

# HOLISTIC DESIGN OF ONLINE DEGREE PROGRAMMES IN HIGHER EDUCATION

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# AGENDA

- Need and focus of research
- Research question and methodology
- Articles and some key results
- Coming up
- FONE-hanke (Kansallinen verkkotutkintoverkosto)



2016 > only few online degree programmes and mostly administrative, no pedagogical, design models

2021 > covid created a wider need

## THE NEED

# FOCUS OF RESEARCH



DESIGNING ONLINE  
DEGREE  
PROGRAMMES



DIGITALLY  
COMPETENT  
ORGANISATION



PEDAGOGICAL  
STRATEGY



NEW TYPE OF  
EDUCATION



FINNISH HIGHER  
EDUCATION

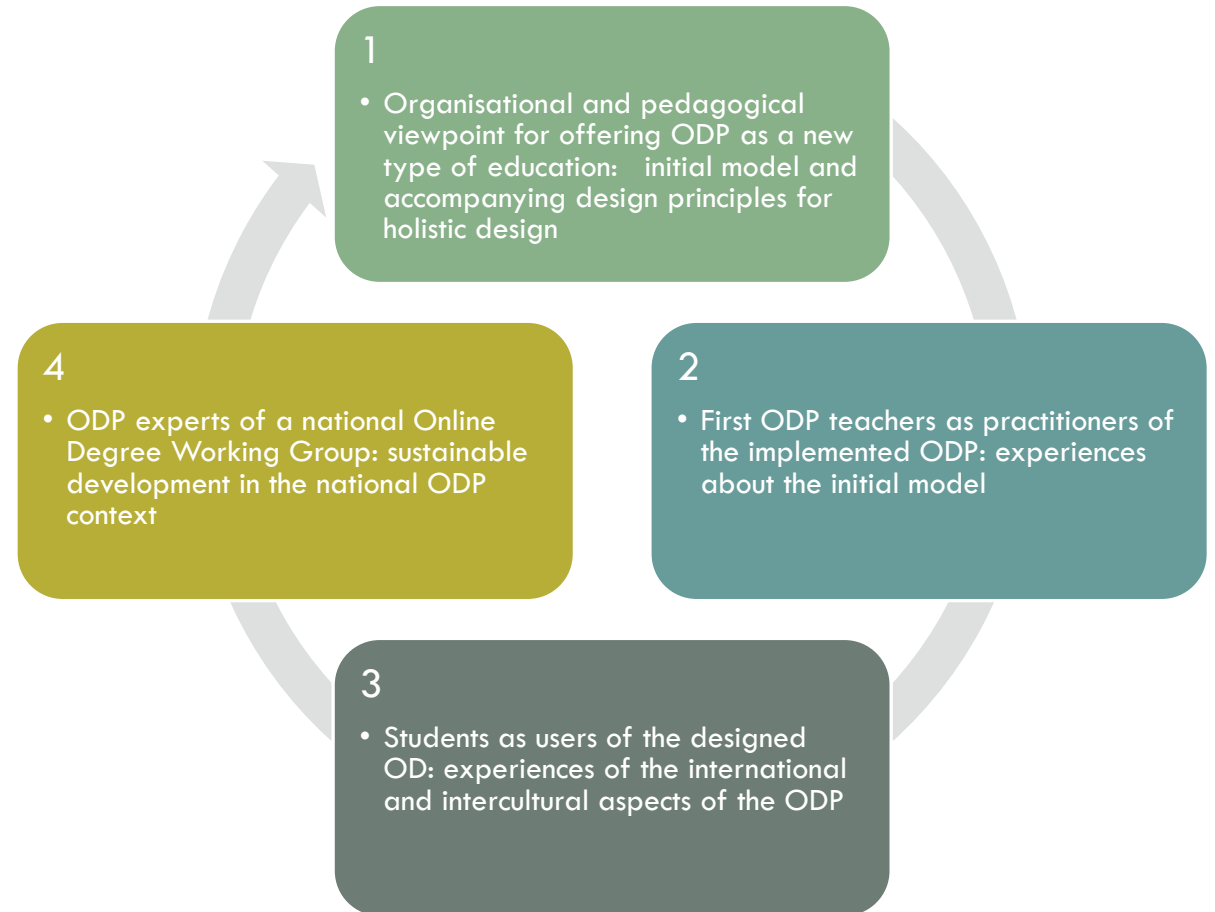


# RESEARCH QUESTION

*“What kind of model can be created for the pedagogically informed holistic design of online degree programmes in higher education?”.*

# METHODOLOGY

*Design-based research with mixed methods*



*Figure 1. DBR cycles in the holistic design of online degree programmes in higher education*



# ARTICLES

Sub-study I: Joshi, M.S. (2022), Holistic design of online degree programmes in higher education – a case study from Finland, *International Journal of Educational Management*, 36(1), 32-48. <https://doi.org/10.1108/IJEM-12-2020-0588>

