Open Educational Resources: Innovation in Higher Education?

Professor Asha Kanwar
President & CEO

January 26, 2017 | University of Ibadan, Nigeria
Commonwealth Heads of Government Meeting
Vancouver, 1987
Where is it?

Metro Vancouver (HQ)  
New Delhi (CEMCA)
What is it for?

To help Commonwealth governments and institutions use various technologies to improve access to learning for development.
The Commonwealth

The Commonwealth comprises 53 developed and developing nations around the world.

Map published by the Communications and Public Affairs Division, Commonwealth Secretariat.
Thank you, Nigeria
HE Mariam Katagum
COL Fellow: Prof O Jegede
Alhaji Hafiz S. Wali

Dr. A. Umar
ODL in Teacher Training: NTI
UNESCO-COL Chairs in ODL and OER
Yaba College of Technology (YCT), Lagos, Nigeria, 2016
2013
Abuja, Nigeria

OPEN LEARNING FOR DEVELOPMENT:
TOWARDS EMPOWERMENT AND TRANSFORMATION
Context
A Young Nigeria

Nigeria has 64.1 million young people between the ages of 15-35: 51.6% female

Tertiary Gross Enrolment Ratio in Nigeria 1999 - 2011

Source: UNESCO Institute of Statistics, last accessed on January 23, 2017


Source: ITU Statistics, last accessed on January 19, 2017
GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal
Develop policies and programmes for the provision of **quality distance learning** in tertiary education, with appropriate financing and use of **technology**, including the Internet, **massive open online courses** and other modalities that meet accepted **quality standards** to improve access.
3 Generations of Open Education
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
The Rise of Open Universities

UNISA university of south africa

The Open University

Athabasca University

NATIONAL OPEN UNIVERSITY OF NIGERIA

IGNOU THE PEOPLE'S UNIVERSITY
Opening up HE in Nigeria

• The Correspondence and Open Studies Unit (COSU) of University of Lagos started in 1974
• National Teachers’ Institute (NTI) started as a distance education institute in 1976
• The Distance Learning Institute of University of Ibadan started in 1979
• NOUN was established in 1983 by an Act of the National Assembly--suspended a few weeks later--revived in April 2001

# Nigeria: Dual Mode Institutions

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>Distance Learning Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Ibadan, Ibadan</td>
<td>Distance Learning Centre</td>
</tr>
<tr>
<td>2</td>
<td>Obafemi Awolowo University, Ile-Ife</td>
<td>Centre for Distance Learning</td>
</tr>
<tr>
<td>3</td>
<td>University of Lagos, Akoka</td>
<td>Distance Learning Institute</td>
</tr>
<tr>
<td>4</td>
<td>University of Maiduguri, Maiduguri</td>
<td>Centre for Distance Learning</td>
</tr>
<tr>
<td>5</td>
<td>Modibbo Adama University of Technology, Yola</td>
<td>Centre for Distance Learning</td>
</tr>
<tr>
<td>6</td>
<td>University of Abuja, Abuja</td>
<td>Centre for Distance Learning and Continuing Education</td>
</tr>
<tr>
<td>7</td>
<td>Ladoke Akintola University of Technology, Ogbomoso</td>
<td>LAUTECH Distance Learning Centre</td>
</tr>
<tr>
<td>8</td>
<td>Ahmadu Bello University Zaria</td>
<td>Distance Learning Centre ABU, Zaria</td>
</tr>
</tbody>
</table>
NOUN

(180,000 students)
Key Developments in the 2nd Generation

- 1984: first electronic courses
- 1989: Internet
- 1991: WWW
- 1994: first online MBA (Athabasca)
- 1996: first web-based course delivery
- 1999: learning objects; LMS’s
Open Education: Second Generation

- Wider Use of Web and Online Technologies
- Interactivity: Key Aspect
- Much higher level of personalization through technology mediation
- Learning Objects
What do you think are the main benefits of using ICT in education?

