

HSE E-LEARNING DEVELOPMENT STRATEGY

Defines the main areas and objectives of e-learning development in 2016-2020



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HSE's strategy for online education is aimed at creating educational models, partially on the basis of online courses, while also ensuring the necessary conditions (e.g., institutional, financial, technological, methodological, staff-related, etc.) for improving the effectiveness of such models.

The development of e-learning programmes is a part of Russia's federal educational policy.

Online learning is one of the main trends in the development of global educational technologies. With this in mind, we must constantly make sure that our technologies, regulatory framework and methodology are up to date in order that our information systems and organizational processes are in line with the ever growing technological competencies of our students and applicants. As such, new learning models are also crucial for improving the general efficiency of education processes.

Over the last several years, many of the major actors on the market for online education, both in Russia and globally, have been looking for new approaches to educational formats, along with a view to subsequent monetization. The main trends in online education include:

- Hybrid models, blended learning
- Group project work within MOOCs and SPOCS
- Online student support based on psychometrics;
- Tutor-guided online training
- Learner assessment based on personal identification



Advancement of e-learning is a key strategic area for HSE's development

HSE has made a significant progress in its online education development and is currently striving to maintain and strengthen its leadership, since most universities have started to place great focus on this area. Furthermore, there has been growing competition with respect to the development of technological and organizational solutions, as well as in terms of how our university can position itself as a leader in online technologies in the eyes of potential students, government officials, industrial partners and employers.

The University is developing online projects to ensure:

- variability and the highest quality of teaching
- transparency in its management of learning processes
- promotion among the global academic community
- HSE's social responsibility as a centre high quality education

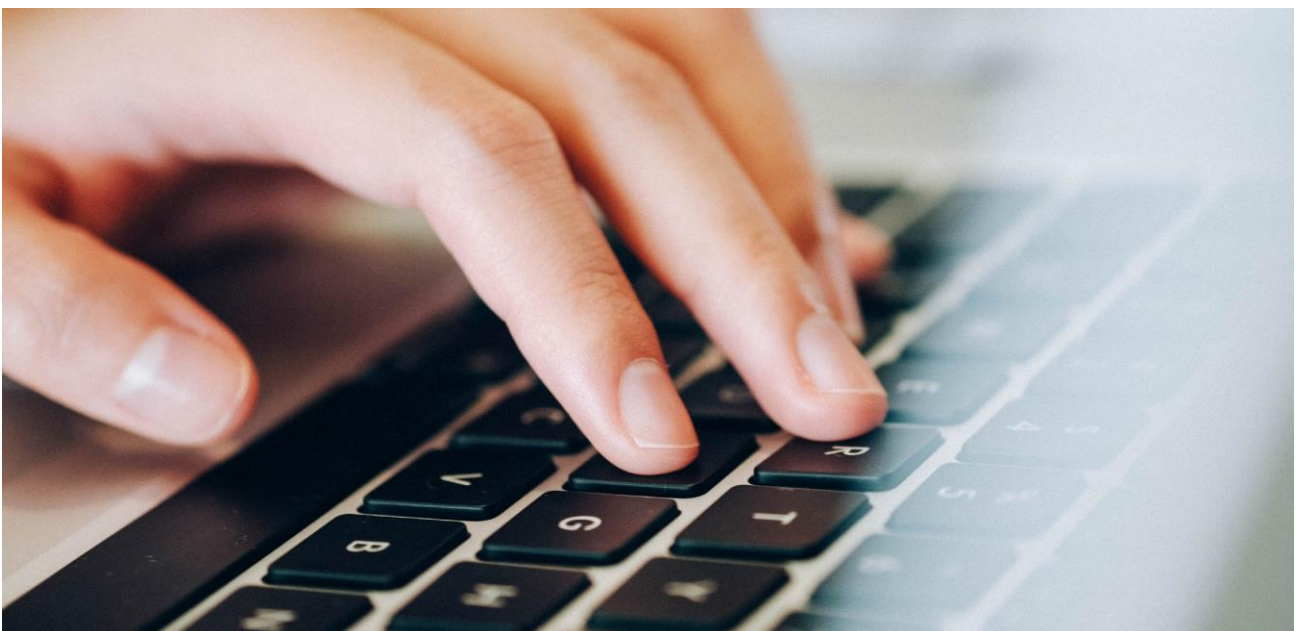
HSE understands that different disciplines have different needs in terms of new technologies. For instance, one technology may not be suitable for all subjects, while different goals define different approaches. Furthermore, any strategy must be flexible and responsive to changing needs and priorities in light of the emergence of new technologies.

