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Educational, Scientific and
Cultural Organization



COMMONWEALTH *of* LEARNING

**Taking OER beyond the OER Community:
Towards Quality in Higher Education**

Windhoek, Namibia

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SUMMARY REPORT

Organised by: *The Commonwealth of Learning (COL) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO)*

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ABBREVIATIONS

ACE	Advanced Certificate in Education
ACU	Association of Commonwealth Universities
AUQA	Australian Universities Qualifications Agency
COL	The Commonwealth of Learning
CONCEDE	Content Creation Excellence through Dialogue in Education
HE	Higher Education
HEAL	Health Education Assets Library
HEIs	Higher Education Institutions
ICT	Information and Communication Technologies
INQA/AHE	International Network for Quality Assurance Agencies for Higher Education
MERLOT	Multimedia Educational Resource for Learning and Online Teaching
MIT	Massachusetts Institute of Technology
OCW	Open Course Ware
ODL	Open and Distance Learning
OECD	Organisation for Economic Co-operation and Development
OER	Open Educational Resources
OPAL	Open Education Quality Initiative
PBL	Problem based learning
QA	Quality assurance
SAIDE	South African Institute for Distance Education
UCT	University of Cape Town
UGC	User-generated content
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WCHE	World Conference on Higher Education

1. EXECUTIVE SUMMARY

At a workshop held on 3 May in Windhoek, Namibia with representatives of international quality assurance agencies, the Commonwealth of Learning (COL) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) highlighted the potential benefits, and the need for policy formulation and quality assurance in respect of Open Education Resources (OER).

OER have the potential to widen access to higher education and to improve the quality of curricula and teaching and at a lower cost but there are factors that would hamper their general acceptance. The rapidly increasing demand for higher education means that there is a need to improve access to technology (including bandwidth) and for OER to be included in quality assurance processes in order to address the demand.

OER present both incentives and barriers to individuals and institutions which quality assurance agencies need to factor into their processes. The nature of OER presents challenges but these can be incorporated into both internal and external quality assurance processes as has been done in the past as new educational innovations have been introduced.

Across the world a growing number of higher education institutions are not only using OER but are actively involved in developing them. Use of OER specifically and technology in general has the potential to transform education and to restore the core values of education. The nature of higher education institutions may well change away from being providers of knowledge to organisations that provide effective support, intelligent assessment and critical feedback to students.

Aligned to the development of OER is the need for the establishment of a quality assurance process not only at the institutional level but also externally between institutions and within governments. As there have been very few focused investigations on the benefits of OER anecdotal evidence has shown that they may, amongst others, improve educational practices and instead of reducing costs may initially require additional funding.

Various case studies presented show that OER can be successfully implemented in higher education and that they have an impact on the teaching and learning processes. Notwithstanding the successes achieved there is a need to ensure that the developing world has adequate resources to implement OER; that criteria are developed in order to benchmark user generated content; and, to address issues of standardisation. OER could be the catalyst for higher education institutions to re-assess how they currently deal with teaching and learning materials.

General consensus showed that OER are a legitimate and promising option for higher education and will contribute to quality in higher education. They will stimulate collaboration and sharing and revive the excitement of the education process. OER can facilitate intellectual exchanges that are genuinely multi-directional and multi-national. To ensure general acceptance governments, quality assurance agencies need to include OER in their approaches to audits and accreditation.

The promotion of OER needs international organisations, such as the Commonwealth of Learning and UNESCO, to host regional advocacy workshops, provide repositories of OER and case studies of good practices, and lobby higher education institutions and governments.

2. BACKGROUND

The Commonwealth of Learning (COL) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) hosted an Open Educational Resources (OER) capacity building workshop on 3 May 2010. The workshop coincided with the 2010 Biennial Members' Forum of the International Network for Quality Assurance Agencies for Higher Education (INQAAHE) that took place from 4-6 May 2010 in Windhoek, Namibia.

This workshop is one in a series organised within a COL-UNESCO Initiative ***Taking OER beyond the OER community***. The initiative's aim is to expand an understanding of OER by educational decision makers in order to promote their wider use. In that respect, the quality assurance component is a main objective.

The theme of the workshop was ***'Taking OER beyond the OER Community: Towards Quality in Higher Education'***.

The OER Workshop aims to bring together quality assurance agencies and experts in quality assurance from both developing and developed countries to:

- understand OER and acknowledge them as a legitimate and promising option for higher education;
- discuss how OER can impact on a higher education institution's development;
- understand how do OER impact on quality in higher education institutions; and
- discuss how do quality assurance agencies can include OER in their approaches to audits and accreditation.