- Access information / content: 23%
- Efficiency: 13%
- To help better demonstrate a concept: 14%
- Equip students with the digital skills to prepare them for the workforce: 24%
- To enhance learning: 26%
First MOOC by NOUN

Started 27th June 2016, eight weeks

About 500 learners in this offering
3rd Generation: Rise of OER

<table>
<thead>
<tr>
<th>Total licensed works</th>
<th>Year</th>
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<tbody>
<tr>
<td>140 million</td>
<td>2006</td>
</tr>
<tr>
<td>400 million</td>
<td>2010</td>
</tr>
<tr>
<td>882 million</td>
<td>2014</td>
</tr>
<tr>
<td>1.1 billion</td>
<td>2015</td>
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</tbody>
</table>

CC licensed works have nearly tripled in the last 5 years.

Source: https://stateof.creativecommons.org/report
19+ Countries with OE Policies

FIJI introduced OER policy in January 2016

Source: https://stateof.creativecommons.org/report
# ICT in Education and OER in Africa

<table>
<thead>
<tr>
<th>Institution</th>
<th>Policy</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>YES</td>
<td>2008</td>
</tr>
<tr>
<td>Kenya</td>
<td>YES</td>
<td>2006</td>
</tr>
<tr>
<td>Namibia</td>
<td>YES</td>
<td>2005</td>
</tr>
<tr>
<td>Nigeria</td>
<td>YES</td>
<td>2010</td>
</tr>
<tr>
<td>Rwanda</td>
<td>YES</td>
<td>2008</td>
</tr>
<tr>
<td>South Africa</td>
<td>YES</td>
<td>2004</td>
</tr>
<tr>
<td>Tanzania</td>
<td>YES</td>
<td>2007</td>
</tr>
<tr>
<td>Zambia</td>
<td>YES</td>
<td>2007</td>
</tr>
</tbody>
</table>

Institutions with OER policies:
National Open University of Nigeria (NOUN)

- OER policy
- OER Repository
- 50% of Curriculum to be shared as OER
- Plans to release 40 courses by December 2017
OER as Innovation
Open Educational Resources (OER)

OER are teaching, learning and research materials in any medium that reside in the public domain or have been released under an open license that permits their free use and in some instances, re-purposing by others.

Atkins, Brown & Hammond, 2007
The 5 Rs of Open Content

RETAIN
make, own, and control copies of the content

REUSE
use the content in a wide range of ways

REVISE
adapt, adjust, modify, or alter the content itself

REMIX
combine the original or revised content with other open content to create something new

REDISTRIBUTE
share copies of the original content, your revisions, or your remixes with others
Why OER?

• Reduces costs
• Enhance access
• Improve quality
Costs: OER Textbooks: US

- 31% students in the US don’t register for a course due to textbook costs.
  Thanos & Wiley, 2014

- Utah Open Textbooks project: $5 per printed and zero for online content
Four Lessons from Textbook Zero

• Systemic change required
• Senior level champion vital
• Faculty require support
• Community must take ownership

‘Four Lessons Learned from implementing Textbook Zero Programs’ June 3, 2014
http://bccampus.ca/2014/06/03/textbook-zero/

Image source: CC-BY, bccampus
University of Swaziland

- OER Policy
- Students’ Guide to OER
- OER-based Programmes
  - Bachelor of Nursing
  - Master of Educational Leadership
Access: Malawi

• Bunda College of Agriculture
  ▪ 102 page Communications Skills textbook
  ▪ 75% OER
  ▪ Adapted by adding contextually relevant materials, activities, assignments
**Access: Translation**

<table>
<thead>
<tr>
<th>CORE</th>
<th>COL ID template</th>
<th>COL materials in Ukrainian</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td>translated and adapted by Open University of China</td>
<td></td>
</tr>
</tbody>
</table>
National Open University of Tanzania

- Adopted OER Policy in 2016
- Developing courses for Advanced ICT training
Can OER contribute to Quality?

- 770 institutions in India
  - KSS Women’s Engineering College, Andhra Pradesh
  - Maya Devi Educational Foundation, Uttarakhand
  - Bhilai Institute of Technology, Chattisgarh
Implications of OER for ODL

- Free availability of quality content
- Faculty time can now focus on learner support
New Realities

**Present**
- Industrial model of operation
- Institutional Teams
- Student as consumer

**Future**
- Connected model of operation
- Global Teams of course developers
- Student as producer
Implications for Pedagogy

(Meta-analysis by Bernard et al.)

