Assessment & Accreditation of OER Learners

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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 . . .”
Statement of Accomplishment

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

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

[Images of people holding puzzle pieces]
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.
Open Education Resource University
Towards a logic model and plan of action

“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.

4) $3 \times 9 = ?$

$$= 3 \times \sqrt{81} = 3 \times 9 = \frac{27}{3} = 27$$
“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.

4) \( 3 \times 9 = ? \)

\[
\begin{align*}
3 \times 81 &= 27 \\
3 \times 81 &= 27 \\
27 &= 27
\end{align*}
\]

Jim Taylor, USQ
Open Credential Services

- Participating institutions must have credible local accreditation

Adapted from Jim Taylor, USQ
Any students

Norm Friesen, Judith Murray, TRU

Any Content

Education

Any Support
Norm Friesen, Judith Murray, TRU

Our Assessment

Education

Any students

Any Content

Any Support
ANY students

Norm Friesen, Judith Murray, TRU

ANY Education

ANY Content

ANY Support

OUR ASSESSMENT
Learning Scenarios

**Formal learning:** a credentialing institution

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

**Informal learning:** experiential or happenstance

From Dianne Conrad
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

- Content services
- Interaction services
- Assessment services
- Credentialing services
- Support services
- Technology services
NO FRILLS

- banking, groceries, department stores, travel agencies, accommodations, mobile telephony, stock brokering
NO FRILLS

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

Education has been relatively immune from such disruptive technologies
NO FRILLS

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

Hvala

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