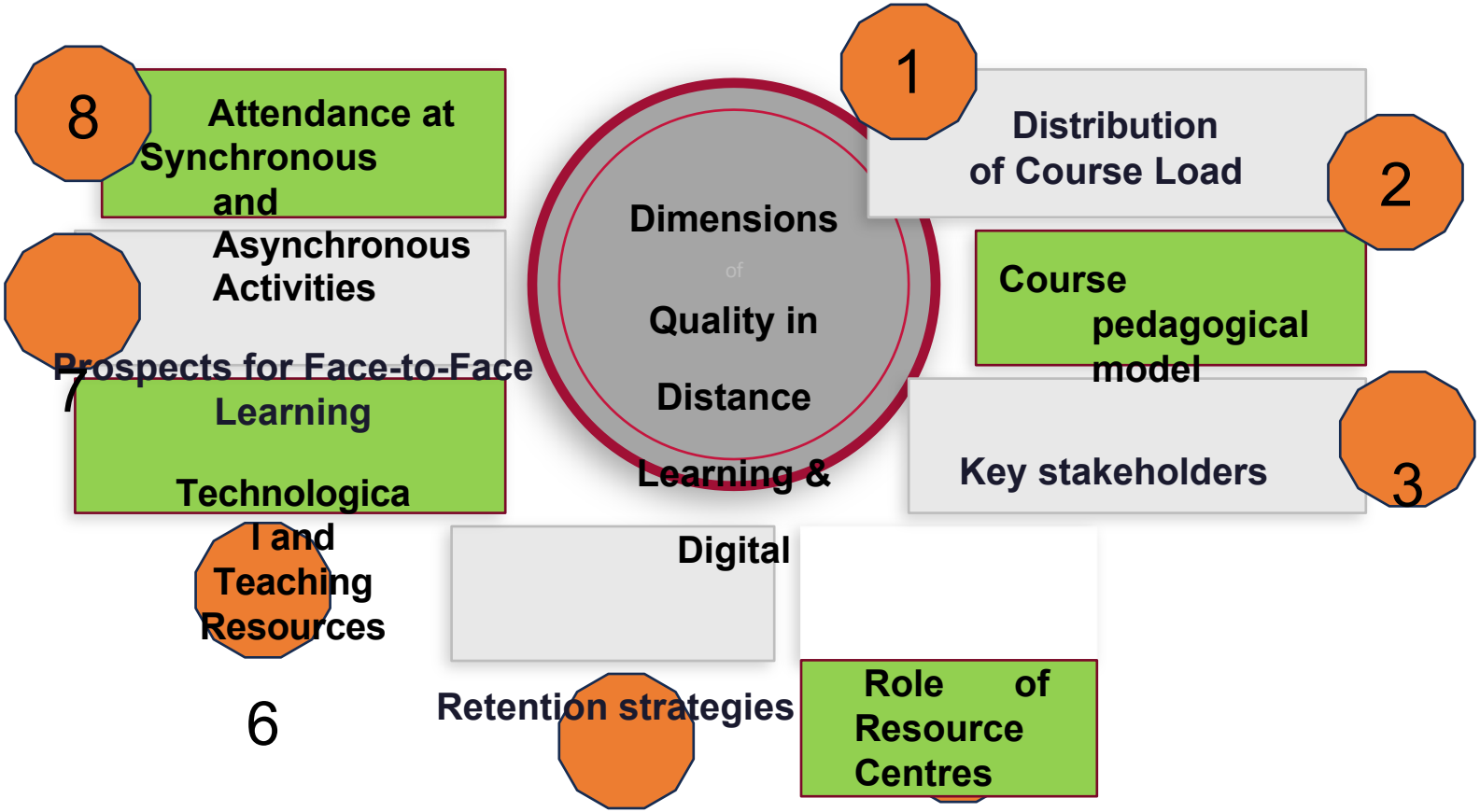

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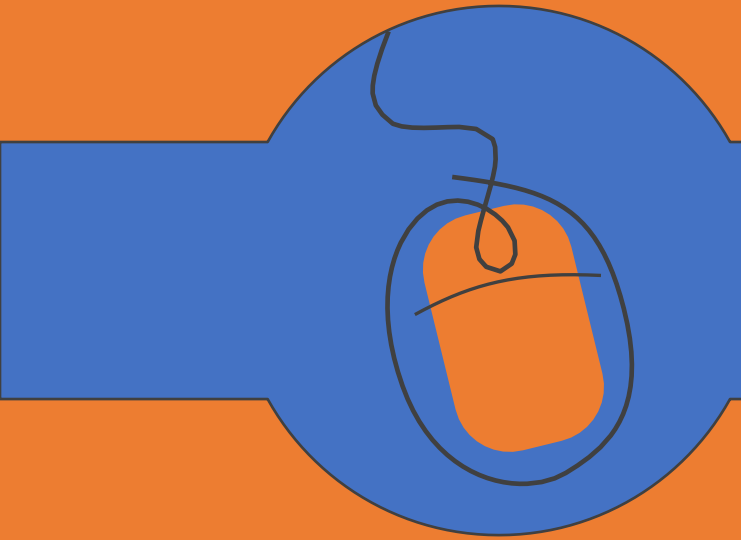

3.2. Verification indicators

3.2.1 Distribution and type of load in distance learning and digital courses (1)

Theoretical

Hours devoted to and theoretical foundations of the subjects

Face-to-face

Compulsory face-to-face sessions: assessments, laboratories and supervised activities

Practical

Laboratory activities, case studies and supervised practical applications

Virtual

Technology-mediated learning hours in an **asynchronous/synchronous** virtual environment

3.2.2 Delivery mode, delivery model and Regulatory attendance requirements (pedagogical model) (2)

Attendance Virtual

Predominant delivery model: flexible asynchronous or real-time synchronous

Attendance Protocol-based

In-person sessions defined by internal institutional protocols

Regulated In-Person Attendance

Face-to-face meetings required by legal provisions and government regulations

3.2.3 Actors and roles in the teaching and learning. (3)

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Teachers / Tutors Lecturers, trainers and tutors (both face-to-face and distance learning)

Students

Profile, engagement and autonomy in the learning process

Multidisciplinary Team

Instructional designers, pedagogical and administrative support staff

Resource Centre Managers

Coordinators and teams responsible for resource centres.

3.2.4 Strategic role of Resource Centres (4)

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Support Infrastructure

Laboratories, classrooms, library and student service areas

In-person assessments

Conducting tests, exams and activities that require the student's physical presence

In-person support

In-person tutoring, academic and administrative support at resource centres

Regional partnerships

Role of the centre as a link between the institution and the local community

3.2.5 Student retention strategies (5)

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Employability

Students' perceptions of the value of distance learning qualifications in the labour market

Academic and pedagogical support

Effectiveness of tutorial supervision and learning support

Satisfaction

Level of satisfaction with the course, platform, support and quality of content

Engagement

Frequency of access, participation in forums, submission of assignments and interaction

3.2.6 Technological and Teaching Materials (6)

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Teaching materials

Quality and updating of books, video lessons, podcasts and learning objects

Virtual Environment

Usability, accessibility and features of the virtual learning environment

Learning tools

Forums, wikis, web conferences, quizzes and online collaborative activities

Virtual Laboratory

Simulators, remote laboratories and tools for virtual practicals

Virtual Libraries

Access to digital collections, databases and online scientific journals

3.2.6 Instructional design (Cont.)

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Alignment

Ensure that the instructional objectives are fully aligned with the proposed assessment methodologies.

Interactivity

Dynamic balance between student-content, student-teacher and student-student interactions.

Accessibility

Universal design of learning objects, in accordance with international standards.