Student <> Content  # 1
Student <> Student  # 2
Student <> Teacher  # 3
Implications for Pedagogy

**Behaviorist:** Teacher - Student

**Constructivist:** Student - Student

**Connectivist:** Student - Content

- Terry Anderson 2010

• A mix of all three approaches?
• How will we assess new ways of learning?
Implications for the Learner

• New learner of the 21st century
• Digital native
• Ubiquitous learner
  - consumer as producer
  - self-directed learning
  - lifelong learning
Impact of OER on formal learners

- Increased interest in the subjects taught
  - VUSSC formal learners: 100%
  - Indian formal learners: 80%
  - OpenLearn-using formal learners: 72%

- Grades improving
  - VUSSC formal learners: 90%
  - Indian formal learners: 91%
  - OpenLearn-using formal learners: 85%

- Gaining confidence
  - VUSSC formal learners: 91%
  - Indian formal learners: 85%
  - OpenLearn-using formal learners: 79%

- Increased independence and self-reliance
  - VUSSC formal learners: 92%
  - Indian formal learners: 90%
  - OpenLearn-using formal learners: 86%

- Increased experimentation with new ways of learning
  - VUSSC formal learners: 90%
  - Indian formal learners: 80%
  - OpenLearn-using formal learners: 72%

- Increased collaboration with peers
  - VUSSC formal learners: 36%
  - Indian formal learners: 62%
  - OpenLearn-using formal learners: 64%

- Being more likely to complete my course of study
  - VUSSC formal learners: 29%
  - Indian formal learners: 58%
  - OpenLearn-using formal learners: 58%
Research shows that

- Students enrolled in face-to-face open courses were almost 7% more likely to succeed than those who took courses with commercial textbooks.
- Students more likely to receive a C or higher in hybrid/online open courses than their peers who took online courses with commercial textbooks.
- Student success in open courses was nearly 6% higher.

• 15 years ago the term open educational resources was coined
• 10 years ago Cape Town Declaration was written
• 5 years ago OER Paris Declaration was adopted
2nd World OER Congress

Ljubljana, Slovenia – 18-20 September 2017
OER for Inclusive and Equitable Quality Education: From Commitment to Action
OER: Then and Now

<table>
<thead>
<tr>
<th>2012</th>
<th>Now</th>
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<tbody>
<tr>
<td>• Focus was on Governments</td>
<td>• Additional focus on stakeholders</td>
</tr>
<tr>
<td>• Policies</td>
<td>• Strategies</td>
</tr>
<tr>
<td>• Commitment</td>
<td>• Concrete action</td>
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Two Surveys

- A government survey sent by COL and UNESCO in English & French

- A stakeholder survey, which COL posted online at http://rcoer.col.org/surveys.html
Trends

• OER activities mostly at post-secondary and tertiary levels
• Main reasons for countries becoming active in OER were:
  – Gaining access to the best possible resources
  – Bringing down costs for students
  – Reaching disadvantaged communities
  – Creating more flexible materials
• OER improves teacher professional development
Trends

• Main barriers to mainstreaming OER are:
  – Lack of users’ capacity to access, reuse and share OER,
  – Lack of funding and/or incentives; and
  – Lack of appropriate policy solutions.

• Key skills gaps identified were:
  – How to find OER;
  – Evaluating quality of OER;
  – Understanding licences and how they work;
  – ICT Skills.
Way Forward
National Governments can

- Develop an ICT in Education/OER policy
- Propose a vision and strategy for OER at all levels of education
- Provide ICT infrastructure
Institutions can

• develop an ICT policy
• 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
Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
Towards Innovation

- OER can increase access and equity by reducing costs
- Become part of global knowledge flows and improve quality
- Appropriate technologies to enable stakeholders to be active participants
Innovation: from ‘divide’ to ‘dividend’

• emphasis on people, rather than on technologies

• learning as a dynamic process of knowledge creation
Let us agree to

• Be proactive champions of OER
• Collaborate: avoid duplication of effort
• Encourage learners to be producers rather than consumers of content
Thank You
www.col.org