The University's online learning system should ensure high quality in teaching, learning, assessment and administration with a particular focus on specific learning outcomes at all levels - from high school to MBA programmes. Moreover, it must create and cultivate the conditions for lifelong learning.

Strategic Development of HSE Online Education in 2016-2020

In accordance with the HSE Development Programme and the 5-100 Programme, as well as a clear understanding of the University's day-to-day realities and current global trends in online learning, we have identified six key areas for development:

1. Fostering the appropriate conditions for the development of new learning models and ensuring HSE's leadership in this area.
2. Promoting the University on the global academic market.
3. Developing effective organizational and economic models for online courses.
4. Promoting the University's social responsibility as a centre of high-quality education.
5. Supporting and developing online learning programmes.
6. Creating online courses that can be added to HSE's curriculum for students.



1. Fostering the conditions for the development of new learning models and ensuring HSE's leadership in this area

Objectives:

1.1 Developing courses to be taught in a blended learning format

Key focus – creating the conditions for modifying existing educational models based on e-learning technologies

Testing various organizational models; building an adequate organizational environment for blended learning and introducing modern teaching approaches. In the coming years, a system of inter-university small private online courses (SPOC) will be launched for HSE students and learners enrolled in continuing education programmes.

Developing teaching materials for blended learning for use in the HSE Lyceum and the HSE Distributed Lyceum.

The experience of Russian and international universities with respect to online education suggests the following:

- A well-formed policy is required, which spells out how e-learning technology can be used on campus (e.g. regulations for adding online courses to curriculums, defining the scope of instruction required to deliver such courses, etc.).
- Clear course requirements for instructors should be set (e.g., checklists, lists of criteria, etc.).

Furthermore, course evaluation systems must ensure the quality of individual features:

<p>Contents</p> <ul style="list-style-type: none"> — Subject matter — Course format requirements — Course structure requirements 	<p>Academic progress assessments</p> <ul style="list-style-type: none"> — Integrity and relevance — Variability and relevant techniques — Quality assessments by students (feedback)
<p>Teaching technologies</p> <ul style="list-style-type: none"> — Conformity with teaching design principles — Conformity of suggested activities with course goals and objectives — Teaching and learning materials 	<p>Technological solutions</p> <ul style="list-style-type: none"> — Action logging — Identification — Storage and transfer of information on course outcomes

A coherent system for evaluating course quality will ensure that:

- both the University's leadership and students will be confident that a given course meets the highest standards in terms of its delivery
- academic supervisors of educational programmes will know that course content is relevant and comprehensive
- instructors can receive clear instructions on how to develop a course

1.2. Promoting institutional cooperation with HEI

The National Open Education Platform is a project that helps to test possible formats and approaches to institutional cooperation between universities that are interested in online courses developed by HSE.

Increasing the number of network agreements.

Developing blended learning methodology using HSE online courses.

1.3. Developing an e-learning platform

Creating a common platform for continuing education programmes:

- Designing common standards for both instructors' and students' interactions with the platform.
- Providing marketing support.
- Centralizing and standardizing all processes in order to save resources through automated business processes and system integration.

1.4. Developing a proctoring system

A system for proctoring online learners is used to ensure the quality of course assessments.

User authentication may be performed via web camera monitoring, as well as through biometric technologies.

Proctoring and monitoring the conditions of student assessments thereby ensure the reliability of assessment results.

A proctoring service available to a wider audience on the emerging market for online learning (to HEI that offer online undergraduate and Master's programmes) may also serve as a source of income.

Proctoring may also be used within the University during final state examinations (e.g., computer-based tests), and remote entrance exams for doctoral or Master's programmes, as well as during final assessments for courses delivered online (by an international instructor), etc.

