

***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

???



Radio

Film



Television

Computer



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

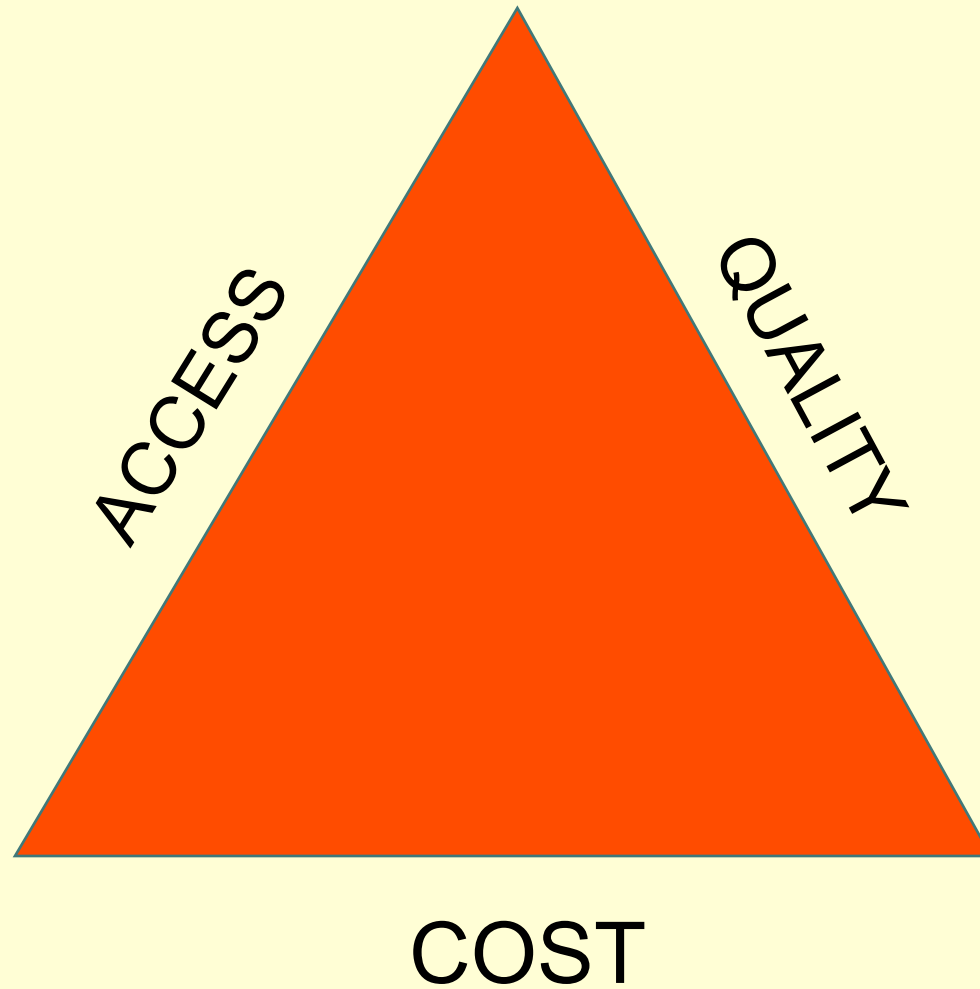
1. Potential of ICT
2. Nature of Technology
3. Technology Revolution

Improving Education?

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

ALL AT THE SAME TIME!