3.2.7 Pedagogical models (**Perspectives on Face-to-Face Learning) (7)**

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Fully Online Mode

100% online course with no compulsory in-person sessions

Blended (Face-to-Face and Online)

Strategic combination of in-person sessions and online activities

Scheduled synchronous

Live classes at fixed times: web conferences, broadcasts and online meetings

Flexible Asynchronous

Self-paced learning with open access to materials and activities

3.2.8 Regularity and intensity of participation in interaction methods (Frequency) (8)

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Synchronous Meetings

Frequency of web conferences, live classes and real-time tutorial sessions
real

Interaction & interactivity

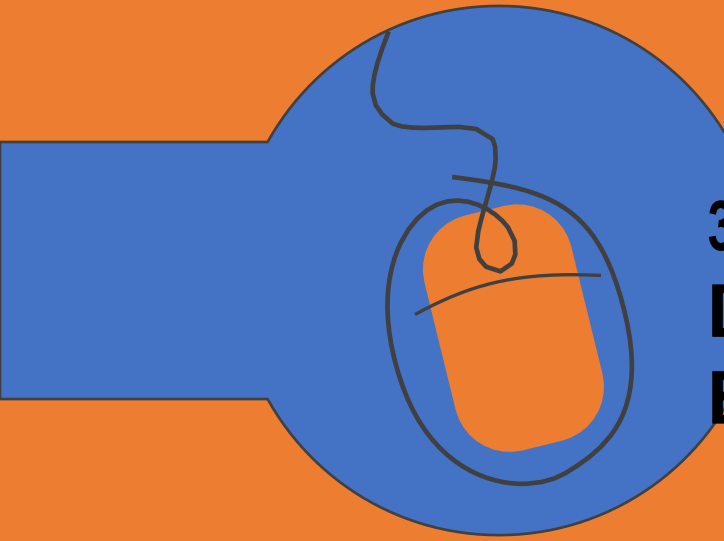
Collaboration between students on projects, discussions and group work

Asynchronous Activities

Participation in forums, submission of assignments and access to recorded materials

Feedback and Continuous Assessment

Regular feedback from tutors on students' performance and progress

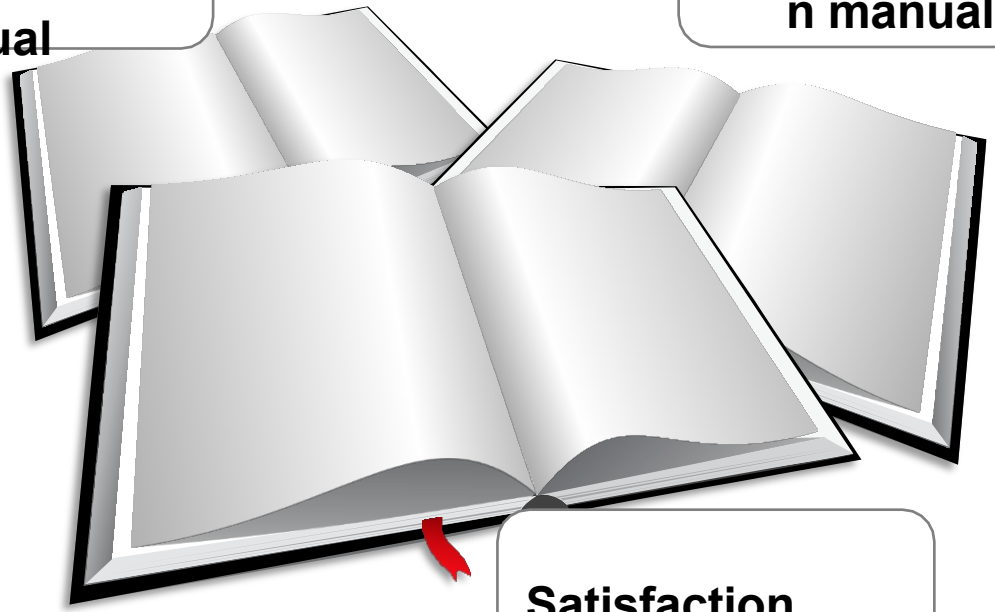


3.3. Quality Assurance Tools for Distance Learning and Digital Education

Cont.

