Collaboration and Networking: The Role of Open Educational Resources (OER)

Sir John Daniel
Open Educational Resources (OER)

Sir John Daniel & Stamenka Uvalić-Trumbić
PLAN
PLAN

1. Potential of ICT
PLAN

1. Potential of ICT
2. Nature of Technology
PLAN

1. Potential of ICT
2. Nature of Technology
3. Technology Revolution
PLAN

1. Potential of ICT
2. Nature of Technology
3. Technology Revolution
4. Open Educational Resources
   - History
PLAN

1. Potential of ICT
2. Nature of Technology
3. Technology Revolution
4. Open Educational Resources
   - History
   - Recent Developments
PLAN

1. Potential of ICT
WHY do ICT inspire dreams of transforming education ??
Teaching and Learning

= Manipulation of symbols
(Words, Numbers, Formulae, Images... )
Contemporary ICT are KNOWLEDGE MEDIA

“knowledge is a dynamic process – a living thing”
Contemporary ICT are KNOWLEDGE MEDIA

“knowledge is a dynamic process – a living thing”

“science is less a statement of truth than a running argument”
Teachers cannot pour knowledge into students’ heads!
The Practice of Education

“the Internet is an extraordinary vehicle for the wide distribution of information, knowledge and educational material at low cost.”
PLAN

1. Potential of ICT
2. Nature of Technology
2 Features of Technology
2 Features of Technology

1.
- Action to meet human need
- Science + values + craft
- Organised action
  (machines, people, systems)
2 Features of Technology

“Transforming everyday life”
Principles of Technology

- Division of labour
- Specialisation
- Economies of scale
- Machines and ICTs

Adam Smith
1723-1790
PLAN

1. Potential of ICT
2. Nature of Technology
3. Technology Revolution
Improving Education?

• ACCESS  (wider)
• QUALITY  (higher)
• COST  (lower)

ALL AT THE SAME TIME!
The Iron Triangle

ACCESS

QUALITY

COST
The Iron Triangle

ACCESS

QUALITY

COST
The Iron Triangle

- Access
- Quality
- Cost
The Iron Triangle

ACCESS

QUALITY

COST
“an insidious link between quality and exclusivity”
The Technology Revolution

ACCESS (wider)
• QUALITY (higher)
• COST (lower)

ALL AT THE SAME TIME!
PLAN

1. Potential of ICT
2. Nature of Technology
3. Technology Revolution
4. Open Educational Resources
   - History
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
13 African universities developing OER for teacher education

- Used by 320,000 teachers in 2010

- Available in Arabic, English, French and Kiswahili
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
OPEN EDUCATIONAL RESOURCES (OER)
educational materials that may be freely accessed, reused, modified and shared.
2002 FORUM on the Impact of Open CourseWare for Higher Education in Developing Countries

Declaration:

Participants expressed:

“their satisfaction and their wish to develop together a universal educational resource for the whole of humanity, to be referred to henceforth as Open Educational Resources”
The Virtual University for Small States of the Commonwealth

[Images of flags from various small states in the Commonwealth]
WCHE session on OERs

*Imperative to ensure that all – developed and developing countries - are enabled to contribute to OERs…*
Professor
Mandla Makhanya
Principal & VC
Why Unisa joined OERTen

Our vision to be "the African university in service of humanity", our locatedness on the African continent and our significant global footprint place us in the unique position to represent African perspectives within the OERten network while displaying local relevance and global consciousness.
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
UNESCO General Conference
2009
Taking OER beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu

Trudi van Wyk
Workshops

South Africa

Namibia

Malaysia

Mali

India

Tanzania

Mozambique

Plus three online forums
A Basic Guide to Open Educational Resources (OER)

col.org/resources
Fostering Governmental Support for Open Educational Resources Internationally
• Survey of governments
• Regional policy forums
• Business case for OER
• Drafting Paris Declaration on OER
• World OER Congress
QUESTIONNAIRE SURVEY

Responses from ~ 100 countries
Survey on Governments’ Open Educational Resources (OER) Policies

Prepared for the World OER Congress

June 2012
“There appears to be great interest in OER across all regions of the world, with several countries embarking on notable OER initiatives. Indeed, the survey itself raised interest and awareness of OER in countries that may not have had much prior exposure to the concept.”

Hoosen Report
WHY OER?

- Idealism
- Economics
Exploring the Business Case for OER

Prepared by Neil Butcher and Sarah Hoosen for the Commonwealth of Learning

Neil Butcher
Sarah Hoosen
...there appears to be some confusion regarding understanding of the concept and potential of OER.

Many projects are geared to allowing online access to digitized educational content, but the materials themselves do not appear to be explicitly stated as OER.