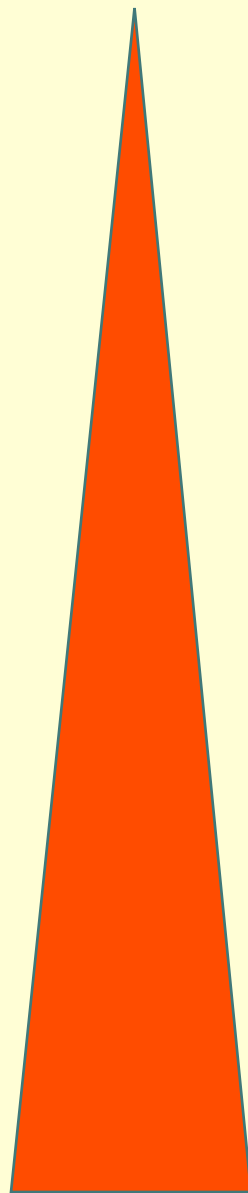
The Iron Triangle



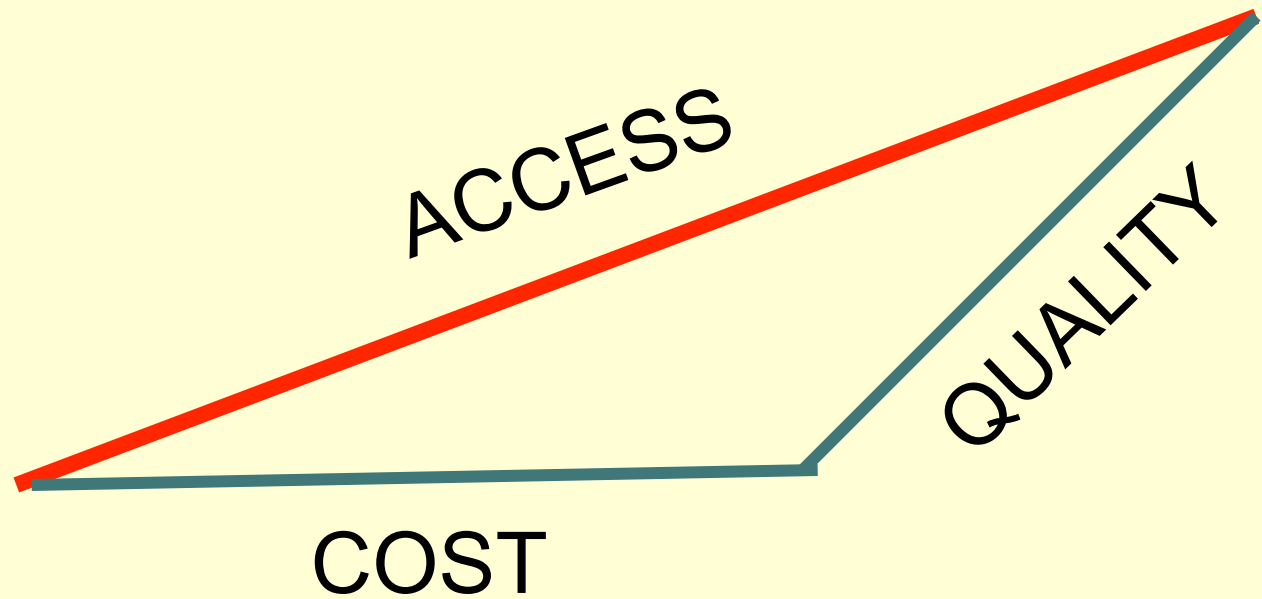
ACCESS

QUALITY

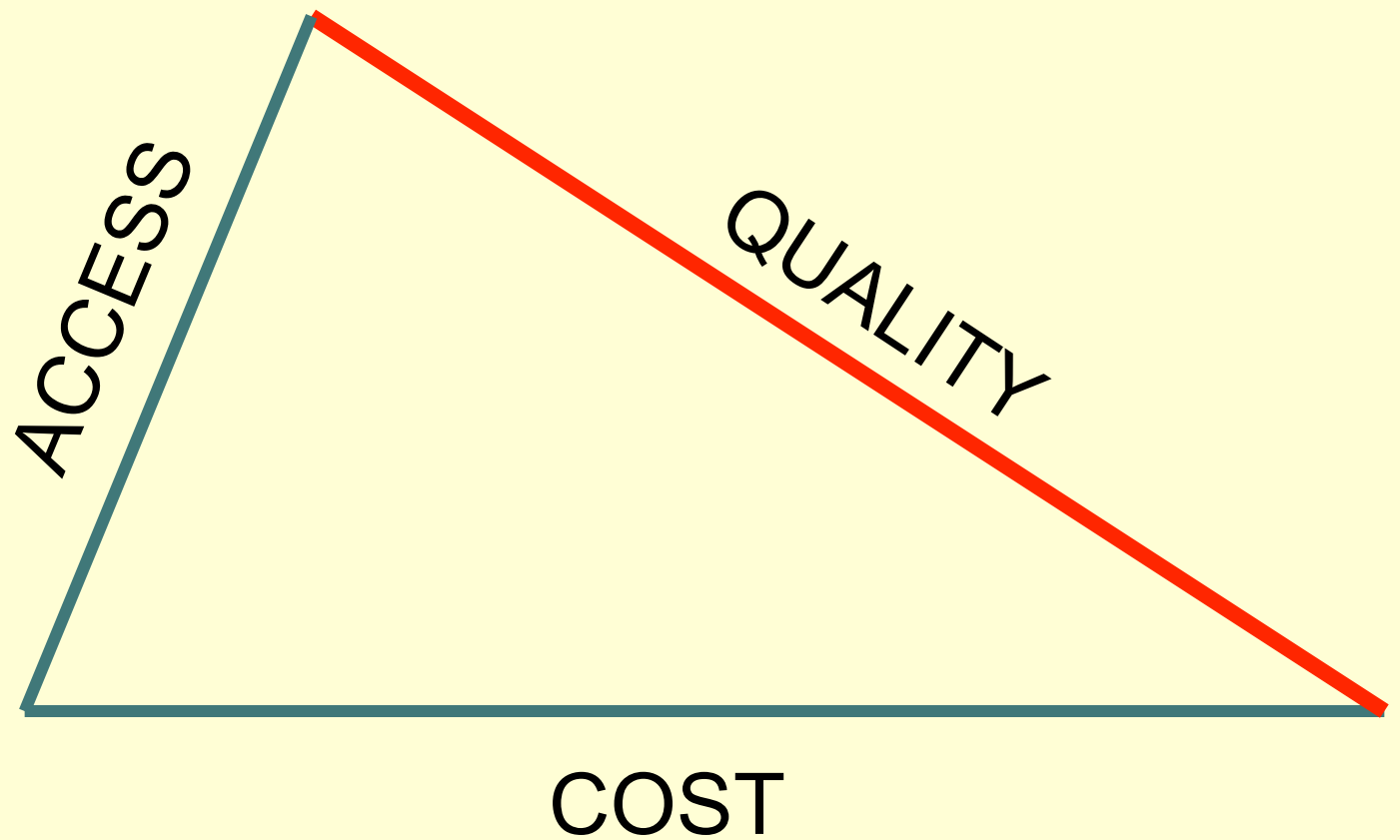
COST



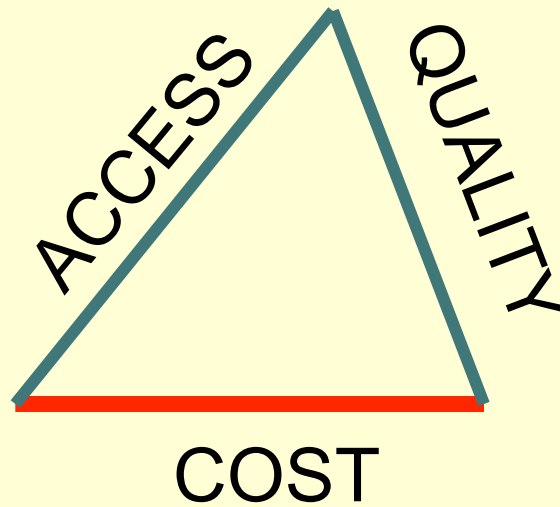
The Iron Triangle



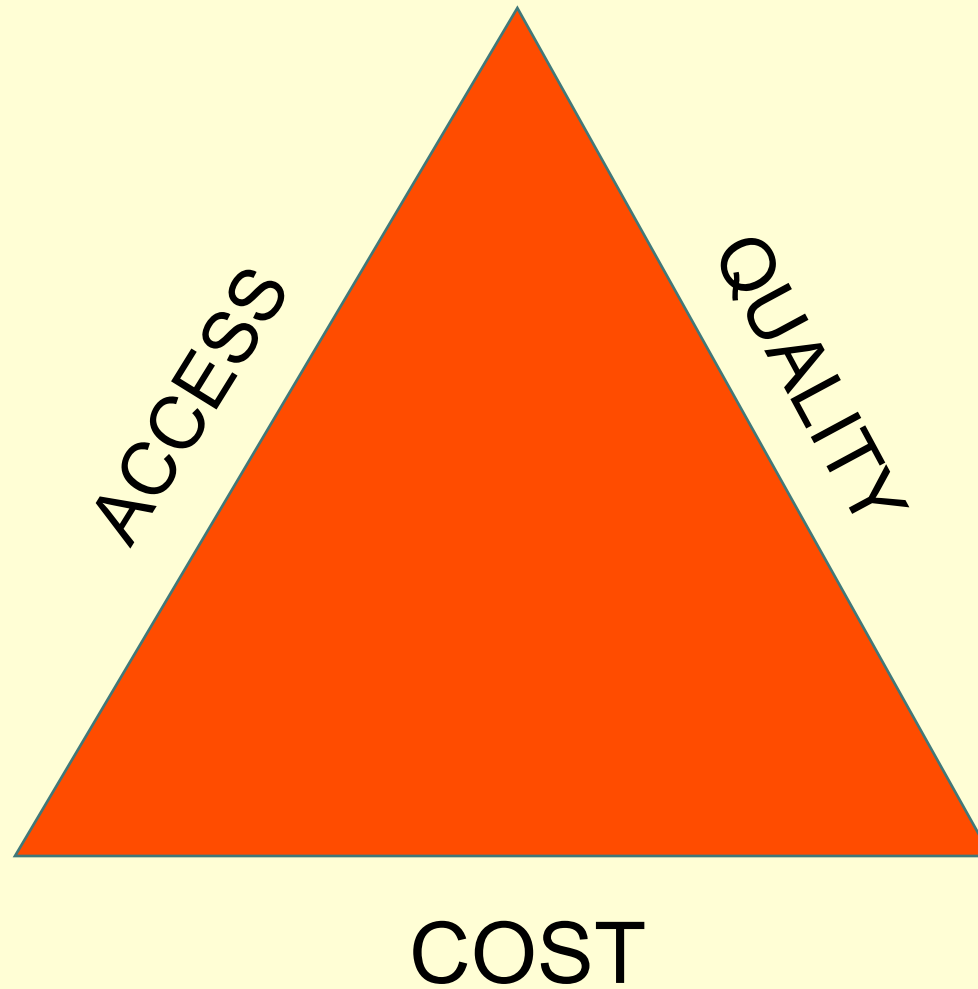
The Iron Triangle



The Iron Triangle



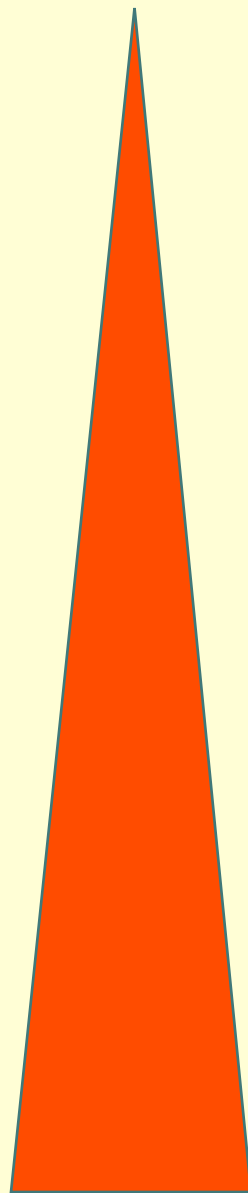
**“an insidious link between
quality and exclusivity”**



ACCESS

QUALITY

COST



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

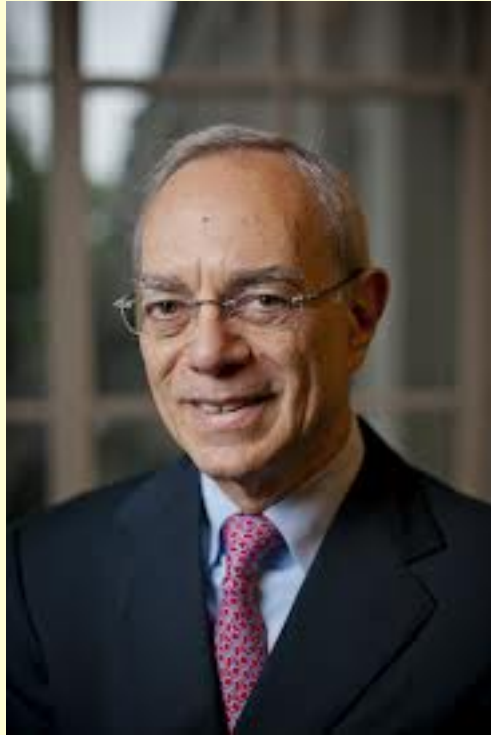


OPEN EDUCATIONAL RESOURCES (OER)

**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



Rafael
Reif



MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



UNESCO HQ Paris

**2002 Forum on the Impact of Open CourseWare
for Higher Education in Developing Countries**

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United Nations
Educational, Scientific and
Cultural Organization

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 Open University

OpenLearn

Making educational resources freely available

The Virtual
University
for
Small States
of 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



