Online delivery of education

The New Zealand Qualifications Authority (NZQA) is looking to promote good practice for the delivery of education to international students outside of New Zealand. We aim to improve education quality, student experience and achieve best outcomes for New Zealand. Below are the highlights taken from a literature review of offshore online, technology-enabled education to inform the delivery of the International Education Recovery Plan.

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
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QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

What is technology-enabled learning?

It is a catch-all term for a range of approaches as shown on the continuum below. While the role of the 'educator' remains central, there are varying models of technology-enabled learning.

🔍 **Online / e-learning**   🔍 **Blended**   🔍 **Online classes**

| Asynchronous | Synchronous & asynchronous | Synchronous |

🔍 = hover for explanation

What does the literature tell us?

- Understand the motivation of the learner for undertaking an online programme.
- Provide clear and accurate information to the learner.
- The move to online teaching and learning is driving new pedagogical approaches that impact on the structure of teaching and learning and reflects wider changes in society.
- Professional development must keep pace with both new delivery models and pedagogical changes and empower the educator to work in new ways.
- Technology 'opens' teaching and learning by removing some time and geographical barriers.

- A good learning experience requires: the learner to have control over their learning, interaction and connection with other learners and the educator with an ecosystem of learner supports.
- Innovative assessment models are needed that maintain the integrity of assessment practice.
- Robust quality assurance is at the heart of maintaining the high-quality reputation, credibility, and international recognition of qualifications.
- Technology enables a wider range of learning analytics to be collected. Carefully used, this data can help to predict learner outcomes and inform learning design and interventions.

What models of technology-enabled learning are there?

🔍 **Resource-based model**   🔍 **Hybrid model**   🔍 **Teacher-based model**

	Resource-based model	Hybrid model	Teacher-based model
Delivery	Asynchronous	Synchronous & asynchronous	Synchronous
Instruction	Instruction via resources	Instruction via facilitator	Instruction via teacher
Content	Standardised	Some personalisation	Personalised
Direction	Learner directed	Learner / teacher directed	Teacher directed

The extent to which online delivery is scalable depends on the learning model. Organisations need to build the resources, along with the technological and teaching capabilities that match their model. Any education and training organisation thinking about online delivery must clearly understand their model, what they expect from the people involved, and how they can support those expectations.

What have we discovered about technology-enabled learning?

A UK report into the shift to technology-enabled learning recommends:

1 Technology can be harnessed strategically, rather than in a piecemeal or reactive way, to drive educational experience and outcomes.

2 Good access enables staff and students to build the digital skills necessary to engage.

3 Students must have access to the right digital infrastructure.

4 Digital teaching must start with appropriately designed pedagogy, curriculum and assessment.

5 Inclusion for different student groups must be embedded from the outset.

6 All the elements need to be underpinned by a consistent strategy.

Plan strategically
Embed inclusion
Redesign pedagogy, assessment and curriculum
Ensure digital access
Effective digital teaching and learning
Harness technology effectively
Build digital skills

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