Expert Panel: "Attrition, Accreditation, and Assessment" (1:15-2:15)

Moderator: Tom Reynolds, National U.
Audience Q's: Curt Bonk, Indiana Univ.

Panelists:

- **Melinda Bandalaria, Univ of the Philippines Open U**
- **Theo J. Bastiaens -Fernuniversität in Hagen, Germany and Open Univ, The Netherlands**
- **Karen Head, Georgia Institute of Technology**
- **Paul Kim, Stanford University**
- **Mimi Lee, University of Houston**
- **Tom Reeves, University of Georgia**

Expert Panel: "Attrition, Accreditation, and Assessment"

Introducing Our Female Panelists:

- **Melinda Bandalaria, U of the Philippines Open U**
- **Karen Head, Georgia Institute of Technology**
- **Mimi Lee, University of Houston**

Expert Panel: "Attrition, Accreditation, and Assessment"

#### Introducing Our Male Panelists:

- **Theo J. Bastiaens -Fernuniversität in Hagen, Germany and Open Univ, The Netherlands**
- **Paul Kim, Stanford University**
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QUESTION TIME

Question #1. Attrition: One of the big criticisms about MOOCs is a high attrition rate of 90 percent or more in many courses offered by for-profit as well as non-profit organizations such as Coursera, edX, and Udacity. Is this really a problem in light of the fact that the courses are free and attract tens of thousands of learners in many cases? And if it is a problem, what should be done about it?
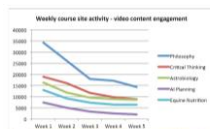
MOOCs @ Edinburgh 2013–Report #1, May 2013

Question #2. Accreditation: Most traditional education programs and institutions undergo some form of formal accreditation process that warrants that the degrees issued by them have some value. MOOCs and OER for the most part are not accredited at this time. Are existing accreditation procedures even relevant in the context of open education? If not, what alternative mechanisms are needed to provide evidence of the quality of open educational learning environments?

Question #3. Assessment: Weak assessment is frequently listed as a major limitation of various forms of open education. What evidence do current assessment practices provide that students and members of the general public are achieving meaningful learning outcomes through engagement with MOOCs/OER in higher and/or K-12 education? And if the evidence is weak, how can more reliable and valid assessments of learning outcomes be accomplished?

Question #4. Alternative Assessment and Credentialing: Salman Khan from the Khan Academy is among a number of innovators seeking to move away from traditional higher education degrees to a system of "micro-certifications" that would clearly demonstrate the competencies attained by learners through open education. What are the benefits, drawbacks, and obstacles in moving away from a credit/course-based degree model and moving toward a competency-based credentialing system?

Audience Question Time

Thank You!

And Let's Thank Our Panelists!!!