Where licences are open, the Creative Commons framework appears to be the most widely used licensing framework, but licensing options varies between countries.

Hoosen Report
Open Licensing

AUTHORS
• OER within copyright legislation

USERS
• Assurances & restrictions
Open Licensing

No consensus on ‘non-commercial’ restriction
Regional Policy Forums

- Dialogue between governments and practitioners
- Promote World OER Congress
- Consult on Paris Declaration
Regional Policy Forums

- Caribbean – January
- Africa – February
- Latin America – March
- Europe – April
- Asia & Pacific – April
- Arab States - May
10 Caribbean jurisdictions reported on the status of OER

Antigua & Barbuda
Belize
Guyana
St. Vincent & the Grenadines
Trinidad & Tobago
The Bahamas
Grenada
Jamaica
St. Kitts & Nevis
Cayman Islands

Barbados, January 2012

ICT in Education Leadership Forum in the Caribbean & Caribbean OER Policy Forum
“The Cyril Potter College of Education found that by taking existing OER from a variety of sources and adapting them to Guyanese needs they had greatly reduced both the cost and the time required to offer good materials to the teachers”
Pretoria Policy Forum
17 African Nations reported on their Status of OER
Results of OER Survey Questionnaires (February 2012)
Kwame Nkrumah University of Science and Technology

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1961. Following the report of a University Commission which came out early 1961, Government decided to establish two independent Universities in Kumasi at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University Kwame Nkrumah University of Science Technology by an Act of Parliament on 22nd August, 1961. By another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi.
Regional Policy Forum for Latin America
March 2012
10 Latin American Nations reported on their Status of OER

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<th>Argentina</th>
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Open licences “with such restrictions as judged necessary”
Europe Regional Policy Forum
Cambridge, UK – April 2012
18 countries reported on their OER policies/intentions

- Armenia
- Austria
- Azerbaijan
- Belgium
- Bulgaria
- Canada
- Cyprus
- Finland
- Hungary
- Italy
- Latvia
- Lithuania
- Malta
- Monaco
- Netherlands
- Poland
- Slovenia
- USA
Asia – Pacific Regional Policy Forum
Bangkok – April 2012
Government policies in place
‘open licensing of materials’
China

Video Open Courseware Project

Open Digital Learning Resources for Continuing Education
Arab States Regional Policy Forum
Muscat, Oman – May 2012
11 countries reported on their OER policies/intentions

- Algeria
- Bahrain
- Iraq
- Jordan
- Lebanon
- Morocco
- Oman
- Qatar
- Sudan
- Tunisia
- Yemen
Governments make policy and steer education systems

Governments pay for large amounts of educational material
Exploring the Business Case for OER
Prepared by Neil Butcher and Sarah Hoosen for the Commonwealth of Learning

Neil Butcher
Sarah Hoosen
The Business Case for OER

• Resource-based learning
• OER reduce costs
• Better approaches to textbooks
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

The Paris Declaration
• Connectivity/electricity
• Sharing OER across languages
• Research on OER
• New business models to include industry
Regional Policy Forum for Latin America
March 2012

• Preamble: Internationally agreed statements
• Clarify and simplify
• Strategic alliances
• “Appropriate legal frameworks”
• Open licences “with any restrictions they deem necessary”
• Longer definition of OER (earlier formulation)
• Encourage private sector and NGOs to participate
• Add CONFINTEA in preamble
• Open licencing does not affect authorship
• Capacity building; incentives, indigenous knowledge
• Action verbs instead of statements
• Add reference to Millennium Declaration in Preamble
• Add item on the need for policies and strategies
• Refer to “open standards digital formats”
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

The Paris Declaration adopted by acclamation
PROGRAMME

2012 World Open Educational Resources Congress
UNESCO Headquarters
Paris, France
Sharing Learning Materials

Super in principle!

Tough in practice!
Sharing Learning Materials

- Adaptation = rekeying
- Third party copyright
Sharing Learning Materials

• Adaptation = rekeying
• Third party copyright
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

The Paris Declaration
Paris Declaration on OER

1. Foster awareness and use of OER.

2. Facilitate enabling environments for the use of ICT.

3. Reinforce the development of policies and strategies on OER.

4. Promote the understanding and use of open licensing frameworks.
Paris Declaration on OER

5. Support capacity building for the sustainable development of quality learning materials.

6. Foster strategic alliances for OER.

7. Encourage the development and adaptation of OER in a variety of languages and cultural contexts.

8. Encourage research on OER.
9. Facilitate finding, retrieving and sharing of OER.

10. Encourage open licensing of educational material produced with public funds (with any restrictions deemed necessary).
WHY OER?

• Idealism

• Economics
Leadership