3. ORGANISATION OF THE WORKSHOP

After the opening and welcome a number of invited keynote speakers made their presentations. These presentations focused on understanding what OER are, and the benefits, opportunities and quality challenges they present to HEIs. Three case studies on how OER were being used in support of a range of different disciplines were then presented. Round table discussions were held during which the three groups had to brainstorm four specific questions relating to OER and quality assurance.

4. OPENING AND WELCOME (Sir John Daniel – Commonwealth of Learning; Ms Stamenka Uvalić-Trumbić – UNESCO; Dr David Woodhouse – President of INQAAHE and Australian Universities Qualifications Authority)

In his opening remarks Sir John Daniel highlighted the potential that OER could have to broaden access to higher education and to improve the quality of curricula and teaching. He stressed that the use of OER had the potential to achieve these goals and at a lower cost. He furthermore argued that OER are consistent with the best academic traditions and are *"not a fancy form of plagiarism"*. He reflected on the contrast between how academics conduct research and how they prepare for teaching, and how the work done by Ernie Boyer had changed the way *"that academics are*

evaluated for promotion and tenure from an almost exclusive focus on published research towards a more holistic conception of their work”.

The sharing of teaching and learning resources had been an ideal in the Open and Distance Learning (ODL) community but many obstacles had prevented this from happening. Sir Daniel highlighted that OER have in effect removed some of these obstacles by allowing for the development and distribution of OER in digital format and through changes to licencing which allows for OER to be shared and legally distributed.

After clarifying some of the terms, such as open coursework and OER, Ms Stamenka Uvalić-Trumbić presented a brief overview of the World Conference on Higher Education (WCHE) held in Paris in July 2009. She shared the three most significant concerns that emerged from the conference and the relevance that these had for the OER workshop. The significant areas were (1) an increasing demand for access to higher education; (2) the role of technology in providing opportunities to expand access to quality learning and to facilitate the tasks of teachers; and (3) the internationalisation of quality assurance. Article 13 of the 2009 WCHE Communiqué states that *“ODL approaches and ICTs present opportunities to widen access to quality education, particularly when Open Educational Resources are readily shared by many countries and higher education institutions”.*

Ms Uvalić-Trumbić concluded by stating that there would need to be an improvement in infrastructure, bandwidth and access to technology and that it is vital to include OER in quality assurance processes.

Dr David Woodhouse, as current President of INQAAHE, welcomed the participants to the workshop. He identified three important issues that needed to be considered during the workshop, viz. how can one ensure that OER meet some agreed upon standard; how one can provide sufficient information about OER to allow judgements about their quality or appropriateness; and how can quality assurance agencies accredit programs built upon, or institutions that use, OER.

5. SUMMARY OF KEYNOTE AND INVITED PRESENTATIONS

5.1 Quality in Higher Education: The Opportunities and Challenges of OER (Dr Antony Stella - Australian Universities Quality Agency (AUQA), Australia)

Dr Anthony Stella reminded participants in her opening remarks of the varying definitions of quality and contrasted the terms often used by quality assurance agencies of *‘fitness of purpose (FoP)’* and *‘fitness for purpose (FfP)’* and how these related to OER. New developments (such as ODL and OER) pose challenges to quality assurance agencies about their FoP and FfP. In her opinion OER rate highly in respect of FoP but institutions need to show that OER are good enough for the purpose.

OER vary from materials developed by individuals through to materials that have been developed in a collaborative process with a very strong peer review element. Examples abound of the latter and include work being done by MIT, MERLOT and other universities. Stemming from a 2007 OECD report, Dr Stella compared the incentives and barriers to both individuals and institutions of using OER. Although many of these might be well known most quality assurance agencies have not been involved in discussions around OER and consequently might be unaware of the benefits and issues that they bring. Quality assurance agencies need to be mindful of those factors that differentiate OER from other teaching and learning materials, with which they have had some experience.

Quality assurance agencies will invariably use a combination of the three approaches of accreditation, assessment and audit. With regard to OER accreditation would set minimum expectations, assessment would set criteria to assess how good the materials are, while audit would examine whether the systems are in place for the development and use of quality materials. Beyond this consideration needs to be given to the 'unit' (i.e. programme, aspect or institution) and the way in which quality in the 'units' is understood and assessed.