Sub-study II: Joshi, M. & Kantola, M. (2022). Teacher experiences and role in the design process of online degree programmes in higher education. *Seminar.net*, 18(1). <https://doi.org/10.7577/seminar.4698>

Sub-study III: Joshi, M. & Varhelahti, M. (2022). Designing international online degree programmes. *International Journal of Teaching and Learning in Higher education*, 34(1), 45-59. <https://isetl.org/ijtlhe/pdf/IJTLHE4256.pdf>

Sub-study IV: Joshi, M. (2022). Sustainable development in the design of online degree programmes for national cross-studies. *Ammattikasvatuksen Aikakauskirja*, 23(4), 12–33. <https://doi.org/10.54329/akakk.113318>

# ARTICLE 1: HOLISTIC DESIGN AND ACCOMPANYING DESIGN PRINCIPLES

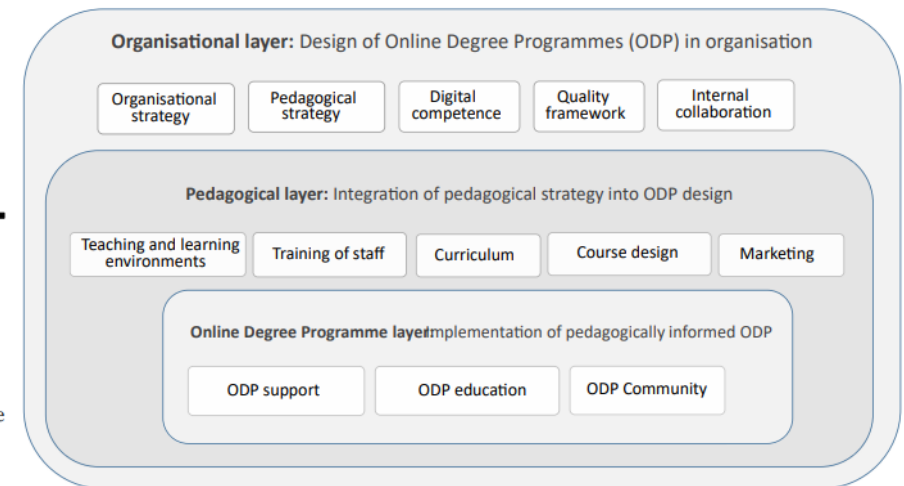
Each layer includes various principles for holistic design to integrate an organisation's pedagogical strategy in a digitally competent context:

- (1) Organisational layer: Choosing the organisation-wide strategic and pedagogical approaches of the ODPs in a digitally competent context
- (2) Pedagogical layer: Ensuring awareness and implementation of the pedagogical strategy in the structure and operations of the ODP in a digitally competent context
- (3) Online degree programme layer: Implementing online degree education to create a quality learning experience as intended in terms of pedagogical, technical and organisational strategy

