

Key concepts for quality in online higher education

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OHE QUALITY

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.

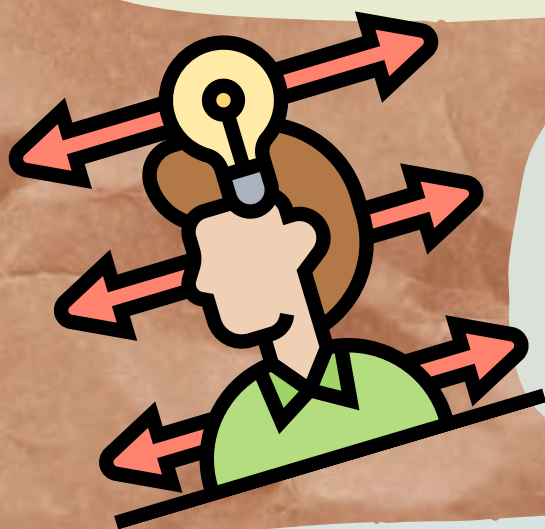
FINDINGS

The findings of this study show how in OHE a traditional vision of educational quality coexists through concepts linked to the “graduate profile”, “standardization” and “accreditation”, with emerging perspectives that reinforce the particularities of education. online, reflected in concepts such as conciliation, pedagogical design, equity, the value of technology, institutional support or individual qualities.



FLEXIBILITY/LEARNING

It stands out that “flexibility” and “learning” are the concepts most mentioned by students and teachers respectively.



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.

4 QUALITY EDUCATION



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.



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