Chapter 4

Toward a Quality Framework for Open Educational Resources (OER):
Application of the TIPS and Kahn's Quality Frameworks

Ebba Ossiannilsson

https://orcid.org/0000-0002-8488-5787

Swedish Association for Distance Education, Sweden

ABSTRACT

In November 2019, a milestone was reached when UNESCO's Open Educational Resources (OER) Recommendations for implementation was adopted by almost 200 member countries. At this time, OER was redefined as the following: learning, teaching, and research materials in any format and medium publicly available or subject to copyright and published under an open license that allows free access, reuse, adaptation, and redistribution by others. This conceptual chapter focuses on OER in relation to quality frameworks, particularly the e-learning framework and model developed by Kahn, as well as the TIPS a four-level framework for teaching and learning (T), information and material content (I), presentation product and format (P), and system technique and technology (S) framework by Commonwealth Education Media Center for Asia (CEMCA). Future and emerging trends in the fields of open education and OER are highlighted.

INTRODUCTION

The term open educational resources (OER) was coined and first used in 2002 in Paris at a conference that was hosted by UNESCO. In several declarations and conferences since then, and almost 20 years later, UNESCO launched in 2019 the OER Recommendation for the implementation of OER (UNESCO, 2019, 2020), which marked a milestone in the field.

The implementation of the OER Recommendation will contribute to the achievement of at least six sustainable development goals (SDG): SDG 4 (quality education); SDG 5 (gender equality); SDG 9 (industry, innovation, and infrastructure); SDG 10 (reduced inequalities within and across countries); SDG 16 (peace, justice, and strong institutions); and SDG 17 (partnerships for achieving these goals) (UNESCO, 2020). Access to quality OER concerns human rights and social justice, which is the reason that this recommendation is more important than ever.

Another initiative by UNESCO is the global initiative Futures of Education: Learning to Become (UNESCO, 2019b), which proposes innovative approaches to how knowledge and learning shape the futures of humanity and the planet. This initiative emphasized the importance of accessible quality education and resources, so each individual can become what they have the potential to become or want to achieve in their lives. The initiative aims to rethink education and shape the futures, it is futures in plural as there are a variety of futures. The Futures of Education initiative goes beyond the SDG4 to target Education 2050. The initiative has catalyzed a global debate on how knowledge, education, and learning needs must be reimagined and rethought in a world of increasing complexity, uncertainty, and precarity. The initiative focuses on learners' needs and requirements to become their best selves (i.e., learning to become reimagined in a world of increasing complexity, uncertainty, and precarity). This initiative also emphasizes the following: Education in a post-COVID world: Nine ideas for public action (UNESCO, 2019).

Other organizations are in line with this initiative, such as the organization for economic cooperation and development (oecd), which works to create better policies for a better life. Their goal is to shape policies that promote the prosperity, equality, opportunity, and well-being of all. The future of education and skills 2030 initiative is designed to help education systems determine the knowledge, skills, attitudes, and values that students need to succeed in and shape their futures. Learning compass 2030, which is based on future of education and skills 2030, defines the knowledge, skills, attitudes, and values learners need to fulfill their potential and contribute to the well-being of their communities and the planet (oecd, 2020). Moreover, the commonwealth of learning (col) emphasized that educational systems worldwide are pressured to increase access to education and training, while ensuring that it is affordable and meets high-quality standards. Although many governments have signed international agreements in support of education as a fundamental human right, such as the sdg, several have found that cost and quality factors make it difficult for them to meet their obligations. Access to relevant learning resources is an important aspect of lifelong learning, but the ability to provide this access at the necessary scale has proven to be a challenge. However, this challenge must be addressed to ensure inclusive and equitable quality education and lifelong learning opportunities for all, as outlined in sdg4, as well as to support citizens in gaining sustainable livelihoods. The col has identified the development of oer as a potential solution to these challenges. Oer provides governments, institutions, organizations, and individuals with access to the best materials available globally, allowing them to adapt the materials to suit local contexts and reduce the costs associated with learning materials and course development.

As pointed out by the world's leading organizations (i.e., UNESCO, OECD, and COL), access to top-quality, world-leading resources is crucial. Hence, quality in open online learning, including quality in OER, is a constantly debated topic. Overall, quality is related to business, culture, and politics. Quality is also related to compliance, consumer protection, reputation, quality improvement, and process improvement (Ossiannilsson, 2020). Practical experience and academic research have shown that quality in open education is complex, and it is viewed from multiple perspectives that reflect the visions of those who

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