UNISA | 
university
of south africa

Why Unisa joined OERTen

UNISA



*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.*



OER@AVU

OPEN EDUCATIONAL RESOURCES
RESSOURCES ÉDUCATIVES LIBRES
RECURSOS PARA EDUCAÇÃO ABERTA

The World Conference on Higher Education Paris - July 2009: *New Dynamics of HE*



UNESCO General Conference 2009





United Nations
Educational, Scientific and
Cultural Organization

Taking OER beyond the OER Community: Policy & Capacity for Developing Countries



**Zeynep
Varoglu**



**Trudi
van Wyk**

Workshops

South Africa

Namibia

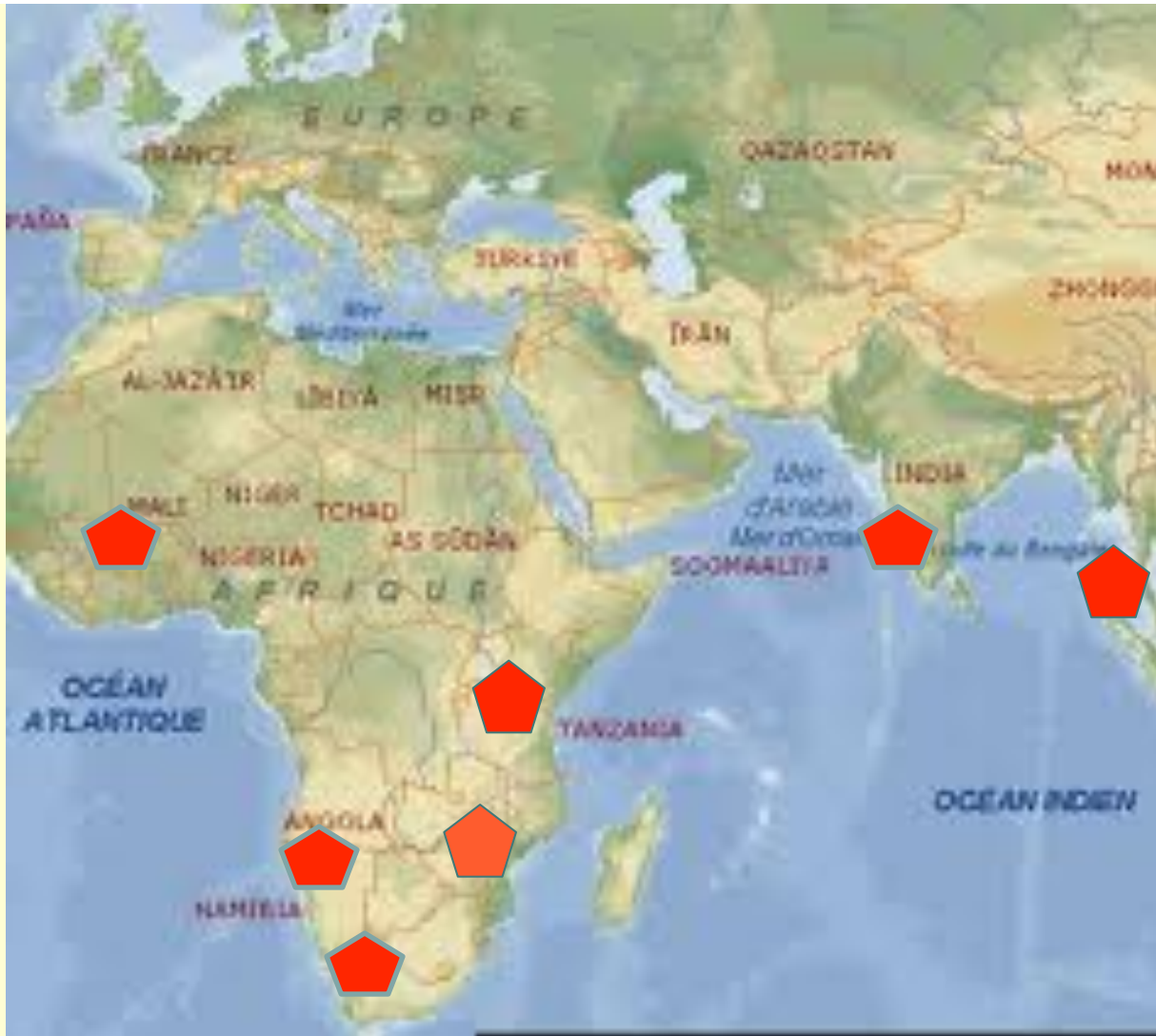
Malaysia

Mali

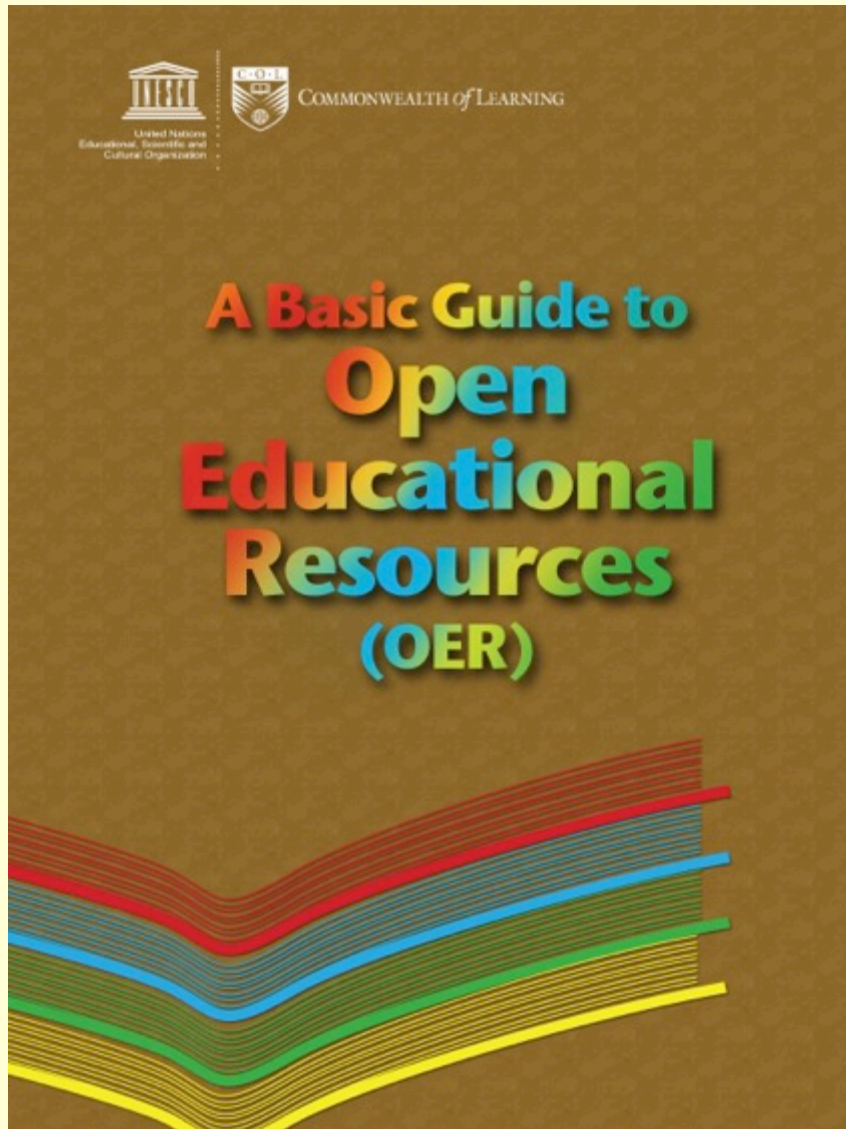
India

Tanzania