IJEM  
36,1

42

**Figure 1.**  
Three-tiered holistic design of online degree programmes in HE organisation



**Figure 1.**  
Three-tiered holistic design of ODP in HE organisation (Joshi, 2022a, p. 42)

# ARTICLE 2: TEACHERS' EXPERIENCES OF ODP DESIGN

Based on the ODP **teachers' experiences**, the design principles for the holistic design of new ODPs in HE organisations were redefined for all three design layers: Organisational, pedagogical and online degree programme

Figure 2.  
Teacher experiences of 10 elements of ODP design (Joshi & Kantola, 2022, p. 13-14)

**Table 2**

*The frequency of the teachers' experiences according to the elements of the initial ODP model*

Elements of online degree programme design from DBR Cycle 1	Experienced positively	Experienced negatively	New suggestion
1. Investigating HE and institutional strategies for pedagogical choices	7	15	6
2. Completing a quality framework self-assessment for implementation of online degree	0	0	0
3. Developing a curriculum for online degree education	10	1	0
4. Offering continuing professional development for online degree teachers	9	13	12
5. Collaborating with internal partners for consistency of standards	9	10	17
6. Creating materials for marketing and communication of pedagogical choices	0	1	0
7. Creating course and degree design templates for consistent implementation	9	4	1
8. Setting up online and on-site teaching and learning environments	5	14	4
9. Arranging continuous support for staff and students for implemented online degree education	4	1	8
10. Creating a community and a sense of belonging for online degree staff and students	4	1	1
<b>Total</b>	<b>57</b>	<b>60</b>	<b>50</b>



# ARTICLE 3: INTERNATIONAL ODP CONTEXT

Students in a culturally and linguistically  
diverse online degree in Finland

Experiences of international and intercultural  
aspects of ODP studying

## Figure 3.

11 design principles for holistic design of international ODPs for fully online international DPs, where both students and staff represent multiple locations and cultural and linguistic backgrounds (Joshi & Varhelahti, 2022c, p. 54)

1. Presenting a clear organisational culture from the beginning of the online degree studies
2. Supporting cultural distance from the main culture of the online degree programme by introducing cultural etiquettes
3. Creating shared rules and jointly agreed ways of working in a culturally and linguistically diverse online context
4. Creating standardized online course structure with culturally diverse contents and materials
5. Using the same digital tools and working methods to enable equal access and competence irrespective of location
6. Training teachers and students in intercultural communication online from the beginning of the online degree studies to enhance understanding of other cultures
7. Training teachers in online teaching skills and using online learning environments for culturally diverse groups
8. Enhancing teachers' leadership skills for leading and supporting culturally diverse teamwork online
9. Giving access to wider international community via online means
10. Having a cultural mix of international students and staff members in the online degree programme
11. Showing respect to individual cultural identities within culturally diverse virtual teams

# ARTICLE 4: SUSTAINABLE DEVELOPMENT AND NATIONAL COLLABORATION IN OPDS

The importance of national level collaboration to support the sustainable development goals in the design of OPDs in HE

Supporting the integration of SD in all degree programmes in universities of applied sciences (Arene, 2020).

National online degree working group's viewpoints

**Table 4.** Comparison of ODP design elements, key sustainability competences and thematic interview results Q1-Q3

<b>Prioritised ODP design elements (Table 2)</b>	<b>Key sustainability competencies (Table 3)</b>	<b>Q1: SD in the design of ODP in HEIs</b>	<b>Q2: Including SD in future visions for national ODPs</b>	<b>Q3: Implementing Arene SD goals in future national ODPs</b>
1. External collaboration of UAS	Co-operation and communication		<ul style="list-style-type: none"> <li>• Multidisciplinary national collaboration and SD development</li> <li>• Wider access to studies through national collaboration for students and smaller UAS's</li> </ul>	Participation in the design and integration of SD goals into ODP design
2. Support from management	Co-operation and communication			
3. Applying quality framework	Systemic thinking, Strategic action			Impacting SD by including mode and environment of study (online studying) in calculating the carbon