Self-assessment manual

External evaluation manual

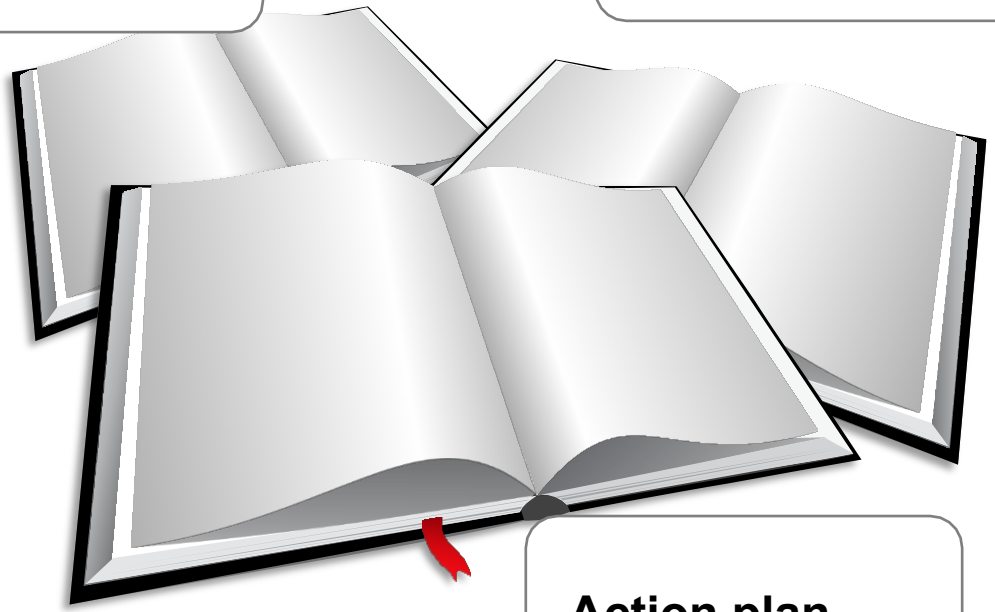


Satisfaction surveys

Cont.

Usage data reports (LMS)

Accessibility audit



Action plan

3.4. TEACHING STRATEGIES THAT CONTRIBUTE TO HIGH-QUALITY AND ETHICAL DIGITAL ASSESSMENT

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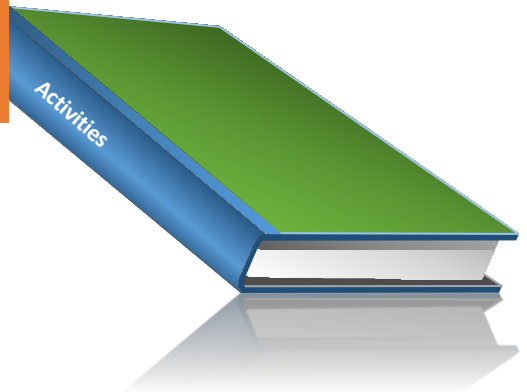
3.4.1 Formative and Process-based Assessment

Instead of a single high-stakes exam (which increases the temptation to plagiarise), divide the mark into several small activities throughout the semester.



3.4.2 Drafting of Higher-Order

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The quality of digital assessment begins with the formulation of the question. If the answer can be found in 5 seconds on Google, the question is poorly formulated for distance learning.

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3.4.3 Academic Integrity Agreement