Quality assurance is a shared responsibility between mechanisms internal to an institution and external agencies. In the case of OER internal mechanisms can assure materials with the external agencies ensuring that the right processes, such as peer review and updating, are in place. Quality assurance agencies have successfully adapted their processes as new innovations have been introduced (such as blended learning and distance learning) into education. In essence the underlying principles of quality assurance remain the same with the differentiating factors receiving more attention.

The very nature of OER (free, adaptable, etc.) present some challenges for the external agencies. With this in mind Dr Stella highlighted many aspects that external agencies would need to consider when quality assuring OER. These included aspects like the efficiency of the institutional model for the development of OER; the support systems that are in place for users and how effective they are; the sustainability of the initiative and the resources that have been invested to make it sustainable; how the institution satisfies itself that the outcomes are of a good quality; and, the development opportunities for staff involved in the development of OER.

5.2 Understand OER in Higher Education – OER Dossier (Ms Jenny Glennie – OER Africa/SAIDE, South Africa)

Ms Jenny Glennie clarified the concept of OER and gave an overview of the different types of Open Licences. She then went on to provide a view of the OER landscape by providing information on the more significant OER initiatives at higher education level. These initiatives included the work being done by, amongst others, the OCW Consortium, MERLOT, CORE, Jorum, HEAL (Health Education Assets Library), MIT's OCW, the UK Open University's OpenLearn, UCT's OpenContent and others.

Ms Glennie continued by suggesting that the use of OER held an economic value proposition that had the potential to transform education. She went on to state that *"the wave of free sharing of content is building"* and that *"for universities to succeed economically they will do so predominantly by understanding that their real potential educational value lies in their ability to provide effective support to students and in their ability to provide intelligent assessment and critical feedback to students on their performance."*

After dispelling some myths linked to OER, Ms Glennie suggested that OER have the potential to reduce costs, to change the role of learners into active participants in their learning, and to build capacity in institutions and amongst academics. She furthermore highlighted that content does not equal education and that the role of the academics is to *"design and mediate the learning experience and to assess its outcomes"*. With the vast quantities of OER that represent common intellectual capital already available there is a need to unlock them in order to drive and support education. OER have the *"potential to restore core values of building and sharing knowledge that underpin good education and systematically encourage us to work with and learn from each other."*

In closing Ms Glennie highlighted some of the challenges that will emerge and proposed some solutions on how these might be resolved.

5.3 Benefits and Challenges of OER for Higher Education Institutions (Prof Cheryl Hodgkinson-Williams - Centre for Educational Technology and Centre for Higher Education Development, University of Cape Town, South Africa)

In her presentation Prof Cheryl Hodgkinson-Williams argued that the emergence of OER in higher education is part of a much larger social movement towards openness that includes Open Source Software, Open Access and the Open Society. Furthermore, where previously OER referred mainly to teaching and learning materials they now also include the underlying pedagogical practices.

After establishing the underlying conceptual theory and methodological framework Prof Hodgkinson-Williams moved on to highlight some of the potential and realised general benefits which were drawn from OECD and OCW reports. Many potential benefits of OER have been proffered over the last ten years, but which of these are being 'realised' in practice is only now starting to emerge as there are relatively few comprehensive evaluation studies to draw upon. Evaluation studies by MIT reveal that academics do seem willing to share their knowledge and that MIT has enhanced its public image and attracted a number of self learners from a range of countries. However, there is less direct evidence for the anticipated improvement in the quality of teaching and learning materials as very few studies have deliberately focused on this as yet.

In respect of specific benefits attributed to the use of OER Prof Hodgkinson-Williams reported on responses that she had received on questions posed in a survey to a number of OER champions from around the world. Anecdotal evidence suggests that OER may improve educational practices, coherence across courses, technical quality and research into pedagogy; facilitate technical improvements and the development of high quality and shareable images; and improve mechanisms for accreditation and external endorsement. Survey responses suggest that OER do not reduce materials development costs directly, but instead is still requiring additional funding. However, OER may (1) indirectly increase the number of registrations thereby decreasing tuition fees or keeping them stable; (2) lower some of the marketing costs; and (3) enable a new business model through the offering of services around OER.

While a range of quality assurance strategies have been suggested in the literature, comments from the survey revealed that quality assurance strategies are clustered primarily around the "*pride-of-authorship*" and the institutional quality assurance models, with some adopting user rating models. The most versatile quality assurance mechanism identified is the Connexions project's 'lens' system which enables organisations and individuals to give their stamp of approval to content on an OER site. In terms of ensuring the financial sustainability of their OER initiatives institutions are adopting a mix of strategies, but are increasingly inclining towards institutional support and exploring additional strategies as seed-funding from donor foundations ceases to be the main income stream.