Mozambique



Plus three online forums



col.org/resources



Neil Butcher



Stamenka
Uvalić-
Trumbić



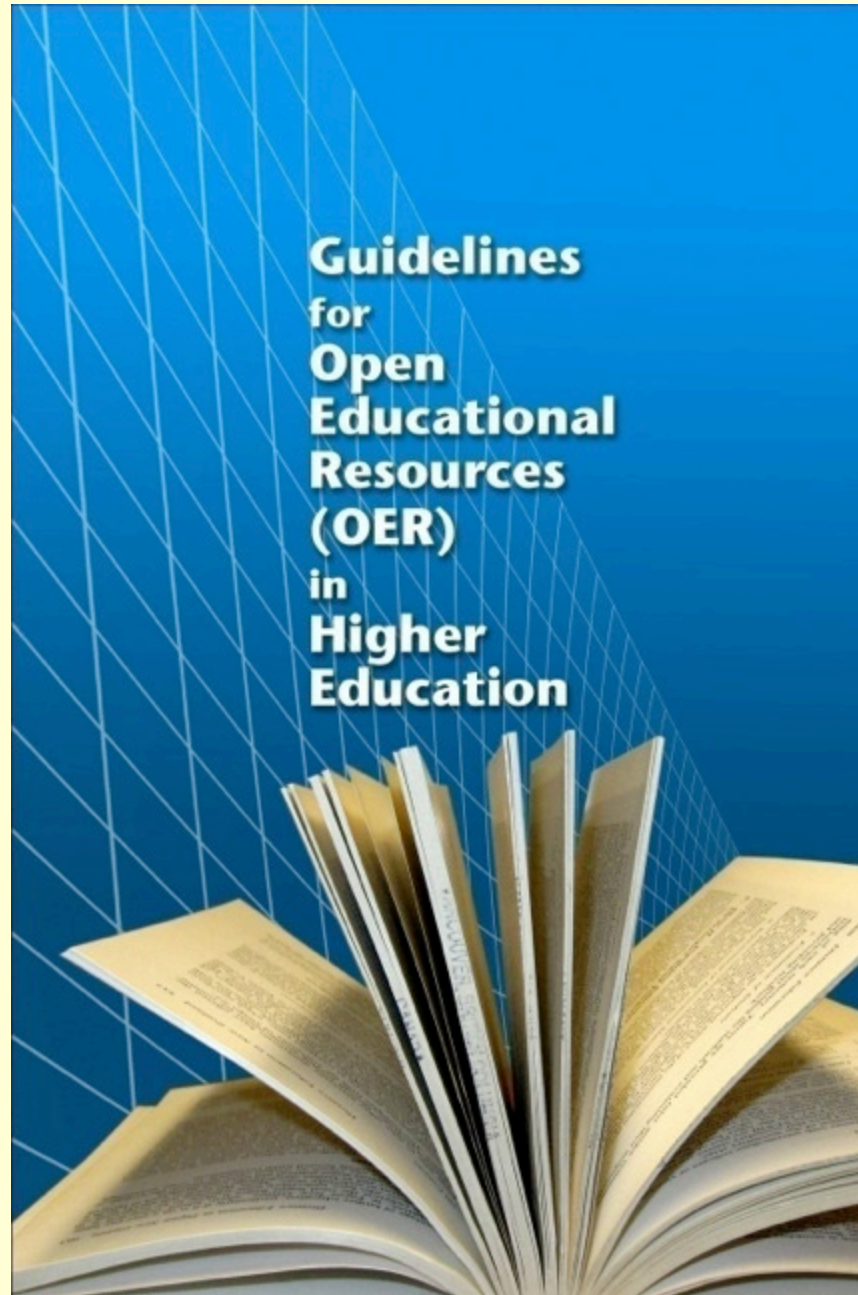
Asha
Kanwar



United Nations
Educational, Scientific and
Cultural Organization

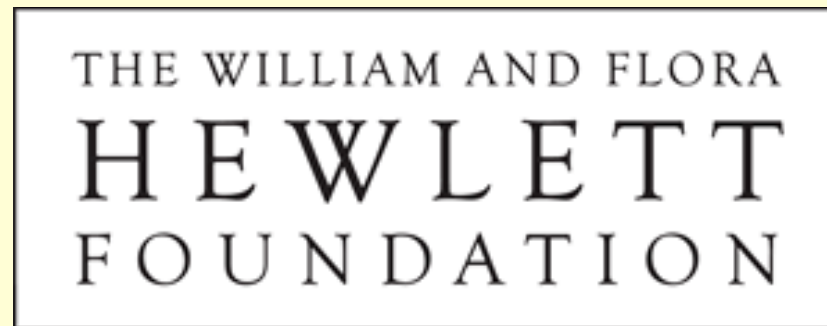


Zeynep
Varoglu



Trudi
van Wyk

Fostering Governmental Support for Open Educational Resources Internationally



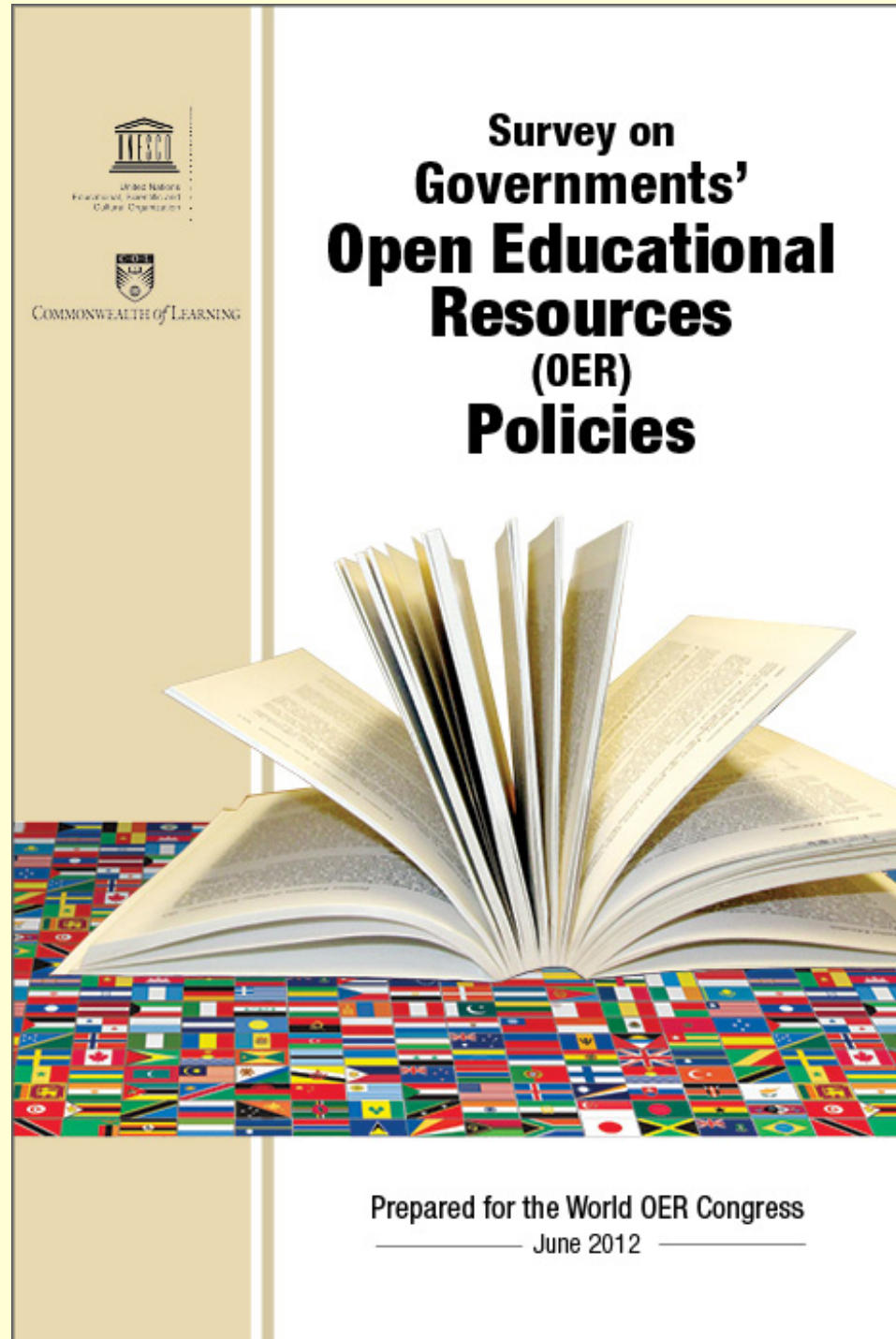
- Survey of governments
- Regional policy forums
- Business case for OER
- Drafting Paris Declaration on OER
- World OER Congress

QUESTIONNAIRE SURVEY

Responses from ~ 100 countries



Sarah
Hoosen



“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.”

