



Social Sciences and Humanities
Research Council of Canada

Assessment & Accreditation of OER Learners

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in
Open Educational Resources



Research objectives

1. Map existing projects on **assessment/accreditation**
1. Analyze and evaluate **scalable approaches**
1. **Document lessons learned**
1. Propose **conceptual frameworks**



Assessment

...is the
engine
which drives
student learning

(John Cowan)



Statement of Accomplishment

*“ . . . You may **not** use as part of any tuition-based or for-credit certification or program . . . ”*



coursera

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*“ . . . You may **not** use as part of any tuition-based or for-credit certification or program . . . ”*

USELESS

Recognition of Prior Learning

- **PLAR or PLA** (Prior Learning Assessment & Recognition)
- **Portfolios**
-



Recognition of prior Learning (RPL)

- No standards
- Idiosyncratic at each institution (& within)
- Unnecessary duplication
- Not cost-effective



Credit Transfer

- Easy in North America in first two years
- Problematic for specific programmes
- Bologna?



The problem

Learners who access OER and acquire knowledge/skills, cannot have their learning accredited



Why am I taking this course?

oer
foundation



OERu

Open Education Resource University
Towards a logic model and plan of action

wikieducator.org/images/c/c2/Report_OERU-Final-version.pdf

“Open” Assessment Services

- To guarantee the credibility of open scholarship for academic credit, the **assessment process must be strictly equivalent to that for mainstream students**

$$\begin{aligned} 4) \quad 3 \times 9 &= ? \\ &= 3 \times \sqrt{81} = 3\sqrt{81} = 3\sqrt{\overset{27}{81}} = 27 \\ &\quad \frac{6}{21} \\ &\quad \frac{21}{0} \end{aligned}$$

Jim Taylor, USQ

“Open” Assessment Services

- To guarantee the credibility of open scholarship for academic credit, the **assessment process must be strictly equivalent to that for mainstream students**
- “Open” Assessment must therefore **involve payment of a fee (cost recovery only) or a scholarship scheme**

$$\begin{aligned} 4) \quad 3 \times 9 &= ? \\ &= 3 \times \sqrt{81} = 3\sqrt{81} = 3\sqrt{\overset{27}{81}} = 27 \\ &\quad \begin{array}{r} 6 \\ 21 \\ \hline 21 \\ 0 \end{array} \end{aligned}$$