While it is essential to consider the quality assurance and financial sustainability issues, it is important not to lose sight of the heart of OER – the contributors and the users. These quality assurance and financial sustainability issues need support and encourage educators' willingness to pay the opportunity cost entailed in developing existing or creating and sharing '*born-open OER*' and acknowledge the OER contributions by academics as valued academic outputs.

6. CASE STUDIES (Panel chaired by Prof Cheryl Hodgkinson-Williams)

Prof Hodgkinson-Williams facilitated a session during which three invited speakers presented case studies/examples of how OER were being used in different organisations.

6.1 A Case Study on Journalism Education Curriculum enhancement through the UNESCO OER Platform (Mr Jaco du Toit – Communication and Information Advisor, UNESCO Office, Windhoek)

After providing UNESCO's definition of OER, Mr Jaco du Toit highlighted the fact that one of the goals of UNESCO is to assist member states in developing ICT strategies in the acquisition and sharing of knowledge.

The UNESCO OER platform relates to a specific function at UNESCO, viz. that of a clearing house which offers various publications as OER products that can be freely used and adapted by communities. The functionalities built into this platform allow for translations, localisation of the modules and materials, and customisation into different formats.

The project that is being developed is based on the UNESCO Curriculum on Journalism Education. The content comprises essentially the provision of lesson plans. The reasons why Journalism specifically was chosen was (1) because a quality model curriculum already existed; (2) the model curriculum was generic thereby allowing it to be localised for different situations; and (3) the model curriculum comprised significant detail in respect of aspects such as course description, number of hours per week and weekly class agenda.

The course is being developed around Journalism Ethics (working with University of Swaziland); Mainstreaming of Gender within various journalism courses; reporting of and about Africa; and specialised journalism (around science and health issues). This particular project is being piloted by the Polytechnic of Namibia School of Communication and the Department of Media Studies at the University of Namibia. On completion of the pilot the project will be expanded to 42 other journalism schools in Africa.

6.2 What's so good about Open Educational Resources (Mr Steve Wheeler – Senior Lecturer in Education and Information Technology, University of Plymouth, UK)

Mr Steve Wheeler highlighted that within UNESCO's definition of OER the most important aspects are that the resources are developed for "use and adaptation" by "communities of people". OER comprise three main areas of activity, viz. creation of open source software and development tools; creation and provision of open content; and development of open standards and different types of licensing tools. OER can be empowering by allowing people to learn by themselves and think for themselves without expert advice.

According to Mr Wheeler OER "*emphasise learning communities and learner engagement*", "*support the development of problem solving skills*", "*create opportunities for personalised learning*" and "*allow students to create and share their own content*". From a technology perspective OER are synonymous with the move towards Learning 2.0 (and the incorporation of Web 2.0 technologies based on collaboration, sharing, social networking, tagging, web tools and user generated content).

OER effectively support the formal/informal and reflective/collaborative modes of learning through the use of e-portfolios, (micro)blogging, group work using Wiki's, and social networking.

Mr Wheeler shared some of the advantages of OER that include the sharing of development costs; the promotion of digital competencies; the improvement of the quality of the content; support of lifelong learning but more importantly social inclusion; and flexibility.

Mr Wheeler went on to outline the work being done in the OPAL Project (<http://www.oer-quality.org/>) which extends the focus to open educational practices (OEPs) and the promotion of quality and innovation in education; and the CONCEDE Project which benchmarks user generated content (UGC), evaluates the uses of UGC in education, and creates guidelines for the use of UGC.

6.3 OER in Africa – Partnerships for Effective Collaboration (Ms Jenny Glennie – Director, South African Institute for Distance Education, South Africa)

Ms Jenny Glennie provided background information on who OER Africa is, what their role in respect of OER is, and how they are funded to achieve their objectives.

Over the past 20 years there has been an increasing demand for higher education in Africa without a concomitant increase in funding which means that higher education institutions are unable to discharge their core function leading to a lack of institutional and individual capacity to teach. This has meant that existing faculty are overtaxed and unable to find the time to develop materials. Furthermore this serious under-funding has meant that the educational needs of student are not being met. In addition there are too few resources for learners and lecturers and those that are available are either very expensive or outmoded. The limited ICT infrastructure (bandwidth) also hampers access to resources available over the Internet and participation in collaborative activities.