1.5. Developing psychometric services

Psychometric analysis may be used in online learning for the following purposes:

- assessing course content quality;
- analyzing individual and group dynamics in regards to academic progress, learning difficulties and other factors that may affect learning outcomes;
- solving specific applied tasks (e.g., detecting and forecasting fraudulent strategies on the part of students during examinations (cheating), designing adaptive content, etc.).

Psychometrics can be used within the University to create better course content, as well as off-campus (as a commercial analytical product and/or service).

2. HSE's promotion and positioning in the global market for educational services

Key focus — HSE's image as a globally recognized centre of online learning and e-learning research

Objectives:

2.1. Positioning

Active participation in conferences, roundtables, broadcasts, and workshops dedicated to online learning; initiating and holding such events and presenting the results of e-learning research projects.

Implementing online education research projects (e.g., e-learning institutional research projects, studying various technologies, analyzing the efficiency, economy and sociology of online education, etc.), and sharing the results with the professional community.

Employing a dynamic strategy for promoting HSE in the professional community and media in order to build its image as a centre of online learning and e-learning research (both in Russia and globally).

2.2. Developing online educational products

Creating Master's programmes and continuing education programmes that are delivered entirely online.

Developing teaching technologies and relevant business processes for online educational products.



3. Developing effective organizational and economic models for online courses

Objectives:

3.1. Providing marketing support for online courses

Key focus – boosting the economic output of online technologies

Regularly designing and reviewing a full list of well-targeted competitive strategies with a particular focus on each relevant segment of the market, as well as the best economic models for using online courses associated with such strategies.

3.2. Improving the regulatory framework for the development and use of online courses

Improving the current system for protection of copyright and other intangible rights, and striving to attain a balance between the interests of both HSE and course authors and developers.

Identifying the most effective practices that are in line with current trends in this market.

3.3. Improving the quality of educational programmes and reducing the cost of their implementation

Sharing income from online courses with other HSE subdivisions and requesting that they evaluate courses and provide course support in return.

Using online technologies to assure both quality and variability of educational programmes, while also keeping the expenses for their implementation reasonable or low.

4. Promoting HSE's social responsibility as a centre of high-quality education

Identifying the best possible organizational and economic formats for incorporating online courses into a standard academic curriculum and adding them to HSE's internal bylaws.

Key focus – ensuring access to the best lectures delivered by leading professors to everyone, irrespective of their residence, level of education and income

Objectives:

Promoting social responsibility through ensuring free access to the best lectures delivered by leading professors; making high-quality courses in economics, sociology, humanities, math, and computer science available to everyone in any Russian region and/or any country.

Taking part in the top priority national project "Modern Digital Learning Environment in the Russian Federation", which foresees: creating online courses, performing expert reviews of the quality of online courses, and developing methods for incorporating online courses with respective educational processes, including blended learning.

Increasing the number of HSE MOOCs hosted on global educational platforms.

5. Supporting and advancing online teaching

Key focus – providing training and support to instructors, so that they are properly equipped with new techniques and are able to rely on online technologies in defining their teaching methods

Objectives:**5.1. Training and professional development of instructors**

"Instructional Design" programme for instructors – teaches instructors how to organize academic processes within an online environment and employ special methods for engaging audiences, holding their attention, remotely providing support to independent student work, designing assessment systems, etc., as well as other applied methods and techniques (e.g., forum moderation, etc.).

5.2. Training online course assistants

Creating a community of online course assistants who are able to share specific competencies: technological (with respect to working with online platforms) and communicational (e.g., offering consultations and support to users, possibly during conflicts and/or disagreements, etc.), with respect to course content (e.g., able to provide on-the-spot comments on course content, etc.).

Systematic and massive efforts aimed at competitive selection and training of MOOC/SPOC assistants as part of the School of Online Course Assistant, which is planned to be created.

6. Creating online courses that can be integrated with a standard student curriculum

In addition to MOOCs, HSE is planning to concentrate on small private online courses, thereby ensuring intensive online interactions between instructors and students. This shall help us to familiarize our students with the latest teaching technologies, while also giving proper consideration to the special features and characteristics of the University's curriculum





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