This study aims to conceptualise the quality of online higher education (OHE) from the point of view of different agents involved in the modality.

POPULATION / SAMPLE
To this end, we asked students (n=3,152), teachers (n=727) and informants (n=50) from 18 higher education institutions (HEIs) in Chile with online degree programmes to indicate the concepts they associate with OHE quality.

METODOLOGY
Using a qualitative methodology that combines deductive and inductive methods and lexicometrics, we analysed the data collected through questionnaires and interviews.

RESULTS
This article contributes new categories to conceptualise the quality of OHE by incorporating elements of adult education and virtuality as part of its meanings.

CONCLUSION
Approaching educational quality in a contextual way and from a focus on equity is part of the challenges of a modality in continuous growth and with enormous potential in the framework of the global digital society.

Key concepts for quality in online higher education
Sepúlveda Parrini, P., Pineda Herrero, P., & Valdivia Vizarreta, P. (2024). Key concepts for quality in online higher education. [Conceptos claves para la calidad de la educación superior online]. RIED-Revista Iberoamericana de Educación a Distancia, 27(1). https://doi.org/10.5944/ried.27.1.37633