



COMMONWEALTH *of* LEARNING

OER Capacity Building

The Open University of Sri Lanka

Consultant's Report

Commonwealth of Learning, in collaboration with the Open University of Sri Lanka (OUSL), organized a capacity building workshop on the use/reuse of OER in ODL course development for academic staff of OUSL on February 15-16, 2016 at the OUSL main campus in Colombo.

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The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.



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Capacity Building Workshop on Use/Reuse of Open Educational Resources (OER) in ODL Course Development

15-16 February 2016, The Open University of Sri Lanka Main Campus, Colombo

Consultant's Report

Executive Summary

Commonwealth of Learning (COL) in collaboration with the Open University of Sri Lanka (OUSL) organized a capacity building workshop on the use/reuse of OER in ODL course development for academic staff of OUSL on February 15-16, 2016 at OUSL main campus in Colombo. The mode of the workshop was both face-to-face and online. The workshop was attended by 19 academic staff of OUSL.

The objectives of the workshop were to:

- develop capacities among academic staff in using, reusing, revising and remixing existing OER;
- develop hands-on skills in searching and location Desirable OER for teaching and learning;
- develop a deeper understanding of licensing mechanisms of OER with a special emphasis on Creative Commons;
- develop capacities in ODL course design which incorporate the philosophies of OER; and
- sensitize academic staff on the institutional policy frameworks on the use/reuse and distribution of OER.

The workshop was based on five main principles which are sharing, engagement, competency, gender responsiveness and environment friendly delivery. Over the two days, the participants interacted with sessions on copyright; OER types; benefits and legal issues. They also engaged in online exercises, worked in groups on the summary of the responses and presented their modules created using OERs. Furthermore, the participants discussed the OUSL OER Policy and gave their feedback in groups.

The workshop comprised of eight intensive and hands-on sessions:

- **DAY 1:**
 - Inaugural session – All the participants arrived on-time at the training venue. Professor J C N Rajendra, the Director of the International Academic Relations Division of OUSL opened the workshop with a brief introduction on the objectives and expectations. Dr. D D Menaka Ranasinghe, Director of the Staff Development Center and other key staffs were present during the inauguration.
 - Session 1 – Icebreaking, pre-workshop diagnostic, understanding copyright basics;
 - Session 2- Copyright and OER, benefits of OER and digging deeper into their own context relating to using/reusing educational resources;
 - Session 3- Overview of the Creative Common licenses;
 - Session 4- Searching OERs, combining licenses, compatibility check, licensing the derived work, sharing plan for Day 2;

- At the end of Day 1, a courtesy visit to the honorable Vice Chancellor of OUSL was arranged. A very productive discussion took place with the honorable VC on OUSL's plan for OER and on the opportunities for collaboration with Open Universities in the South East Asian region.
- **DAY 2:**
 - Session 1 – Recap of Day 1, OER repositories, OER search engines, evaluating OERs;
 - Session 2- Desirability check, creating own OER, remixing and licensing puzzles, individual presentation of the derived works by the participants;
 - Session 3- Overview of OUSL OER Policy, group discussion on the OER policy;
 - Session 4- Feedback on the OER Policy through online form, summarizing the feedbacks and review;
 - Concluding Session- At the end of the second day, Dr. D D Menaka Ranasinghe, Director of the Staff Development Center had arranged an evaluation on the workshop and summarized the rigors and sincere engagements of the participants. During the closing session, the participants came to a consensus on continuing their efforts to create courses by using OER. A senior participant, Professor Sithy S Iqbal, volunteered to coordinate the efforts of the colleagues in terms of OER.
 - In the evening of Day 2, a meeting cum dinner had been arranged with the honorable Vice Chancellor of OUSL Professor S A Ariadurai and senior colleagues of OUSL. The outcomes of the workshop were shared with the honorable VC and the scope of further collaboration to promote the open movement in the South East Asian region was discussed.

