Giving Credit for OER-based Learning

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www.oer-europe.net
Partnership:

- EFQUEL
- University of Bologna
- University of Duisburg-Essen
- University of Edinburgh
- University of Granada
- UN University
- SCIENTER

With the support of the Lifelong Learning Programme of the European Union
Our objective

To evaluate the feasibility of assessment and certification of learning based solely on OER/OCW by traditional universities, using their normal academic and quality processes.

Why did we do this?

OER & OCW are very useful supplementary materials for existing students and informal learners

but
don’t address the needs of those wishing to have formal, quality-controlled, transferable recognition of their knowledge & skills, for use within formal HE settings or with employers.
How does our work address UNESCO global priorities?

1. By helping traditional universities to see how to go beyond OER/OCW and offer online, reasonable cost, worldwide credits to learners

2. By reducing barriers of gender, location, religion etc by being open to all

3. By enabling access to more credit-bearing courses than a single university, can offer, especially those with limited resources
Disaggregating the learning & assessment process

**Design**
- Specification — this process deals with the definition of the learning outcomes which should be used in the learning process
- Outline — broadly speaking this involves the detailed definition of the curriculum
- Position — positioning the course means analyzing the degree of openness, the level of OER reuse and the nature of the learning involved in the course

**Learning**
- Guiding — this involves the forms of learning support a student will receive — whether through materials, from community support, or from other sources
- Document — this is the student’s creation of a learning portfolio, documenting their acquisition of learning outcomes throughout the process

**Assessment**
- Verification — this is more of an administrative process, whereby the student’s documentation of their learning process is checked against requirements, to ensure that the student has completed all necessary activities to be eligible for further assessment
- Testing — this involves checking whether the student has achieved the competences required by the course in question.

**Awarding**
- Certification — this involves the issuing of a grade indicating level of expertise, as well as the issuing of appropriate documentation attesting the acquisition of the learning outcome
- Recognition — this is the recognition of the learning outcome by other institutions.
What did we do?

1. Carried out **background research** to inform our study
2. Defined **OER-based learning ‘essentials’** to support unbundled assessment & accreditation
3. Specified a Learning Passport, **a European Diploma Supplement - compliant ‘transcript’** that documents the learner’s achievements against Learning Outcomes’s
4. Created **realistic assessment & certification scenarios** that map onto current traditional higher education processes
5. Gathered feasibility data from **senior key informants** in our universities
Defining OER/OCW ‘essentials’

These are needed for

- a learner to be able to study - alone or with peer support
- a university to be able to assess – with realistic effort at scale

1. open curricula with defined learning outcomes, open study materials, defined tasks (solo or group), defined activities (solo or group), appropriate formative assessments for the learner
2. guidance as to how to present work completed (eg portfolio)
3. proposed (but not mandatory) summative assessments for universities
Creating assessment & certification scenarios

<table>
<thead>
<tr>
<th>OER SCENARIOS</th>
<th>Learner is at</th>
<th>studies OER module at</th>
<th>requests assessment for</th>
<th>uses credits at</th>
</tr>
</thead>
<tbody>
<tr>
<td>OER traditional (independent self-study)</td>
<td>U1</td>
<td>OER U1</td>
<td>TEST U1</td>
<td>CREDITS U1</td>
</tr>
<tr>
<td>OER Erasmus</td>
<td>U1</td>
<td>OER U2</td>
<td>TEST U2</td>
<td>CREDITS U1</td>
</tr>
<tr>
<td>OER Summer School</td>
<td>U1</td>
<td>OER U3</td>
<td>TEST U3</td>
<td>CREDITS U1</td>
</tr>
<tr>
<td>OER Credit Market</td>
<td>U1</td>
<td>?</td>
<td>TEST U1</td>
<td>?</td>
</tr>
<tr>
<td>OER Anywhere</td>
<td>U1</td>
<td>OER U3</td>
<td>TEST U4</td>
<td>CREDITS U1</td>
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<tr>
<td>OER RPL</td>
<td>U1</td>
<td>OER ?</td>
<td>TEST U1</td>
<td>?</td>
</tr>
</tbody>
</table>

Universities within the OER Scenarios:
- U1
- U2
- U3
- U4

Giving Credit for OER-based Learning
UNESCO World Open Educational Resources Congress, 20-22 June 2012 Paris
Summary of our findings

1. University senior staff were generally open & positive to the concept, being aware of the current value of OER/OCW

2. Different universities preferred different scenarios, depending on their charging models, legislative restraints, prior collaborative arrangements, flexibility in current assessment procedures

3. Collaborative agreements between universities was likely to be the most productive approach (ie trust relationships as in Erasmus)
Thank—You for Your Attention

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Presentation available from:

http://www.oer-europe.net

Feedback is welcome!

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Announcing a European Task-Force

A voluntary group of OER Initiatives and related policy groups which will take work forward by:

- Trialling the assessment of OER-based learning outcomes
- Trialling awarding credit for OER-based learning outcomes
- Disseminating experiences of the above activities

Express your Interest at http://taskforce.oer-europe.net