OER Africa, as an organisation, believes that OER hold the potential to liberate learning in Africa and that they can positively support the development and capacity of higher education on the continent. OER Africa has adopted an approach in which they partner with and provide support to existing networks on the African continent. These partnerships can be informal relationships or formal agreements.

Ms Glennie expounded on the work being done in the development of the African Health OER Network which is being done in partnership with the University of Michigan and various higher education institutions on the African continent. The objectives of the initiative are to strengthen the intellectual and policy infrastructure, to draw in more African and global participants to develop OER to the benefit of health in Africa, and to develop models of collaboration and sustainability. Much of this is being done through a structured institutional engagement.

One of the other projects with which OER Africa has been involved is the ACE Maths Project. This project focuses on teacher education specifically at the teaching of primary school mathematics in a diverse classroom. Twelve educators from eight institutions committed themselves to using the materials which had been developed in a community of practice and used with some success in a variety of ways.

Yet other projects in which OER Africa are involved are those in the Kamusu College of Nursing and the Bunda College of Agriculture at the University of Malawi. Kamusu College introduced a problem-

based more practically oriented learning approach. OER including a range of video material were developed and made available in CD-ROM format. A 103-page book on Communication Studies was developed for Bunda College. Positive responses were received on both developments.

6.4 Discussion following panel presentations

Subsequent to the brief presentations Prof Hodgkinson-Williams opened the discussion to the floor and the following issues, amongst others, were raised:

- There is a tacit assumption that users have access to web-based resources but in the African context this assumption is possibly not correct.
- Where does one begin in benchmarking user generated content (UGC) when there are so many being developed on a daily basis?
- What is the difference between OER in formal and informal education?
- Most people are aware of the gap between the learner ('digital native') and the provider ('digital immigrant') of information. What advice does the panel have for bridging the gap?
- Do quality assurance processes that we follow make any difference? There are all kinds of quality assurance activities in/for institutions but do they actually improve the quality? How do we know that we have achieved a quality product? How will we know that we have or are making a difference by using OER? What kind of evidence exists?
- Quality assurance is concerned with the quality of the total programme and not just a single course. If a programme is made up of a number of courses how does one go about quality assuring the use of OER in the programme?
- How are issues of standardisation addressed in the adaptation of OER?
- How do OER bridge the cultural gap and contribute to sustainability issues?
- There is some concern about the accreditation of OER. There is a need to assist academics to draw on a range of resources and the normal accreditation processes must follow.
- OER are a catalyst for the re-interrogation of how higher education is dealing with teaching and learning materials. How are higher education institutions currently assuring the quality of teaching and learning materials? OER should be credible, current, comprehensive and culturally relevant.

7. ROUND TABLE DISCUSSIONS (Chaired by Ms Trudi van Wyk – COL)

In breakaway sessions three smaller groups discussed four questions directed at eliciting thoughts on how OER impact on higher education, specifically in relation to quality assurance. Plenary feedback from the groups is summarised below each of the questions.

7.1 In the group's view, are OER a legitimate and promising option for Higher Education to contribute to quality in Higher Education? Give reasons?

There was general consensus among the groups that OER would contribute to improved quality in higher education. Discussion highlighted, amongst others, that:

- There is a need to understand that OER were just another modality and source of teaching and learning materials all of which needed to be evaluated using the same processes.

- Because of the longer lead times in the publishing industry the information contained in OER might be more current.
- OER need to be 'fit for purpose', i.e. they have been developed to meet a specific need.
- OER are a promising option as they enrich and refresh teaching and learning and provide for greater interaction.
- Not all countries have equivalent access to ICT and that this might impact on their distribution and use.
- The legitimacy of OER would depend largely on stakeholders (internal and external to the institution) being actively involved in their development and quality assurance.
- In an African context OER will be legitimate if Africans are not merely receivers and consumers but also active participants and contributors.
- OER hold the potential to encourage Life Long Learning.
- There is a need to look into ways of acknowledging the role of persons contributing to the development of OER.

7.2 What might be the impact of the new OER movement and the focus on collaboration and sharing of OER on Higher Education in general and Quality Assurance in particular?

