Group 1 Discussions

IAQAAHE – Windhoek (Quality Perspective)

- In the group's view, is OER a legitimate and promising option for Higher Education to contribute to quality in HE? Give reasons
- What might the impact of the new OER movement and the focus on collaboration and sharing of OER be on HE in general and QA specifically?
- In the group's view, is OER a legitimate and promising option for Higher Education to contribute to quality in HE? Give reasons
- What can UNESCO and/or COL do to advance the use of OER in QA in HE?

- In the group's view, is OER a legitimate and promising option for Higher Education to contribute to quality in HE? Give reasons
 - Caveat need to establish what we perceive quality to be (e.g. Fitness for purpose, relevance, access)
 - If an OER is well prepared may be a legitimate option, but the assumptions need to be clear – can become good if they fit the purpose – need to be linked to the purposes
 - Yes, if we recognize that not all countries have equivalent access to ICTs
 - Yes, if all the academics are involved in a team effort
 - Yes, if internal quality control mechanisms are consistent
 - Yes, if appropriate capacity building undertaken

- What might the impact of the new OER movement and the focus on collaboration and sharing of OER be on HE in general and on QA in particular?
 - By providing access to materials, some that have been password protected, might indirectly improve quality
 - That lecturers might be able to create more relevant materials
 - If materials are of a high quality, these may provide a benchmark for quality of other materials
 - Excitement generated by collaborative course design
 - Peer-review exercise could positively impact on quality
 - QA agencies may be come more receptive to innovation
 - Might impact on the availability of ICTs in institutions
 - Might help agencies have a new look at standards/review standards or new avenues of investigation
 - Might stimulate localization of materials
 - Might help develop ownership of materials

- Discuss how QA agencies can include OER in their approaches to audits and accreditation. Is there any room for/need for including OER in the Standards and Guidelines for QA and the QA Process?
 - Yes!
 - Acknowledge whether OER has complemented course design
 - Include additional requirements for OER to be adapted for local conditions
 - Internal QA mechanism to ensure quality, QA agency might assist internal QA to do this
 - QA agencies need to collaborate with institutions around use of OER

- What can UNESCO and/or COL do to advance the use of OER in QA in HE?
 - Access to information about best practices around OER
 - Devise mechanisms to rate materials
 - Organize workshops to create awareness
 - Support the development and adaptations of OER
 - Encouraging governments to have enabling OER policies
 - Create guidelines for good practice for adapting OER