Workshop Structure

Sessions: There were 4 sessions each day of the 2-day workshop. The length of each session was approximately 2 hours. The sessions were designed to maximize engagement.

Mode of delivery: Both face-to-face and online engagements were encouraged during the sessions. Most of the activities/exercises done by the participants were online. Learner-centric approach was emphasized in all the sessions.

Workshop resources: The workshop resources were uploaded onto <https://oer4dev.wordpress.com/workshops/ousl-oer-workshop-15-16-february-2016/> to ensure access anytime from anywhere (Figure 1). Most of the resources used in the workshop were OERs. Among the resources, a mix of text, PowerPoint slides, videos and games had been used to ensure better understanding of the use/reuse of OER. The list of the resources used in the workshop can be found in [Annex-4](#).

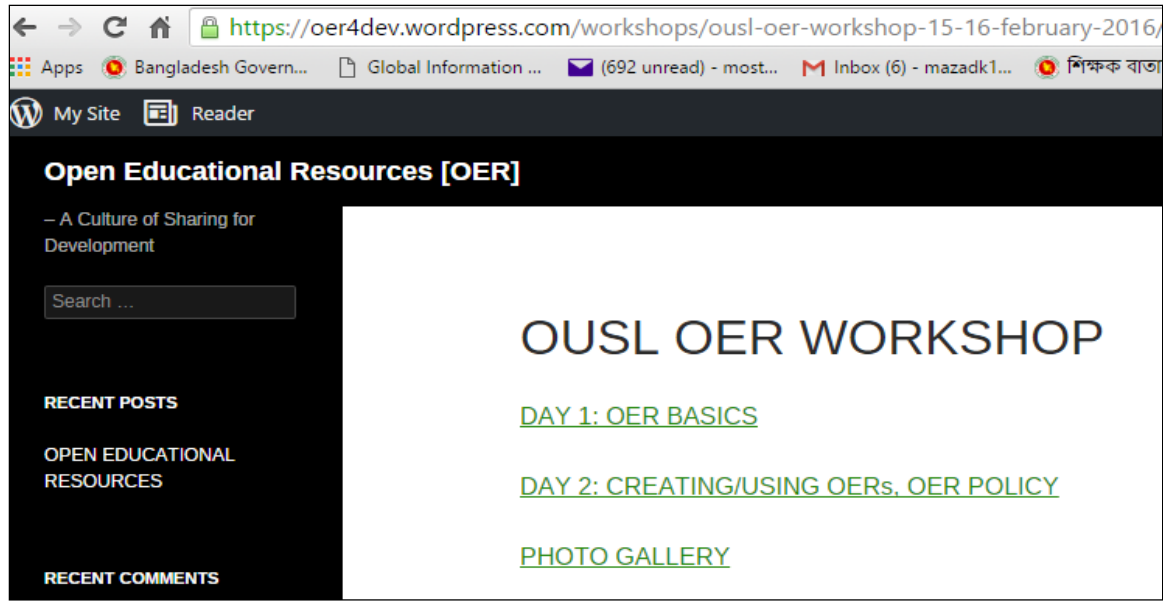


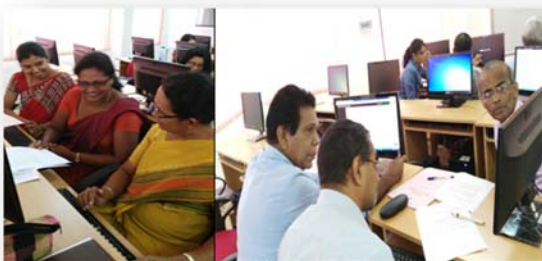
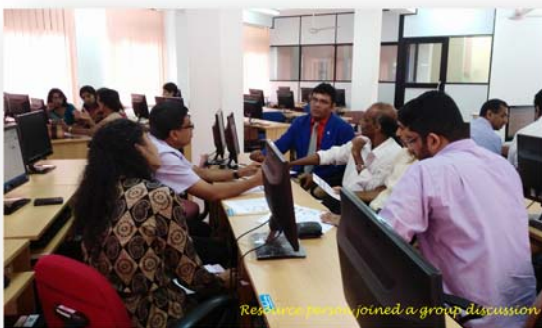
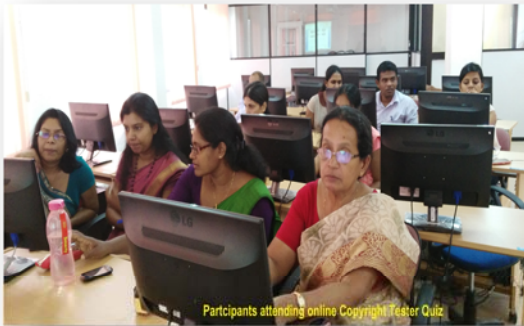
Figure 1 Workshop resources made available online

About the Participants

Composition: A total of 19 participants attended the workshop. They are all academic staff of OUSL. The gender balance had been considered while nominating the participants. Almost 70% of the participants were senior academic staff of the University. Most of the participants were from science faculties (3 from engineering, 2 were from social science and the rest from the science faculty). See [Annex-1](#) for the list of the participants.

Readiness and Expectations: The participants were eager to know about the concepts and benefits of OER, licensing options, OER search engines, OER evaluation tools, etc. See [Annex-2](#) for participants' responses to the pre-workshop questionnaire.

Some Photographs:



Workshop outputs

The following outputs were visible after the 2-day workshop:

- Participants had a clear understanding of OER with a change in mindset
- Participants obtained the skills to create OER-based content
- They became familiar with the search options for OER
- They learnt about the desirability check of the OER