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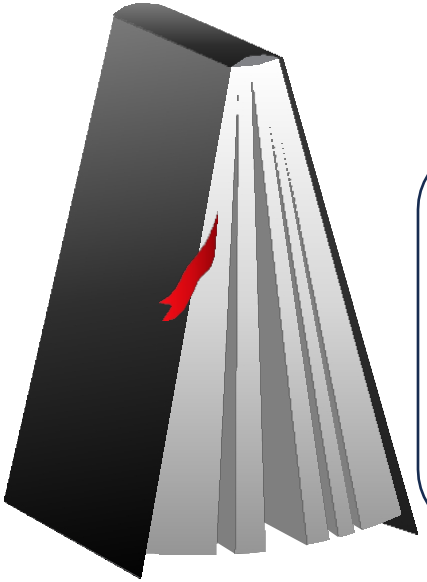
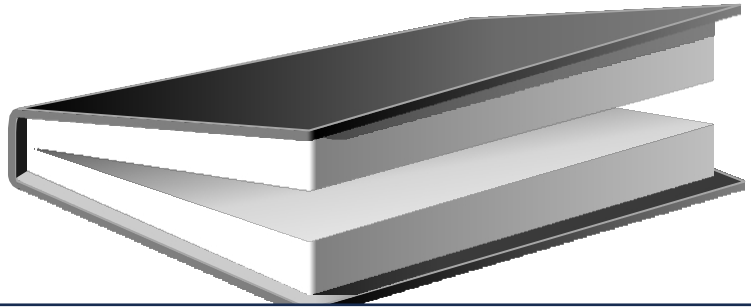


The ethics should be discussed openly. It should begin at the establish criteria for digital assessment

3.4.4. Pedagogical Management



To ensure that assessment in online distance learning does not become a ‘grade factory’, teachers must have time for collective reflection to discuss the difficulties of practice, share experiential knowledge and readjust assessment standards so that they are, in fact, ethical and conducive to learning

3.5 Implications for Quality Assurance

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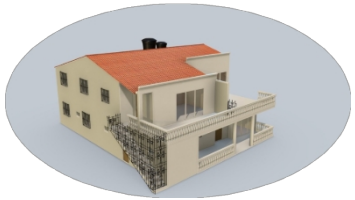

Institutional

- Review of internal regulations and policies for distance learning
- Establishment of units specialising in distance learning
- Teacher training in digital pedagogy
- Technological infrastructure and technical support

Curriculum

- Alignment of learning objectives with the digital format
- Redesign of assessments for online contexts
- Integration of into curricula
- Continuous monitoring of performance via the LMS

National / Regulatory

- Updating accreditation criteria to include distance learning
- Recognition of qualifications obtained through distance learning
- Regional harmonisation (e.g. SADC, CPLP)
- Regulation of the use of AI in higher education

4. Practical Examples — UEM

Centre for Distance Learning (CEND/UEM) · Since 2008

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1 Implementation of Moodle as an institutional LMS

Adoption of the Moodle platform as the official learning environment, with the integration of self-instructional materials.

2 Compulsory face-to-face assessment

Retention of the final in-person assessment to ensure academic integrity, combined with continuous online assessment
— **balance between flexibility and rigour.**

3 Teacher training in digital pedagogy

Ongoing teacher training programme in instructional design, online tutoring and digital assessment.

4 Connectivity challenges

Students in rural areas with limited internet access. Solution: offline content, SMS and provincial tutoring centres.

