

## Chapter 6

# A Road Map for the COVID–19 Pandemic Process to Ensure Quality of Assurance Active Learning Strategies in Online Learning Environments: How to Plan, Implement, Evaluate, and Improve Learning Activities

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### **ABSTRACT**

*The damage caused by the COVID-19 pandemic in the field of education on a global scale has caused many school closures worldwide and prevented many students from benefitting from the educational services in a limited way. In order to overcome this situation, educational institutions had to switch to distance education applications. This study provides a roadmap and aims to identify teaching and learning activities in an online learning environment considering the learning outcomes to ensure the quality assurance with the basis of SMART goals and “Gagne’s Events of Instruction” model by including active learning strategies. Assessments were completed by the alternative approaches, such as self-evaluation, peer evaluation, and evaluation by the instructor. Finally, based on the identified scenarios, an eclectic model of scenario which is called “FlipHyb” is presented.*

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## **INTRODUCTION**

The damage caused by the Covid 19 pandemic in the field of education on a global scale has caused many school closures worldwide and prevented many students to benefit from the educational services and / or to benefit from it in a limited way. According to the United Nations Educational, Scientific and Cultural Organization-UNESCO (2020a) while on the 16th of February only Mongolia closed their status due to Covid-19 pandemic and China had a partially open status, the impact of pandemic spread day by day around worldwide. It is stated that by the end of March, 169 countries around the world closed schools and / or interrupted education, and approximately 84% of the total enrolled students ( $n = 1,471,046,684$ ) were affected by this situation (UNESCO, 2020a). In order to overcome this situation, educational institutions had to switch to distance education applications. However, it is seen that the practices were insufficient, many dynamics of distance education, especially technology and pedagogy, remained outside of this process. This process can be likened to hedgehogs hugging each other when they are cold and then finding the right distance due to their spines. Accordingly, most of the practices made could not prevent the hedgehogs from getting cold by maintaining their own distance due to the prickling of their thorns when they got cold. Then, based on this metaphor, we can explain why distance education applications are called Emergency Remote Teaching-ERT. This compulsory and rapid movement made by many educational institutions during the crisis is nothing more than remote access (Erkut, 2020; Hodges, Moore, Lockee, Trust & Bond, 2020; Williamson, Eynon, & Potter, 2020). Although examples of best practice can be seen during the pandemic, it is clear that the applications made in general cannot go beyond accessing the learning content in an online learning environment. Most of the best practices have seen that are incorporated with technology and pedagogy. For example, it is recommended in the study of O'Keefe, Rafferty, Gunder and Vignare (2020) that Open SUNY Course Quality Rubric (OSCQR) Course Design Review Scorecard is a course-level quality rubric developed by the State University of New York for reviewing and improving the instructional design and accessibility of online courses based on online best practices, includes Course Overview and Information, Course Technology and Tools, Design and Layout, Content and Activities, Interaction, Assessment and Feedback categories. It is determined that conceptually using rubrics in educational activities and the online course review and refresh process are implemented as a professional development exercise designed to guide online faculty to use research-based effective practices and standards to improve the quality, effectiveness, and efficiency of their online course design, rather than as an online course evaluation, or quality assurance procedure (URL 1). Contrary to this, other examples (i.g uploading portable document file etc.) have been seen during the ERT process. These practices caused the stakeholders to experience psychological problems as well as academically. Especially considering the motivational factors. As stated in Bozkurt (2020b) metaphoric views. In fact, the concept of "remote" reveals the difference between good practice examples and the deficiencies in common applications. As it is stated in Bozkurt (2020b, p.120)

*If we consider face-to-face lectures and distance education lessons as an equation, both sides of the equation are equal, but the variables that make up the equation are different on both sides. For example, a two-hour face-to-face lesson may correspond to a 20-minute synchronous lesson and different asynchronous activities that support this process. Another point to be considered in this process is flexibility in the presentation of the contents and the provision of different access options. In other words, the learner should be able to access different contents and different access points in return for the face-to-face course (p.120).*

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