- They came to a consensus to create at least one course by using OER
- They became familiar with the clauses of the OUSL OER Policy
- Provided feedback on the OUSL OER Policy

For workshop evaluation summary, see [Annex-5](#).

Conclusion

The workshop was very intensive in terms of engagements and outputs. The participants were sincere enough to attend all the workshop sessions. The logistic supports and arrangements for the workshop were conducive. Overall, it was a very exciting experience to have the opportunity to facilitate a meaningful and vibrant workshop with experienced and curious academics. It is expected that the follow-up activities will be continued to optimize the outcome of the workshop.

Annex-1: List of participants

Sl.	Name	Designation and department
1.	Ajith Perakum Madurapperuma	Senior Lecturer, Computer Engineering, Department of Electrical and Computer Engineering, Faculty of Engineering Technology
2.	Pavilupillai Justin Jude	Department of Zoology Faculty of Natural Science
3.	G. Bandarage	Senior Lecturer Gr I
4.	Bhagya Werapitiya	Lecturer(On Contract)
5.	Neavis Morais	Senior Lecturer Economics Department of Social Studies
6.	Tharindu Wickramaarachchi	Lecturer(Probationary)
7.	Himasha Gunasekara	Lecturer Fashion Design and Product Development Engineering Faculty
8.	Imali Bogamuwa	Senior Lecturer
9.	Dr. Wasana Jayawardena	Senior Lecturer at Department of Physics, Faculty of Natural Sciences, OUSL
10.	Y.A.S.Samithri	Lecturer (Prob) in Botany, Faculty of Natural Sciences, The Open University of Sri Lanka
11.	Sithy S. Iqbal	Professor in Chemistry Faculty of Natural Sciences Open University of Sri Lanka
12.	Ms Sunethra Goonetilleke	Lecturer, in Legal Studies, Faculty of Humanities and Social Sciences, OUSL
13.	Thelma Abeysinghe	Senior Lecturer in Chemistry Department of Chemistry
14.	Dusantha Hemali Alwis	Lecturer (Probationary)
15.	LSA.perera	Lecturer Dept. of Textile & Apparel Faculty of Engineering Technology
16.	C.Halwathura	Senior Educational assistant Maths & Computer Science
17.	J.N.Senadheera	Senior Lecturer in Mathematics Faculty of Natural Sciences
18.	Chandani Ranasinghe	Senior lecturer
19.	M.H.M.N.D. Herath	Lecturer-Electrical and Computer department