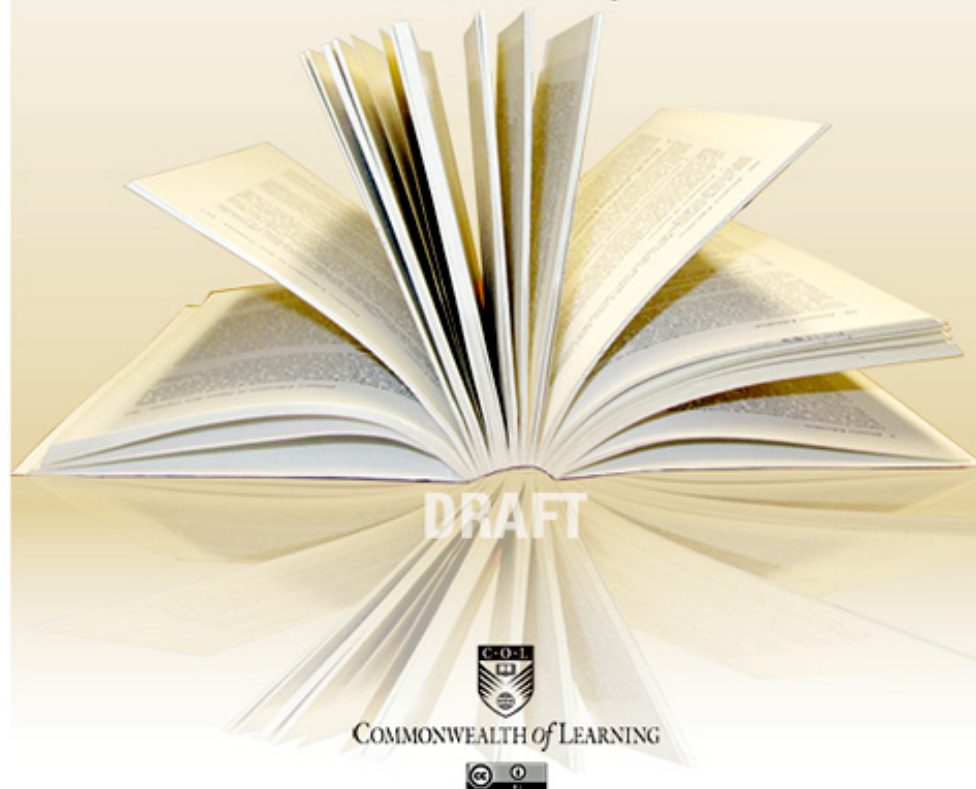
Hoosen Report

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**

The Bahamas

Belize

Grenada

Guyana

Jamaica

**St. Vincent &
the
Grenadines**

**St. Kitts &
Nevis**

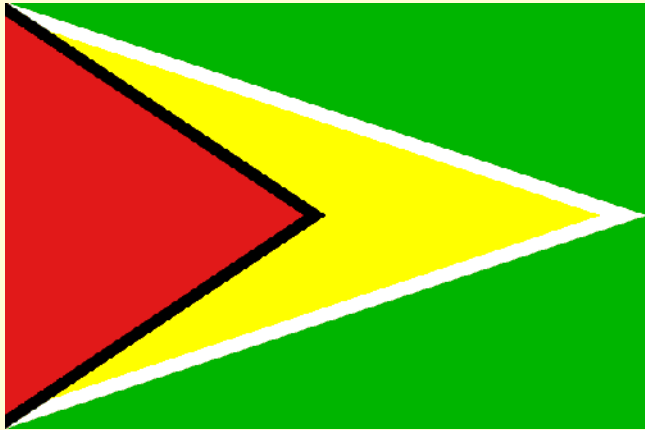
**Trinidad &
Tobago**

**Cayman
Islands**

Barbados, January 2012



**ICT in Education Leadership
Forum in the Caribbean
&
Caribbean OER Policy Forum**



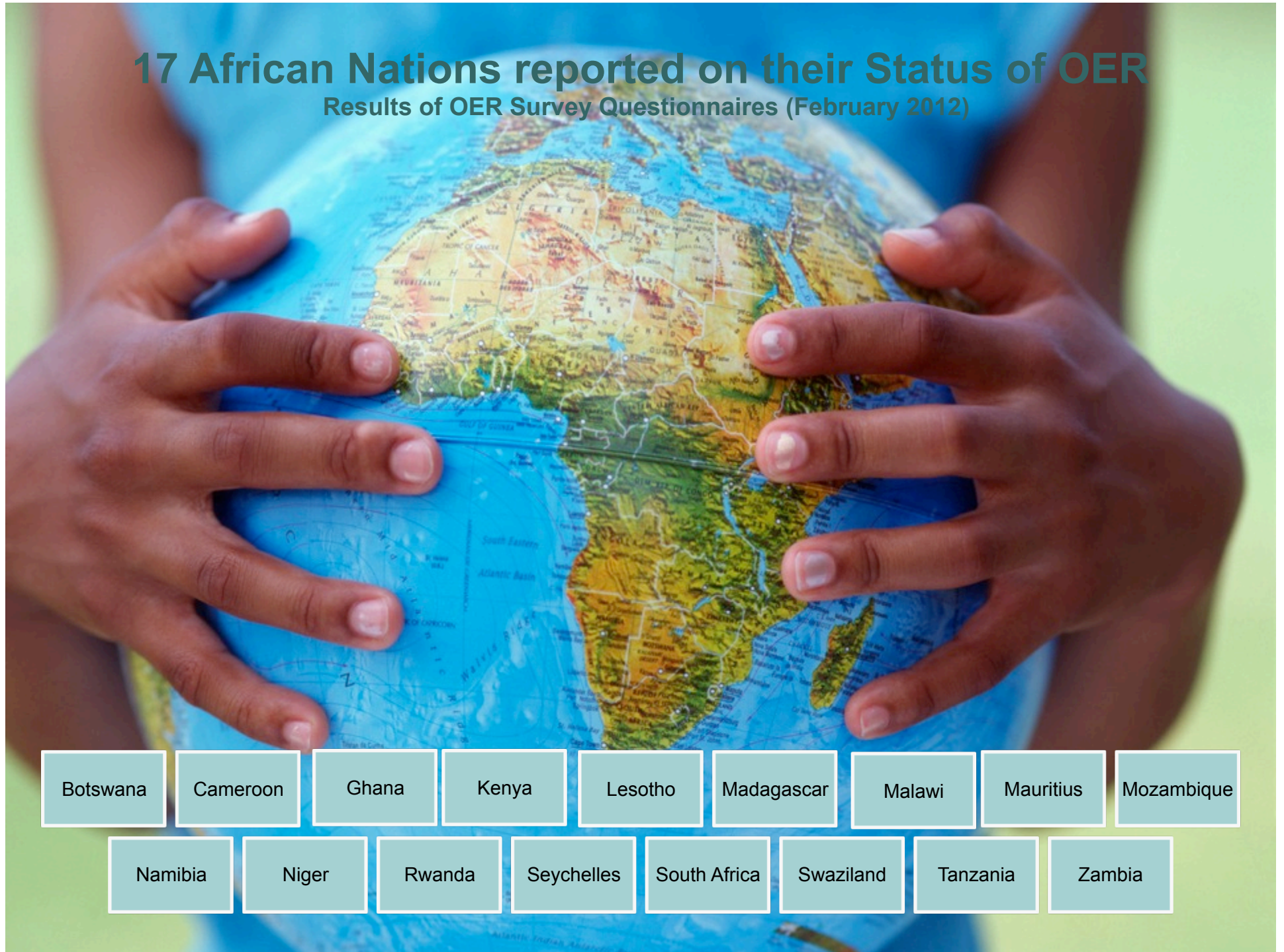
“The Cyril Potter College of Education found that by taking existing OER from a variety of sources and adapting them to Guyanese needs they had greatly reduced both the cost and the time required to offer good materials to the teachers”