Jim Taylor, USQ

Open Credential Services

- Participating institutions **must have credible local accreditation**

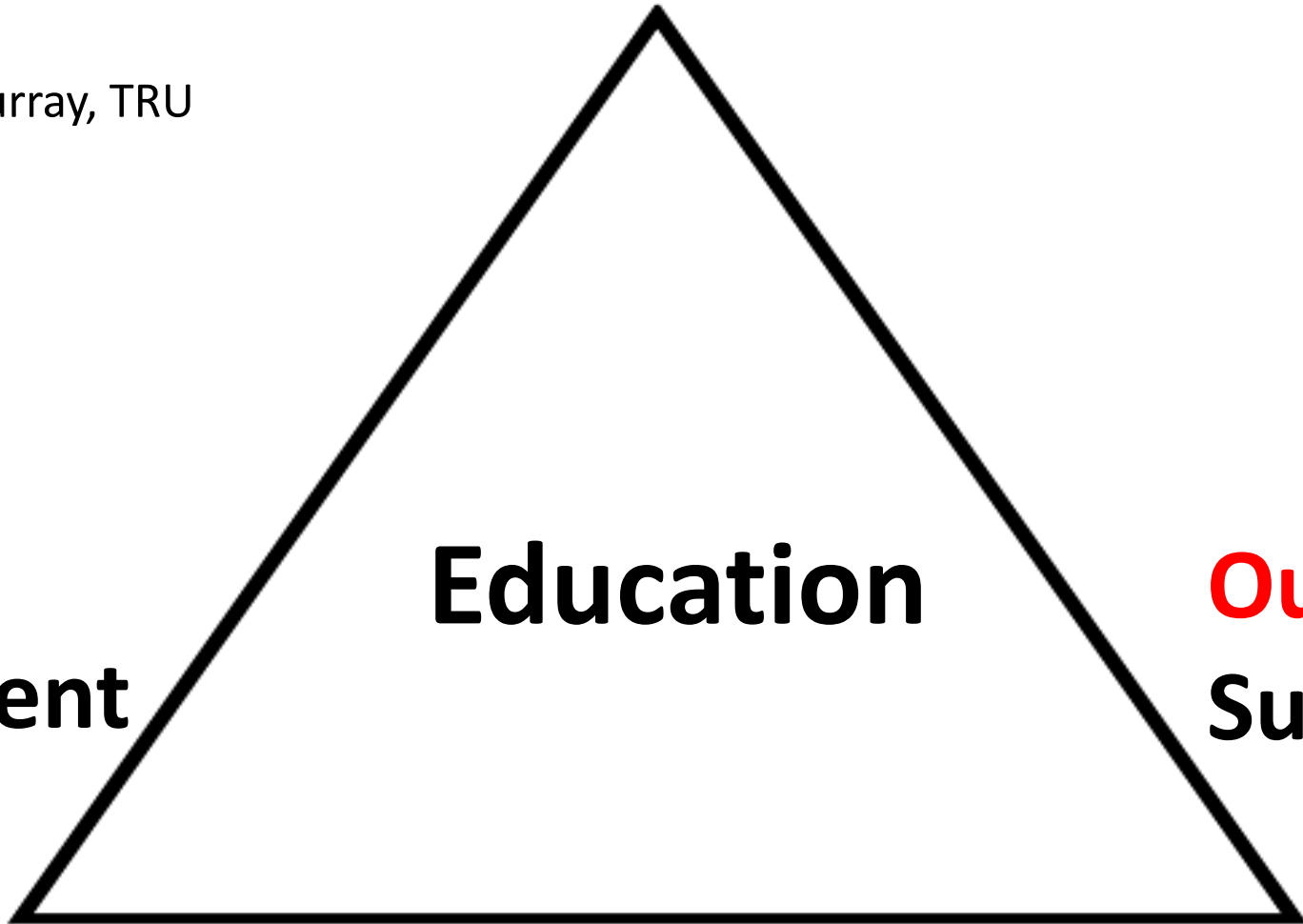


Adapted from
Jim Taylor, USQ



Our Students

Judith Murray, TRU



Our Content

Education

Our Support



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Any students

Norm Friesen,
Judith Murray, TRU

**Any
Content**

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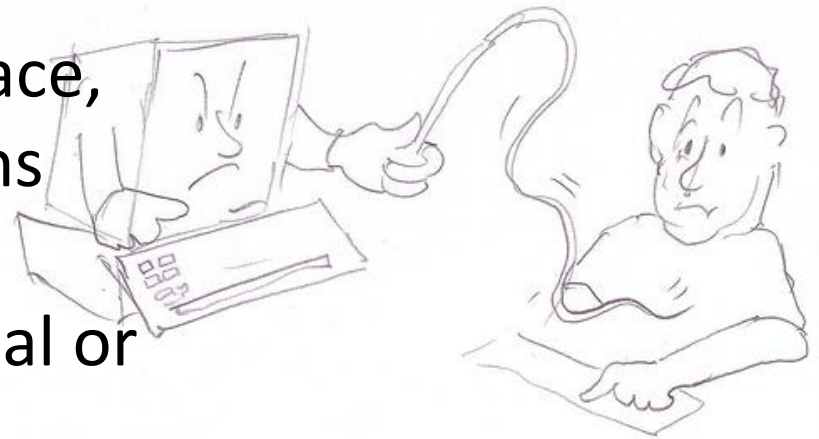
Learning Scenarios

Formal learning: a credentialing institution

Non-formal learning: workplace, societies, organisations, unions

Informal learning: experiential or happenstance

TECHNOLOGY FACILITATING LEARNING!



From Dianne Conrad



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RPL (Recognition of Prior Learning)

- **PLAR** (Prior Learning Assessment and Recognition) in Canada
- **PLA** (Prior Learning Assessment) USA
- **APEL** (Accreditation of Prior and Experiential Learning) UK
- **APL** (Assessment of Prior Learning) USA



Other forms of assessment

- Transfer credit
- Challenge for credit
- Portfolio learning
- ?