**Figure 4.**  
18 Prioritised ODP design elements compared with key sustainability competences and thematic interview results (Joshi, 2022b, p. 26-27)



# COMING UP...

The final PhD dissertation with:

- Design framework
- Accompanying design elements on three design layers: Organisational, Pedagogical and Online degree programme
- Service design focus





# Kansallinen verkkotutkintoverkosto -hanke

Rahoittaja: OKM

Toteutusaika: 1.1.2021-31.12.2023

Kokonaisbudjetti: € 548 250

Koordinaattori:

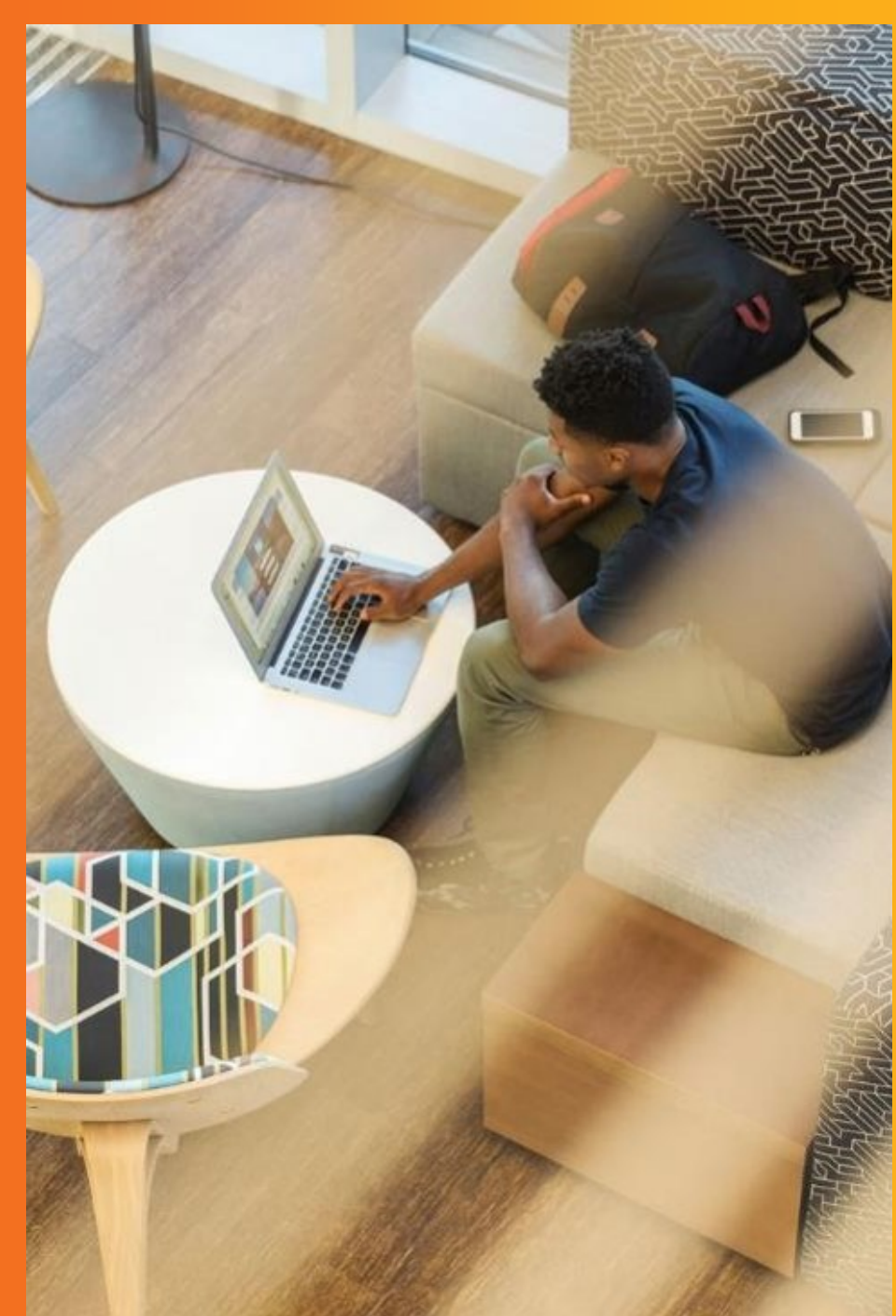
- Turun AMK

Partnerit:

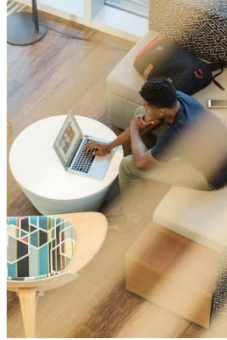
- Haaga-Helia AMK
- Hämeen AMK
- Humak
- Oulun AMK

Hankkeen projektikortti:

<https://www.turkuamk.fi/fi/tutkimus-kehitys-ja-innovaatiot/hae-projekteja/kansallinen-verkkotutkintoverkosto/>



# Hankkeen kuvaus



Hankkeessa luodaan kansallinen verkkotutkintoverkosto, joka tarjoaa puitteet ja toimintamallit koulutusratkaisuille.



Ratkaisuja etsitään korkeakoulujen ja työelämän yhteistyöllä. Yhteistyötä tehdään vastaamalla yhteiskunnan muutoksiin ja tarpeisiin uudistaa korkeakoulutusta kestävän kehityksen ja jatkuvan oppimisen teemojen mukaisesti.



Verkoston kautta saavutetaan uudenlaisia, laajempia mahdollisuuksia tarjota joustavia opiskelumahdollisuuksia ja -polkuja uusilla aloilla digitaalisissa ympäristöissä yhteistyössä korkeakoulutoimijoiden kanssa.