Pretoria Policy Forum



17 African Nations reported on their Status of OER

Results of OER Survey Questionnaires (February 2012)



Botswana

Cameroon

Ghana

Kenya

Lesotho

Madagascar

Malawi

Mauritius

Mozambique

Namibia

Niger

Rwanda

Seychelles

South Africa

Swaziland

Tanzania

Zambia



Health OER
Inter-Institutional
Project



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

Argentina

Brazil

Chile

Colombia

**El
Salvador**

Guatemala

Mexico

Paraguay

Peru

Uruguay



Regional Policy Forum for Latin America

March 2012



- 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

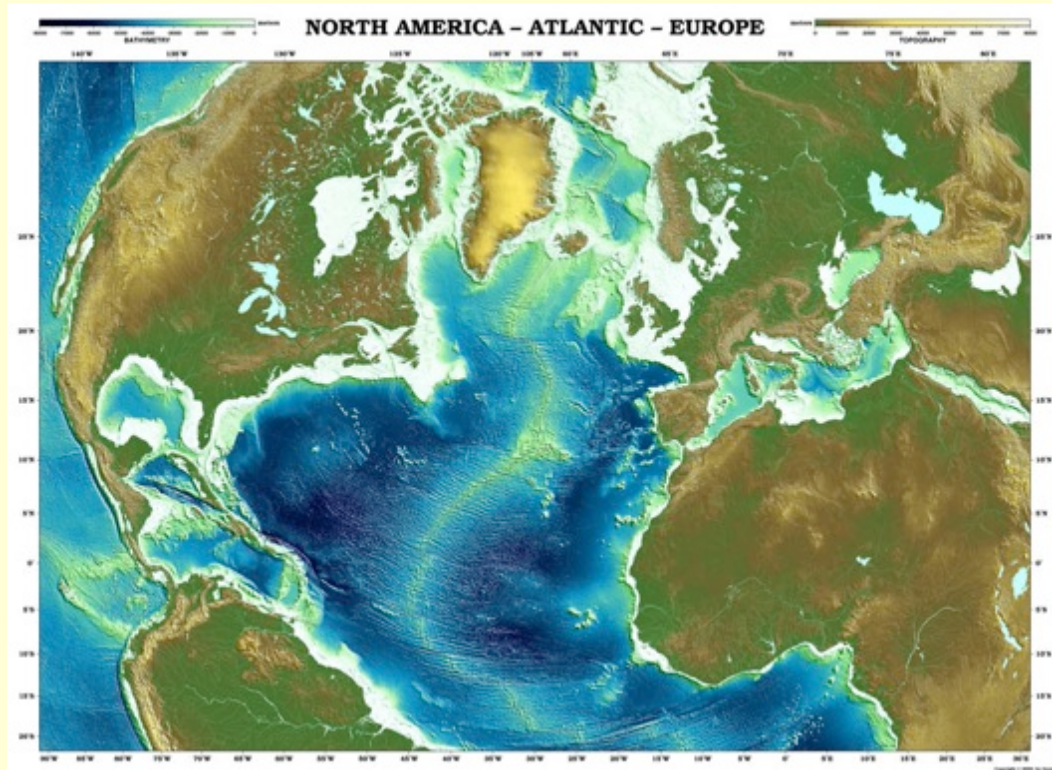
Monaco

Netherlands

Poland

Slovenia

USA



Asia – Pacific Regional Policy Forum Bangkok – April 2012



Government policies in place

‘open licensing of materials’