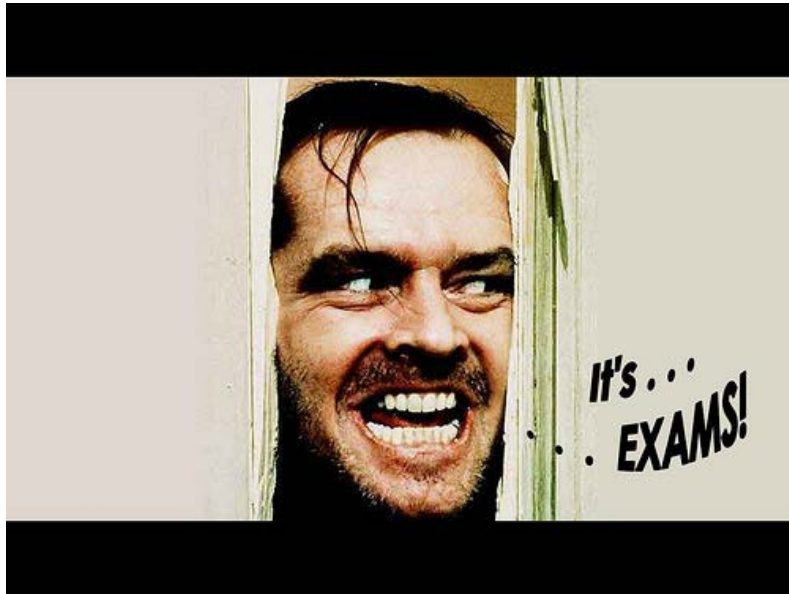


Challenge for credit

- Few institutions
- Little automated testing
- Need automated cost-effective systems
- Not just multiple choice
- Automated essay marking
- Competency-based