Annex-2: Summary of the responses by the participants to pre-workshop diagnostic questionnaire

Questions	How do you recognize the authors of the resources you use for your works?	When we use some parts of the findings/texts from other articles or reports, why we do not take permission?	Can we use, reuse, redistribute or remix a copyrighted work?	Copyright means "all rights reserved" - do you agree?	Do you think the materials produced by public money/tax payers' money should be copyrighted ?	Have you heard about Creative Commons?	Have you heard about public domain?	What is your expectation from this workshop?	What challenges we usually face while creating a study material?	What is your desire regarding the availability of educational materials?
RESPONSES	I do not care = 2	If referenced, copyright is honored =8	No=14	No, do not agree =5	Not at all=14	Little=4	Little=5	Learn how to use OER =15	Costly =1	Can be redistributed =1
	I just put their names in reference list =16	Referencing is enough =10	Yes=5	Partially agree =5	Yes=5	No=9	No=7	Learn the concept of OER = 4	Getting permission =1	Can be remixed = 6
	I take permission, I just put their names in reference list =1	We must take permission =1		Yes, agree =9		Yes=6	Yes=7		Time consuming = 17	Can be reused =7
										Free =5
	19	19	19	19	19	19	19	19	19	19

Annex-3: Workshop program

Day 1: 15 February 2016	
Time	Activity
09.00am-11.00am	<ul style="list-style-type: none"> • Ice Breaking <ul style="list-style-type: none"> - Introductions participants and facilitators - Participant expectations - Workshop Overview • Pre-workshop diagnostic form (online) • Defining the concept <i>openness</i> • What are common challenges we face while developing SLMs or any academic resource? • Copyright issues with academic resources • How openness benefits the societies?
11.00am-11.30am	Tea Break
11.30am-1.00pm	<ul style="list-style-type: none"> • Defining OER: Openness, Educational Resources • The dimensions of OER • OER, distance education and resource-based learning • The implications for education planners and decision-makers • Creating conditions for OER usage
1.00pm – 02.00pm	Lunch
02.00pm-3.00pm	<ul style="list-style-type: none"> • Overview on open licenses • Principles of using, reusing, remixing, redistributing the resources licensed under creative commons and else.
3.00pm-3.20pm	Tea Break
3.20pm – 4.00pm	<ul style="list-style-type: none"> • Practices on open licenses • Sharing the plan for Day 2
4.00pm	Session closes
Day 2: 16 February 2016	
Time	Activity
09.00am-10.30am	<ul style="list-style-type: none"> • Recap of Day 1 • Sharing the outline and resources for Day 2 • Converting a resource to OER and redistributing
10.30am-11.00am	Tea Break
11.00am-12.30pm	<ul style="list-style-type: none"> • Creating OER on OER Commons • Searching OER repositories • Using OERs in creating study resources
12.30pm – 01.30pm	Lunch
01.30pm-3.00pm	<ul style="list-style-type: none"> • OER Policy and its importance • Presenting OUSL OER Policy • Group works on OUSL OER Policy
3.00pm – 3.20pm	Tea Break
3.20pm – 4.00pm	<ul style="list-style-type: none"> • Feedback on the OUSL OER Policy • Developing post-workshop activity plan

Annex-4: List of the resources used

Pre-workshop Diagnostic Form

Presentation PPT 15.1: Some issues we may not care sometimes!

MOVIE: Copyright Basics

Activity 1: Copy Right Tester Quiz.

Flashback: Responses from the participants: Summary Sheet

Presentation PPT 15.2: Copyright and OER

Presentation PPT 15.3: Benefits of OER

Activity 2: Google Form

Presentation PPT 15.4: Open Licenses

Movie: A shared culture

MOVIE: Creative Commons and Copyright

Activity 3: Identifying the appropriate CC license

Presentation PPT 15.5: How to find the OERs? Where are they?

