Opening up to Open Education Resources

Professor Asha Kanwar
President & CEO,
Commonwealth of Learning

2, April 2013
Plan

- What are OER?
- OER in Pakistan
- COL Resources
- Opening up to OER
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
What are Open Education Resources (OER)?

Materials that are
- Free and freely available
- Suitable for all levels
- Reusable
- Digital
- CC-BY-SA
- CC-BY-NC
- CC-BY-ND
Who uses?

- 54% of MIT OCW traffic is non-US;
- 43% of the visitors are self-learners;
- 35% of the freshmen are aware of MIT’s OCW before attending the university and
- 17% of educators using the site have re-used the content’
Access: Malawi

- Bunda College of Agriculture
  - 102 page Communications Skills textbook
  - 75% OER
  - Adapted by adding contextually relevant materials, activities, assignments
OER and Textbooks

- **Brazil**: a study found that for 75% of students at University of São Paulo, the cost of acquiring books was higher than the family’s monthly income.

- **USA**: textbook costs 4 times the rate of inflation in last 2 decades: Washington State: OER Textbooks for Community Colleges

- **South Africa**: R 1.5 billion for textbooks: Department of Basic Education decides to develop OER textbooks
Access: translation

CORE

COL ID template
translated and adapted by Open University of China

COL materials in Ukrainian
Access: open schooling

Ministries of Education

Schools

Teachers

Consultants
Costs: International developments: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)
Can OER contribute to Quality?

- 611 institutions in India
  - KSS Women’s Engineering College, Andhra Pradesh
  - Maya Devi Educational Foundation, Uttarakhand
  - Bhilai Institute of Technology, Chattisgarh
PAKISTAN & OER
OER Movement: Asia is a leader

- Home to three VERY LARGE producers: China, Pakistan and India
- Japan and S. Korea use advanced authoring and dissemination tech but lower volume of OER
- MIT’s OCW members: Pakistan, China, Japan, S.Korea
Research

Gajaraj Dhanarajan

David Porter
Teachers Lead the OER Movement in Asia: Reasons are pedagogical

- Contributes to improved teaching: 54% teachers surveyed
- Allows students to be creative: 42%
- Enables doing things for a class that cannot be done otherwise: 39%

*Survey by OER Asia, 2011-12*
OER Policies in Asia

- Lacking at Governmental level (COL-UNESCO Survey, 2012)
- Lacking at institutional level (OER Asia, 2012)
- Technology support is weak; awareness of licensing issues moderate (OER Asia, 2012)

Yet, Teachers have made large contributions
OER from Pakistan - the VUP

- 7246 videos (approximately 7000 hours) on YouTube (as of late March 2013);
- About 11 Million views (as of late March 2013)
OER in Pakistan

Key Lessons for the World

- Professional quality video recording studio needs to be set up
- Full-body video lectures
- No blackboards; only digital slides allowed

Naveed Malik, 2012
OER in Pakistan:  
*Key Lessons for the World*

- One hour of published video: 12 hours of preparatory time
- Frequent feedback to authors necessary for improved content and pedagogic quality
- Research eminence versus teaching quality

Naveed Malik, 2012
VU Pakistan OER also on the Web

OPEN COURSEWARE
VIRTUAL UNIVERSITY OF PAKISTAN

ENG101: ENGLISH COMPREHENSION

COURSE INFO
Course Category: English
Course Level: Undergraduate
Credit Hours: 3
Pre-requisites: N/A
Instructor: Dr. Surriya Shafi Mir

FEATURED COURSES
- Most Popular Courses
- Most Visited Courses

COURSE CONTENTS
Online training for OER

Allama Iqbal Open University

Bangladesh Open University
UNESCO-COL Resources on OER

A Basic Guide to Open Educational Resources (OER)

Guidelines for Open Educational Resources (OER) in Higher Education
Open Licensing: More Advocacy

Introducing Copyright
A plain language guide to copyright in the 21st century
Julien Hofman

Copyright and Open Educational Resources

Introduction to Copyright and Licensing
What are Open Educational Resources (OERs)?
Key OER Projects from Around the World
Key Licensing Resources

COMMONWEALTH OF LEARNING
learning for development
Policy

- Policy Development template
Capacity building

- Photo from Jamaica workshop
- November 2012
The Virtual University for Small States of the Commonwealth