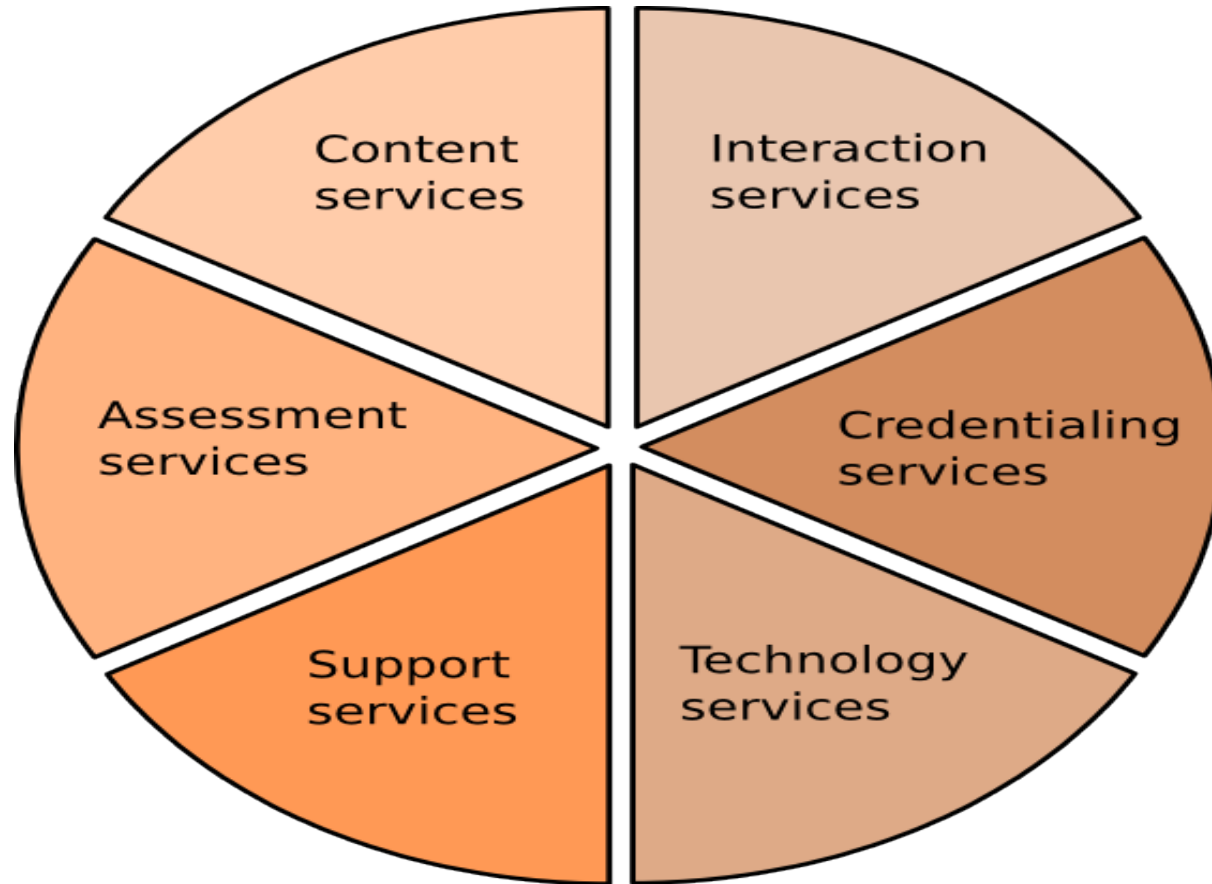


Automated assessment



- Item banks for multiple choice
- Online essay examinations
- Prior Learning Assessment
- Cost-effective hybrid solutions

University services



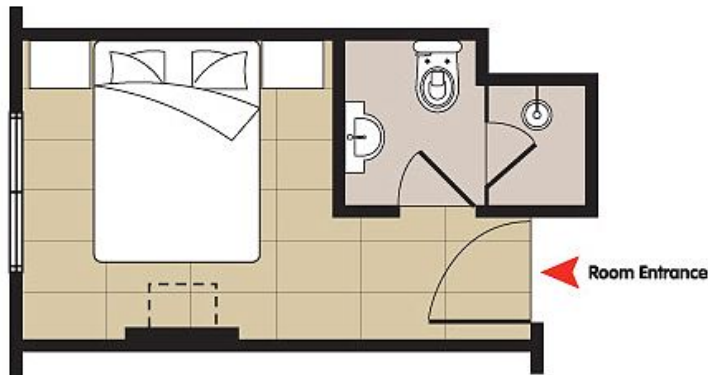
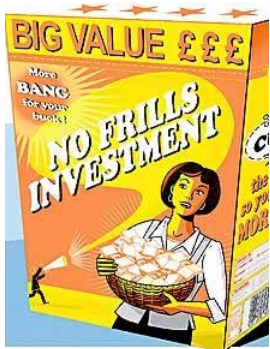
NO FRILLS

- banking, groceries, department stores, travel agencies, accommodations, mobile telephony, stock brokering

Tune
Hotels.com
A Tune Group Company

Tune Hotels.com - Downtown KL
(Typical Double Room Layout)

12 sq.m

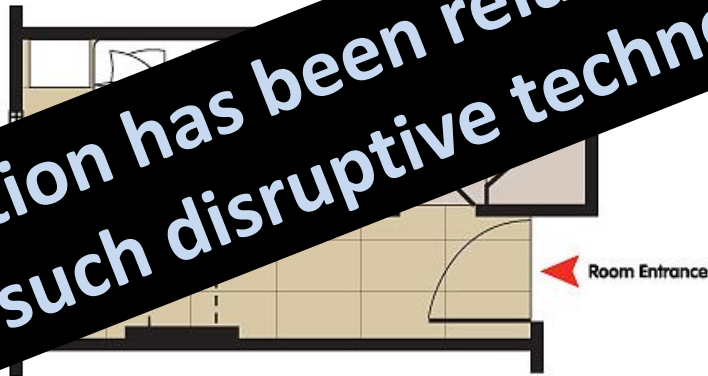
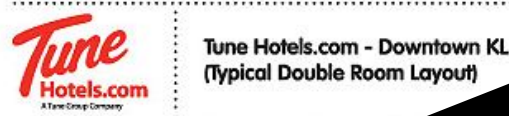
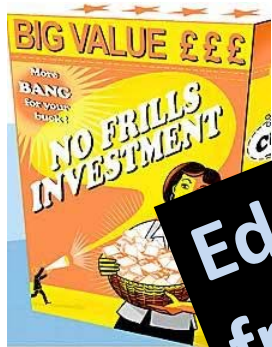