In the feedback the following important aspects were highlighted:

- There would be more engagement from more people, i.e. the process would be more inclusive, leading to innovation and the development of "hubs for new ideas".
- The OER processes have the potential to bring accountability, transparency and the "democratisation of knowledge".
- There is some impact on higher education and OER are widening the landscape and improving accessibility.
- Important to strengthen networking and information sharing about OER among QA practitioners.
- An environment for collaboration and sharing needs to be created in order to sustain the development and use of OER.
- When developed/adapted by institutions OER might be more relevant to the courses/programmes being presented.
- If OER materials are of a high quality they may provide a benchmark for assessing the quality of other non-OER materials.
- OER might encourage students to use a wider variety of resources in their studies/ research.
- OER might revive the excitement of the education process because of the collaborative processes used in their development.
- A peer review process could positively impact on the quality of the materials.
- OER will stimulate the localization of teaching and learning materials making them more relevant and thereby developing ownership of the materials.
- QA agencies may become more receptive to innovation in education.
- OER might impact positively on the availability of ICTs in institutions.

7.3 Discuss how quality assurance agencies can include OER in their approaches to audits and accreditation. Is there room for/need for including OER in the Standards and Guidelines for Quality Assurance and the Quality Assurance Process?

Some of the points highlighted in the feedback included the need:

- to acknowledge whether OER has complemented course design;
- to include additional requirements for OER to be adapted for local conditions;
- for internal QA mechanisms to ensure quality and that external QA agencies might assist internal QA to do this;
- for QA agencies to collaborate with institutions around the use of OER;
- for the professional development of academics to capacitate them to develop OER;
- for an institutional approach to the development and use of OER through processes and policies;
- for institutions to provide incentives for the development of OER; and
- for programme development, management and review processes to take account of OER.

7.4 What can UNESCO and/or COL do to advance the use of OER in Quality Assurance in Higher Education?

A number of suggestions were made that included the following:

- Promote/popularise OER by making known their existence and lobbying governments and higher education institutions through the holding of workshops, possibly at regional level.
- Produce good case studies of where and how they are being used, possibly also comparative studies benchmarking OER with other resources.
- Support academics and other stakeholders in the development and adaptation of OER.
- Provide a repository where OER can be uploaded.
- Encourage the development of OER policies at institutional and national level.
- Promote more discussion between OER and QA constituencies. There is a sense that OER and QA practitioners still speak different languages.
- Produce a 'Dummy's guide' to OER and QA to clarify concepts.

8. CLOSING REMARKS (Sir John Daniel – Commonwealth of Learning)

In his closing remarks Sir John Daniel summed up the workshop by highlighting some of the similarities and differences between the Windhoek workshop and an earlier workshop held in Cape Town for the executive heads of universities. He argued that OER are not e-learning or learning materials, but they are a particular legal licence that can be placed on learning materials to make them more widely available. OER are in effect part of the ongoing developments in education that should not be treated any differently from other similar processes.

The workshop took the view that OER are not important *per se* but a symptom of greater changes in the higher education system. This workshop took the view that OER are something that are new and additional in the whole quality assurance framework. The workshop spent time on the implications of OER on academics' work, the creation of internship roles for students (dScribes) and the changes

taking place in respect of student attendance at lectures. What they needed were guidelines and policies to plot the way forward which the Commonwealth of Learning will take forward.

9. APPENDICES

The following papers presented at the workshop can be found at

<http://oerworkshop.weebly.com/---windhoek-workshop.html>

1. Welcome and Introductory Remarks (Sir John Daniel of the Commonwealth of Learning and Ms Stamenka Uvalić-Trumbić of UNESCO)
2. Welcoming remarks (Dr David Woodhouse of INQAAHE and the Australian Universities Quality Agency (AUQA), Australia)
3. Quality and Quality Assurance in Higher Education: The Opportunities and Challenges of Open Educational Resources (Dr Antony Stella of the Australian Universities Quality Agency (AUQA), Australia)
4. Open Educational Resources and Higher Education (Ms Jenny Glennie of the South African Institute for Distance Education, South Africa)
5. Benefits and Challenges of OER for Higher Education Institutions (Prof Cheryl Hodgkinson-Williams of the Centre for Educational Technology and Centre for Higher Education Development, University of Cape Town, South Africa)
6. A Case Study on Journalism Education – Curriculum enhancement through the UNESCO OER Platform (Jaco du Toit of the UNESCO office, Windhoek, Namibia)
7. What is so good about open educational resources? OPAL and CONCEDE Projects (Steve Wheeler of the University of Plymouth, United Kingdom)
8. OER Africa (Ms Jenny Glennie of the South African Institute for Distance Education, South Africa)