# Hankkeen tavoitteet

1. Verkkotutkinto**verkoston** luominen ja **yhteistyön** vahvistaminen kansallisen verkkotutkintokoulutustarjontaa ja tutkimusta varten.
2. Kansallisten verkkotutkintojen **toimintamallien** luominen yhteistyössä verkoston jäsenten kanssa, mm. digipedagogisen toiminnan kehittäminen ja opiskelijoiden osallisuuden ja hyvinvoinnin tukeminen uusien teknologioiden ja innovaatioiden avulla.
3. Uusien, olemassa olevien tai vielä hahmottumattomien verkkotutkintojen **kartoittaminen** ja **ennakointi** kansalliseen tarjontaan YAMK ja AMK-tasoilla esimerkiksi ilmastonmuutoksen ja kansainvälisyysosaamisen tukemiseen.





# TULOSSA

- Verkkotutkintoverkosto-hankkeen **Webinaarisarja** tammi-helmikuussa 2023 yhteistyössä Digivision kanssa, seuraa ilmoittelua Digivision sivuilla!
- Liity mukaan Verkkotutkinnot-ryhmään LinkedInissä:

<https://www.linkedin.com/groups/12203143/>



# Haluatko lisätietoja FONE-hankkeesta?

Ota yhteyttä:

Sisältöjohtaja: [Marjo.joshi@turkuamk.fi](mailto:Marjo.joshi@turkuamk.fi)

Hallinnollinen projektipäällikkö: [mari.Tauriainen@turkuamk.fi](mailto:mari.Tauriainen@turkuamk.fi)

# SOURCES

Joshi, M.S. (2022a), Holistic design of online degree programmes in higher education – a case study from Finland, *International Journal of Educational Management*, 36(1), 32-48. <https://doi.org/10.1108/IJEM-12-2020-0588>

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# THANK YOU!

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