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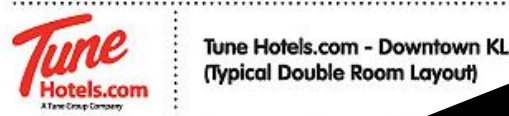
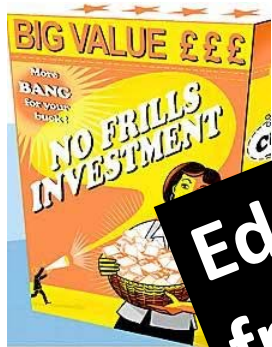
Education has been relatively immune from such disruptive technologies



NO FRILLS

- banking, groceries, department stores, travel agencies, accommodations, mobile telephony, stock brokering

Education has been relatively immune from such disruptive technologies



NO FRILLS: Why not in Education?

- Cost of gaining accreditation
- Cost of infrastructure (physical campus)
- Loyalty of alumni for established institutions
- Lack of government funding
- Anti-commercial culture



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No-Frills dangers for HEIs

- Students may abandon full-service
- Discount service could replace it
- May reduce sustainability of full-service



Do we need and can we afford the full bundle?



Freedom for learners

- To enroll in and complete courses at institutions of learners' choice
- To change institutions as they strive to complete a program/programs
- To transfer credits among institutions nationally and internationally.
- To have prior learning assessed & accredited



- **“Affordability in the future may be the first requirement not an afterthought.”** Whitesides (2011)



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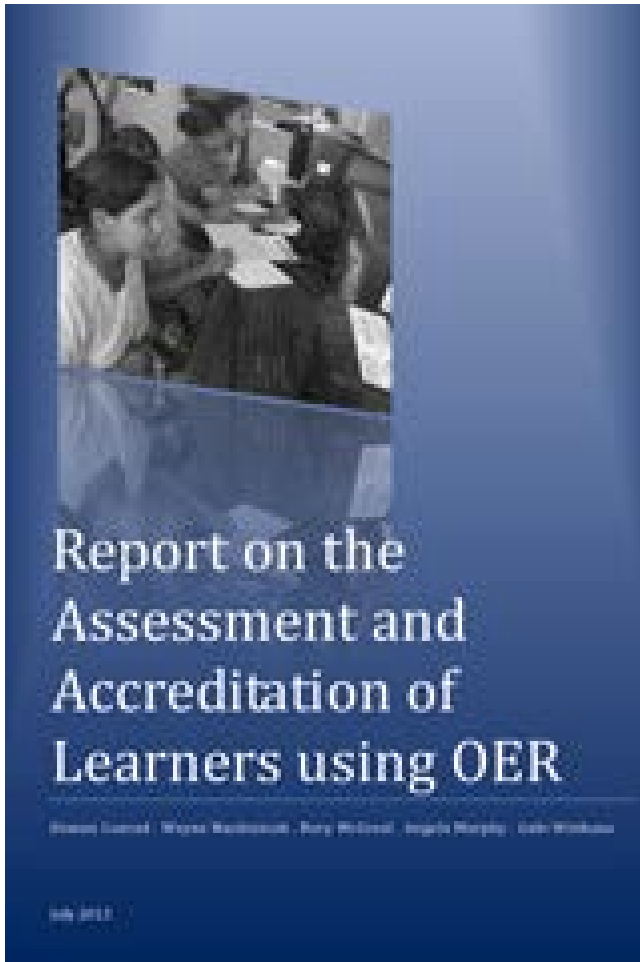
The race may not be to the swift, but to the cheap



- **“Affordability in the future may be the first requirement not an afterthought.”** Whitesides (2011)

The race may not be to the swift, but to the cheap

terima kasih



**Thank
YOU**

Mahalo
Kiitos

Tack
Grazie
Obrigado

Toda
Thanks

Takk
Gracias
Merci

Hvala

Suksma

rory@athabascau.ca

<http://www.col.org/resources/publications/Pages/detail.aspx?PID=458>

