



REPORT ON THE NATIONAL WORKSHOP ON QUALITY ASSURANCE IN OPEN EDUCATIONAL RESOURCES ON 17TH -19TH JUNE 2019.



Odisha State Open University (OSOU) in collaboration with the Commonwealth of Learning (COL) organized three days' workshop at Sambalpur from 17th to 19th June 2019 on Promoting Quality Open Educational Resources in India for the faculty / professionals of Open Universities in India. 38 participants from 14 state open Universities across the state of India participated in the workshop.

This workshop on Quality Assurance (QA) in Open Educational Resources (OER) in India has been conceived to provide training to delegates from Indian Open Universities to make them capable to assure quality in OER and set in place structures to develop an institutional culture of openness and accessibility. As per the agenda, the objective of the workshop is “to widen access to education, to share resources, to raise educational quality and to support the mobility of ideas, of teaching, of relevant research and of people”. The workshop was organized to create awareness among the participants to decide the quality of OERs using a range of criteria. It was expected that after this workshop the participants will be able to evaluate the existing OER and capable of assuring the quality designed for.

Workshop Outcomes

On completion of the workshop participants:

- Can search for and evaluate existing OER
- Can decipher CC licensing
- Can generate CC licences

- Can understand and implement QA models and criteria used successfully elsewhere in developing world contexts
- Can generate QA criteria to be used in their own institutions
- Will be able to understand and develop an OER policy and QA procedures.

DAY-1



Dr. Srikant Mohapatra, Honorable Vice Chancellor, Odisha State Open University (OSOU), welcome the Resource Person, Mr Andrew Moore, Education specialist, Commonwealth of Learning and the participants of the workshop. The Vice Chancellor in his inaugural speech highlighted the benefit of the workshop and explained the importance of quality assurance while using the Open Educational Resources. He also made a presentation regarding development of OER policy in Odisha State Open University. The Vice-Chancellor said right from day one OSOU, has adopted OER policy with the support of COL and CEMCA after obtaining the approval from statutory body i.e. Board of Management. He also shared the various steps initiated by OSOU for the implementation of OER. Representatives from 13 different state open universities across the country made brief presentations on openness and implementation of OER in their respective universities. The participants talked about various MOOC courses they have developed at their universities. They talked about the various creative common licenses or intellectual property rights adopted by their respective Universities. It was observed that majority of the open universities are yet to formulate a concrete OER policy, even though the faculties are using OER extensively.



Mr. Andrew Moore gave a brief sketch of his profile and threw light on the agenda of the three days' workshop in the first session.

In the second session Mr. Moore briefed about open learning. He mentioned that quality Higher Education is the universal right which should be exercised by all. He explained that open learning needs a boost to reach a large number of populations, in a cost effective manner. In his presentation he traced the genesis of OER in 1970's and highlighted the OER movement in 2002, particularly after the Paris Declaration mandated by the representative of the member countries. It was discussed that the Universities should develop a learner centric approach in terms of flexibility and technology support.



He further added that flexible learning should be student driven, with freedom of pace, place and mode. Learners, instructors and institutions all have to play a role in flexible learning. Emphasis should be given to video lessons that act as live lectures in open and distance learning system. In

technology support it was explained that trend is moving towards digital format. The participants expressed the view that SWOT analysis of each course is important so that emphasis can be given in quality while designing a programme. Mr. Moore advocated that learning is going to be mediated by technology and the role of teacher is that of a facilitator of learning. Learning Management System like Moodle are acting as a facilitator of learning for running the online programmes.

The discussion aimed at student centeredness that aims to develop learner's autonomy and independence by putting responsibility of the learning path in the hands of the students which is the pivot of adult learning.

After that the role of MOOCs in transforming openness was explored. Mr. Moore said that MOOCs provide improved access to open learning but not to open content, though there is always a possibility of the other way round. He suggested that certain models like Blended Learning, discussion forums should be used to enhance open learning. It was further explained that the importance of design of the programme plays a key role in increasing the number of learners.

Various web sites that provide Open Course Work in various disciplines especially MIT Open Course Ware to use educational resources were explored and discussed. These sites present the core academic content — including lecture notes, syllabi, assignments and exams pertaining to undergraduate and postgraduate curriculum that are freely available and open to support formal and informal learning around the world. The courses also include rich but simple media resources such as video lectures, simulations, and animations.