Movie: How to create OER and how to combine licenses?

Activity 4: Remix game

Summary of the online feedback (Activity 2)

Presentation PPT 16.1: Some examples of OER Repositories

Presentation PPT 16.2: How to evaluate an OER – should take or not? Desirability Test

Presentation PPT 16.3. Case studies [CLICK HERE!](#)

Presentation PPT 16.4: A sort briefing on the OER Policy framework

Copy of OUSL OER Policy

Feedback form [Google form]

Annex-5: Workshop evaluation feedbacks

[Ref: The mail from Dr. Menaka, Dated 21 February 2016]

The SDC has collected feedback forms and briefly summarized the participants' assessment on the workshop sessions and the performance of the facilitator:

1. All the participants are in the view that the workshop was very clear well paced and you were well prepared and it was very informative.
2. Some have said they need to have a longer duration to complete at least one session.
3. Almost all of the participants have said the most important thing they learned here is about the types of licensing and an appreciation for developing OER material.

Annex-6: Summary of the feedbacks on OUSL OER Policy

Title of the Policy	2. Specific Policy Statements.	3. Policy Objectives.	4. Strategic Outputs	5. Scope of the Policy	6. Responsibility and Authority	7. Policies and Procedures
OER Policy of the OUSL	2.1 OK 2.2 OK 2.3 Professional engagement? 2.4 Can academic support staff plan academic activities and create OER? They can implement activities to enable learners acquire competencies....	3.1 OK 3.2 OK 3.3 ... identification, creation,...? 3.4open licensing procedures and regularly updating the same. 3.5 Do we need an in-house repository of external OER for use of OUSL staff? They are already in the public domain! 3.6 OK 3.7 OK but implementation has issues! 3.8 OK; define the 'term' 3.9 Do we need to consider..? Why not 'incorporate....'	4.1 OK 4.2 OK 4.3 Aren't they inputs? 4.4 Input? 4.5 OK	5. OK	6 OK	Director NODES should be in the ORE-SC. 7.3.3 The second sentence, starting with "To view....." is not necessary. 7.4 is an operational matter and may not be needed in a policy document. Arw the references and attribution necessary in a policy document?
Out of five Rs, why are revising and retaining mission in the deceleration ? What is the meaning of re-purposing?	2.3 & 2.4 are too complicated and the ideas are not clear. 2) # When we are deciding the content, the whole departments specially all the relevant course team members should be consulted. When integrating and remixing OER into lesson materials, the quality, reliability has to be checked.	These are detailed activities. However, we need broad objectives such as "to promote creation and integration of OER in the OUSL".	These do not look like outputs. Outputs should be measurable.	"Academic functions" should be replaced by "academic bodies".		7.1 OK 7.2 OK 7.3.1 OK 7.3.2 Why not include NC (Non commercial)? 7.3.3 Include NC as our group suggested in 7.3.2. 7.3.4 OK 7.4 Library will be the custodians of the OER

	<p>#And few outside consultant has to be consulted, also few similar programs contents has to be analysed and see whether the content is complement and contemporary.</p> <p># Updated materials must be used.</p> <p># proper licence with the correct attributions should be indicated</p>					<p>repository. 7.5 OK</p>
<p>It is better to have the title as: Open Educational Resources (OER) Policy of the Open University of Sri Lanka</p> <p>or</p> <p>The Open University of Sri Lanka Open Educational Resources (OER) Policy</p>	<p>It is not clear whether OER material of the OUSL is targeting only the OUSL students or whether materials are open for the out side community.</p>	<p>3.1</p>	<p>4.1 Strategic out put focuses only about the available OER material, but not about the creation of new OER material</p>	<p>5. Scope of the policy should cover the OUSL students as well.</p>	<p>6 & 7 Included points seemed sufficient.</p>	

