Development and Validation of A Conceptual Quality Management Model for Effective Institutional Continuous Quality Improvement of Online and Blended Learning in Adult Education

Public defense to obtain the degree of
DOCTOR OF EDUCATIONAL SCIENCES
of

Mr. Yves Blieck

which will take place on
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Brussels Humanities, Sciences & Engineering Campus (Etterbeek)

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Summary

Research shows that institutional quality management of online and blended learning is usually restricted to quality assurance (QA) at the expense of quality improvement (QI). This doctoral study started first from several needs to improve existing quality models and instruments to support coherence between QA and QI. The second starting point of this doctoral study is research indicating that it is needed, but not obvious, to establish a dialogue between all the actors from management, faculty and students to achieve effective institutional quality management of online and blended learning.

To fill this gap, five studies in two research phases were conducted using a mixed methods design. A conceptual quality model with scientific grounded indicators that capture the perspectives of all the actors in adult education was identified (study 1). Next, a quality instrument that supports the management and faculty to set priorities when strategically adopting OBL through dialogue was validated (study 2). Then, a quality instrument to consult student with was validated. This survey allows to assess the quality of online and blended learning (QA) and uncover and prioritize areas for QI (study 3). In the second phase the quality instruments were supplemented with an approach for effective institutional quality management (conceptual study), which was implemented in two institutions for adult education in Flanders (Belgium) (study 4).

The findings from this doctoral study are useful for, and beyond, the field of adult education in Flanders (Belgium). The dissertation contributes to the understanding of quality models and quality instruments for online and blended learning, both at the conceptual and theoretical level. Next, the doctoral study provides institutions with a conceptual quality model, quality instruments and guidelines for effective quality management of online and blended learning adapted to adult education. Finally, the government can use the findings to improve legislation and the external quality assurance of online and blended learning.

Curriculum Vitae

Yves Blieck obtained a degree in Psychology and a diploma in teacher training (KU Leuven, 1995). He started as a PhD student in November 2014 at the Department of Educational Sciences of the Vrije Universiteit Brussel. Until now the academic output of the PhD results in two published articles, a third article is under peer review and a fourth has been submitted.

Yves started his career as a teacher in secondary education and, later, as a lecturer in teacher training. He worked as a teacher trainer in adult education (CVO1 De Oranjerie) and at university (KU Leuven). Throughout his career he was also involved as a researcher in scientific project-based research on various themes. For example, he built expertise in competency-based training and evaluation via e-portfolio (KU Leuven) as well as blended learning for lifelong learners in a multicampus context (KHLeuven).

Currently, and throughout the past four years, Yves combined the doctoral study with his job as a lecturer at CVO1 De Oranjerie. In this context he is active as a teacher and coordinator of the online and blended teacher education programme. Yves also provides support for online and blended programmes beyond the teacher education department in the CVO.

1 Centre for adult education