Australia



China



Korea



Indonesia



Thailand



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

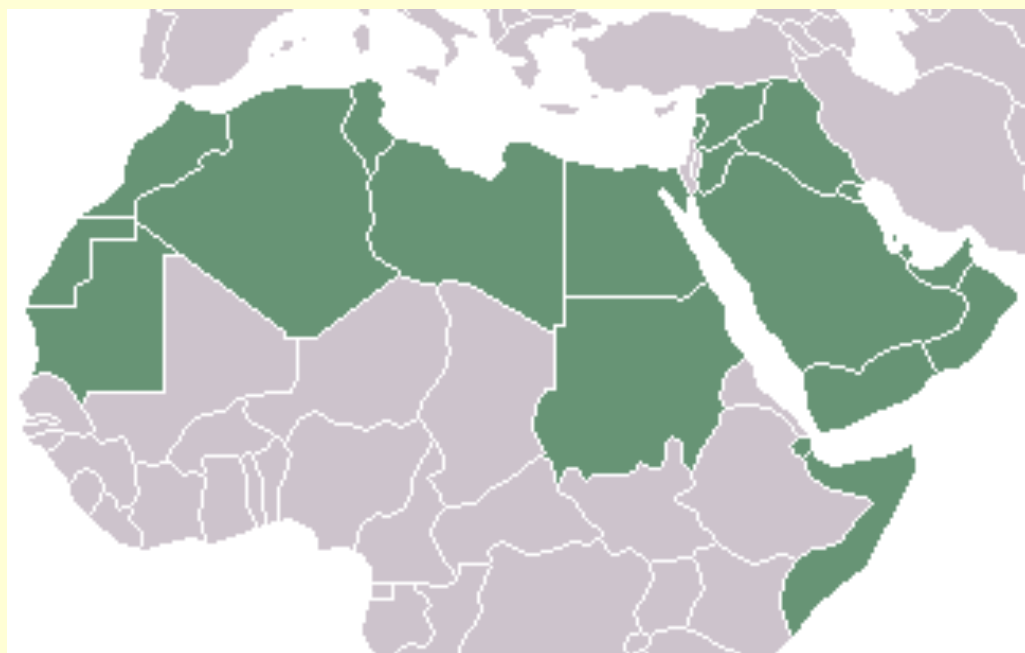
Oman

Qatar

Sudan

Tunisia

Yemen

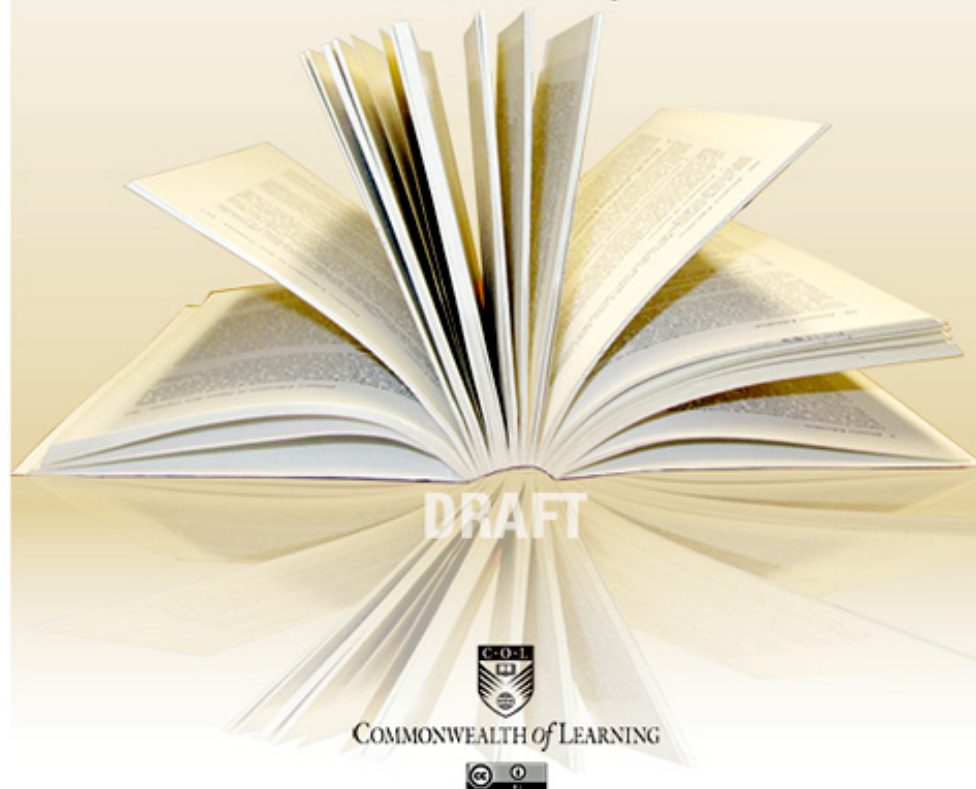


Importance of government involvement

- 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

Africa Policy Forum Pretoria (February 2012)



- 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”

Europe Regional Policy Forum Cambridge, UK – April 2012



- Longer definition of OER (earlier formulation)
- Encourage private sector and NGOs to participate

Asia – Pacific Regional Policy Forum Bangkok – April 2012



- Add CONFINTEA in preamble
- Open licencing does not affect authorship
- Capacity building; incentives, indigenous knowledge
- Action verbs instead of statements

Arab States Regional Policy Forum

Muscat, Oman – May 2012



- 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

Online version of
this document:



PROGRAMME



United Nations
Educational, Scientific and
Cultural Organization



Open
Educational
Resources

**2012 World
Open Educational Resources
Congress** Paris
20-22 June
UNESCO Headquarters
Paris, France

Sharing Learning Materials

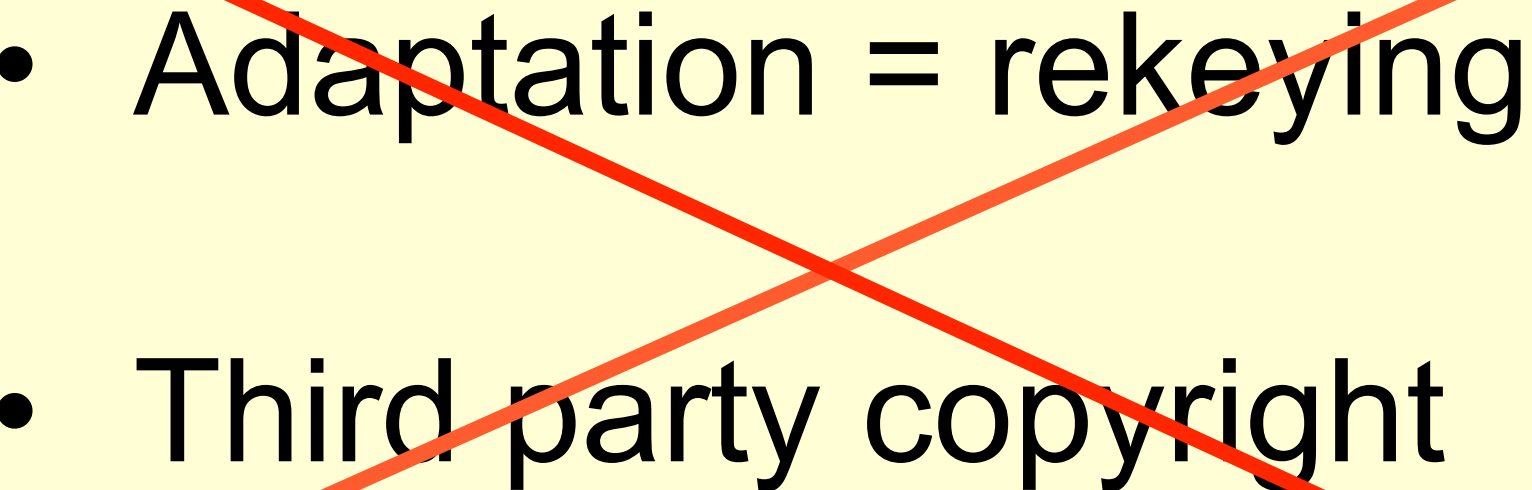
Super in principle!

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.

Paris Declaration 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



THANK YOU

For text and slides:
www.sirjohn.ca