In the third session the deliberations were on Open Educational Resources. Mr. Moore briefed the participants about the importance and scope of OER policy. It was said that 99 percent of OER are digital. Then the creative common licensing in detail was analyzed such as about various licensing procedures and how to use it and what the public domain licenses are. It was discussed when to use the creative common license and when to use the copyright for the benefit of the university and the learners. A quiz was conducted for the participants on different type of licensing system under creative commons at <https://kahoot.it/>.



Various search options for getting access to OER like contents, images, videos using advance search and creative common search options were explained.

Towards the end of the session Mr Moore summed up the Day 1 topics with OER:

- how to search for existing resources,
- how to evaluate and adapt OER and
- how to decipher Creative Commons licensing.
- how to license institutional resources with CC licence.

and the session ended with interactive question and answers.

DAY-02



The second day of the workshop, started with review of the internalization of the first day programme together with the doubt clearance session, where the representatives from YCMOU and IGNOU put forth their query about CC 4.0 license and OER policy. The representatives from PSSOU, NSOU, VMOU, and OSOU clarified their doubt on difference between copyright and creative common, creative common license creation. Mr. Moore demonstrated the process of creating and generating creative common license.

The Vice Chancellor, OSOU in detail spoke about the adoption of OER policy by Odisha State Open University, and the role of OER in helping the university to manage the curriculum and developing the contents for running the programmes in the university.

Several well-known QA criteria ranging in sophistication vs. ease of deployment like teaching and learning processes, information and material content, presentation product and format and system technical and technology were demonstrated. Mr. Moore displayed a checklist to guide faculty for evaluating open education resources that include accuracy, relevance, production quality, accessibility and interactivity.

In the second session case studies were presented on Quality Assurance in higher education, highlighting good practices in the context of distance and blended learning in Southern African Universities. Upon review it was found that the case studies addressed the strategies applied to foster quality enhancement, QA principles, and internal quality assurance systems to address quality challenges amidst expansion.



Further Mr. Moore involved participants in Group activities for evaluating the existing QA Criteria. All the participants were divided in to six groups and Mr. Moore presented the criterion to the groups that included Course Overview & Introduction, Course Goals and Learning Outcomes, Assessment, Course Materials, Learner Engagement and Learner Support Resources and put forth some questions to evaluate the existing criteria.

The session was participatory and interactive; all the groups reviewed the assignments and presented their views on the existing criteria. Various suggestions on different criteria where made such as:

- credibility
- compatibility with new technologies
- material response to people with special needs
- learning outcomes should be aligned to programme outcomes
- learning outcome be mapped or measured
- Contents should be related to the objectives.

The third session was the continuation of the first session where all the six groups were asked to select an e-resource from e-Gyanagar and review them. The groups were asked to choose tools and evaluate the criteria. All the group members discussed amongst themselves and made their suggestions.

Day 03



Day 03 started with the review of the first and second day programme, along with the question answer session. The session further started with the Group task. Mr. Moore divided the participants into seven groups, and presented the guidelines of the Regional Community of Practice (CoP) quality assurance guidelines in Open and Distance Learning (ODL) which included the following criterion:

- Programme design
- Learner support systems
- Materials Development
- Student Assessment
- Infrastructure and Facilities
- Staffing, and
- Open and Distance Education Systems and Structures

The participants were first asked to discuss the criterion with concern to their respective Universities and statutory provisions of ODL system prevalent in India while presenting their suggestions. All the groups participated actively and interacted with each other regarding the evaluation of the criteria.

The second session started with the presentation of each group for each criterion. Representative from different state open Universities presented the criterion. The group presented their cases and recommended various suggestions for improvement.

All the recommendations made by each group were discussed among the participants and the resource person. The Vice-Chancellor, OSOU and the resource person made close observations in each presentation and guided the participants with their valuable insights over the recommendation made by the presenter. The Vice-Chancellor appreciated the groups for their active participation and many constructive suggestions.



Further Mr Moore presented three to four case studies of different open universities in Africa and Asia



The valedictory session started with the address of the Vice Chancellor, OSOU, where he congratulated and thanked the participants for successful accomplishment of the workshop. This was followed by the felicitation of the Resource person Mr. Andrew Moore by the Vice Chancellor. After this the certificate distribution ceremony was conducted, where all the participants were awarded with the participation certificate and were felicitated with mementos. The representatives from different state open universities shared their experiences on the entire workshop. The workshop concluded with the vote of thanks by Dr Jayant Kar Sharma, Registrar, Odisha State Open University.