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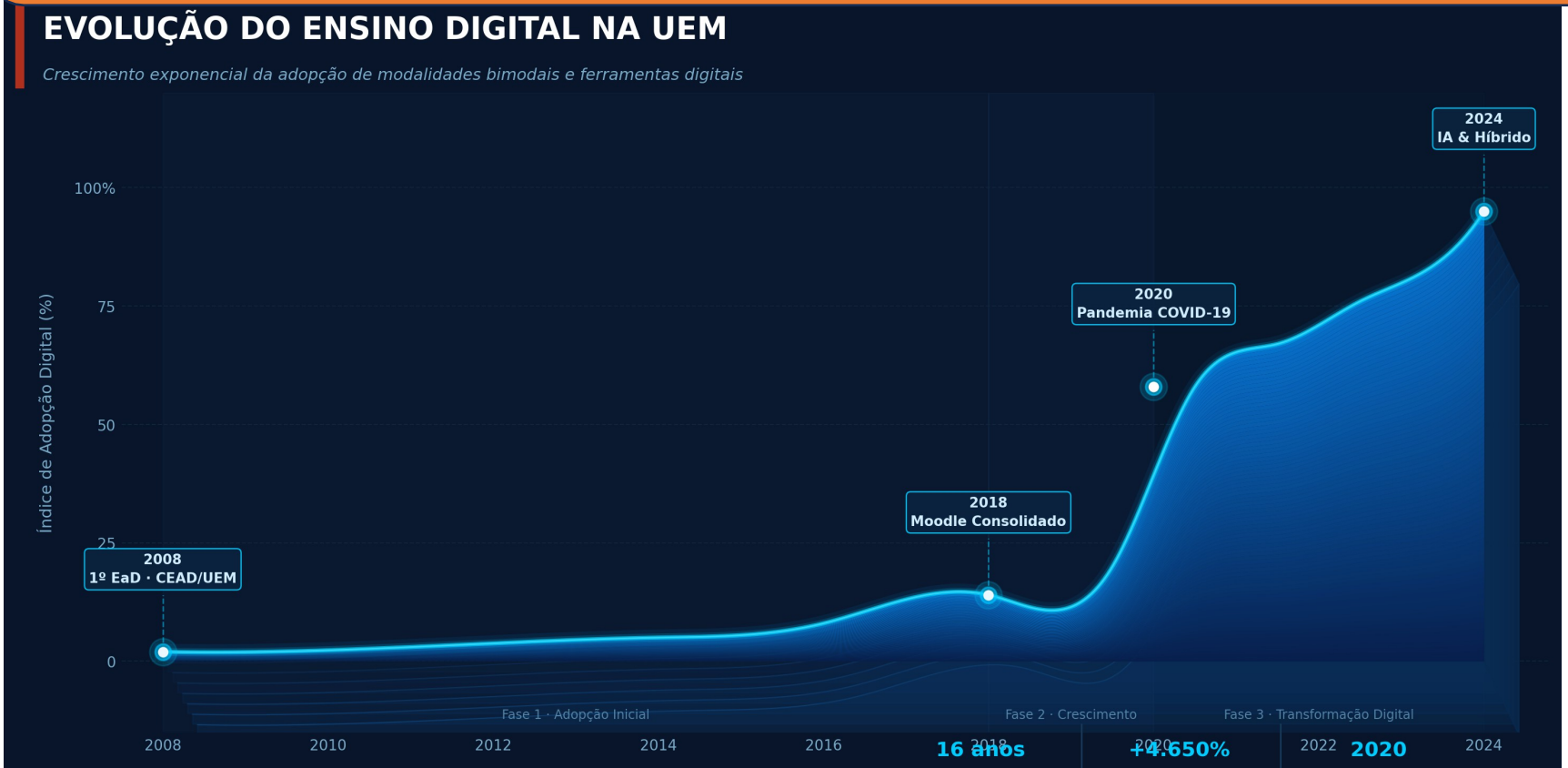
EVOLUÇÃO DO ENSINO DIGITAL NA UEM
Crescimento exponencial da adopção de modalidades bimodais e ferramentas digitais
Índice de Adopção Digital (%)
100%
75
50
25
0
2008
1º EaD · CEAD/UEM
2018
Moodle Consolidado
2020
Pandemia COVID-19
2024
IA & Híbrido
Fase 1 · Adopção Inicial
Fase 2 · Crescimento
Fase 3 · Transformação Digital
2008
2010
2012
2014
2016
2018
2020
2022
2024
16 anos
+4.650%
2020

5. Findings

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1 Quality does not change — the context changes

The principles of quality assurance (relevance, effectiveness, efficiency) remain the same. What changes are the tools and indicators used for verification.

2 Technology is a means, not an end

AI and digital platforms serve learning — GQ must assess outcomes, not just the technology.

3 Inclusion is a prerequisite for quality

A high-quality course that excludes students due to a lack of access is not a quality course. Digital equity is a criterion of quality assurance.

4 AI requires new ethical criteria and indicators

Regulation of AI use in African higher education is urgent — to protect academic integrity and prevent algorithmic misuse.

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Thank you!

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