Disaster management
Sustainable agriculture
Business & Entrepreneurship
Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
## Statistics: Publishers

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Total</th>
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<tbody>
<tr>
<td>1 African Virtual University</td>
<td>70</td>
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<tr>
<td>2 Athabasca University</td>
<td>10</td>
</tr>
<tr>
<td>3 AU Press</td>
<td>5</td>
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<tr>
<td>4 Capilano University</td>
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<tr>
<td>5 GetSmarter</td>
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<td>6 HSRC Press</td>
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<tr>
<td>7 Indira Gandhi National Open University</td>
<td>113</td>
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<tr>
<td>Intercultural and Diversity Studies of Southern Africa</td>
<td>1</td>
</tr>
<tr>
<td>8 Kwant Nkrumah University Of Science &amp; Technology</td>
<td>13</td>
</tr>
<tr>
<td>9 National Open University of Nigeria</td>
<td>346</td>
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<tr>
<td>National Programme on Technology Enhanced Learning</td>
<td>121</td>
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<tr>
<td>10 The Open University</td>
<td>288</td>
</tr>
<tr>
<td>11 The University of British Columbia</td>
<td>1</td>
</tr>
<tr>
<td>12 United Nations University</td>
<td>2</td>
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<tr>
<td>13 University College Falmouth</td>
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<tr>
<td>14 University of Cape Town</td>
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<td>15 University of Nottingham</td>
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<td>16 University of Oxford</td>
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<td>17 University of Southern Queensland</td>
<td>10</td>
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<tr>
<td>18 Virtual University for Small States of the Commonwealth</td>
<td>7</td>
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</tbody>
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**Total: 1150**
We welcome you to ORELT and hope that you will find the resources useful and relevant to your classroom activities. Our aim is to provide you—i.e., teachers in junior secondary schools (JSS) with a range of resources that you can adapt and use in your classrooms to promote effective communication among your students. Please remember that **THIS IS NOT A COURSE** but a bank of resources you can adapt and use. You do not have to move around the modules in a sequential manner and you may decide to use a whole module or only a unit of a module or only a section of a module. You may decide to do only some or all of the activities in the modules. The choice is yours. You are also free to modify any module or unit or section to suit the needs and circumstances of your students.

If you are a teacher educator, ORELT provides a variety of open content support resources which you can easily adapt and use in your activities as you prepare your students for the onerous task of teaching at JSS level.

**The Open Resources for English Language Teaching (ORELT) portal** is intended to support the classroom activities of teachers of junior secondary schools (JSS). The aims of ORELT are to:

- Provide a bank of ‘open content’ multi-media resources in on-line and traditional text formats that will support school-based education and training for teachers in junior secondary schools;
- Provide ‘open content’ support resources for teacher educators who prepare teachers for junior secondary schools. To achieve these aims, a Situation analysis of English language teaching (ELT) in selected Commonwealth nations was undertaken to determine strengths, gaps and challenges of teaching English in Africa and Asia. This formed the basis for developing appropriate materials that address the needs and realities of JSS teachers.

We hope these resources will be useful to teachers and teacher educators. We urge all users of ORELT to register an account on this site so you may post your comments on the discussion forum and submit your own resources related to each learning module.

Join us on the [Forum Page](#) or [Facebook](#).

**The ORELT learning modules**

- **Module 1: Better Listening**
- **Module 2: Speaking for Better Communication**
- **Module 3: Success in Reading**
OER for ODL
Revisit the philosophy of ‘Open-ness’

- Open as to people,
- Open as to places,
- Open as to methods, and, finally,
- Open as to ideas

– Lord Crowther
Development of DE resources

- 80% Academic authoring time
- 20% Instructional design, multimedia design, editing etc.
Development of OERs

Authoring shared among participating institutions/individuals

Mackintosh
OER: Advantages for ODL

- Access to OER can improve quality
- Availability of OER can release resources for improving learner support services
- Diversify provision from full services to services that the learner can choose, reducing costs and increasing flexibility
Institutions can

- develop an ICT policy within the institution
- elaborate a policy on copyright
- provide incentives for faculty members such as increments and recognition of OER-development towards promotions
- make the development of OER a job requirement at the time of recruitment
Thank you

www.col.org