Introducing OER

Open Educational Resources (OER)

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others.

Open Educational Resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

OER first defined by UNESCO in 2000.

OER Origins

First major project: MIT OpenCourseWare (OCW) Project.
In 2000 MIT faculty and administrators asked:

"How is the Internet going to be used in education and what is our university going to do about it?"

MIT faculty answer was:

"Use it to provide free access to the primary materials for virtually all our courses. We are going to make our educational material available to students, faculty, and other learners, anywhere in the world, at any time, for free."

2002: Proof of concept with 50 courses
2014 : Materials from 2150 courses and
125 million visitors
www.ocw.mit.edu

OER growth

- Growing number of U.S. higher education institutions (community colleges through research universities) join OCW, offering open access to at least some of their courseware eg Rice University (Connexions) http://cnx.rice.edu/

- Increasing diversity in both the topic and level of available open courseware.

- Commitments by non-U.S. higher education institutions to build new curriculum or transform current curriculum using open courseware resources.

- Investment by non-U.S. institutions to translate courseware from the United States into local languages and to make the translations also openly available.

- Early commitments by non-U.S. institutions to add to the store of open courseware in their local language.

- Encouraging signs of positive impact of OCW on the students and faculty at the OCW supplying institution and in other locations .

- Development of tools intended to facilitate the production of open courseware, e.g. eduCommons

TESSA
Teacher Education in Sub-Saharan Africa

OER: a global movement

■China, materials from 750 courses made available by 222 university members of the China Open Resources for Education (CORE) consortium. (www.core.org.cn/en/).

■Japan: resources from more than 400 courses from the 19 member universities of the Japanese OCW Consortium. (www.jocw.jp/).

■France: 800 educational resources from around 100 teaching units at 11 member universities of the ParisTech OCW project. (graduateschool.paristech.org/).

■UK: Open University has released distance learning materials via the OpenLearn project (openlearn.open.ac.uk/);

over 80 UKOER projects have released many resources.

■India: 125 units if work, Key Resources, Video clips: www.TESS-India,edu.in)

OER in Africa

■OER Africa (www.oerafrica.org) developing and disseminating OER for higher education institution faculties of Health, Teacher Education and Agriculture.

■The African Storybook Project (http://www.africanstorybook.org/) publishing stories in local languages, grouped according to the level of difficulty

■African Virtual University (http://www.avu.org/avuweb/en/faculty/avu-oer-opportunities/). An OER repository with a huge range of materials

■African Teacher Education OER Network (http://www.oerafrica.org/teachered) This is a section of the OER Africa website devoted to Teacher Education

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OER Adoption

It has been suggested that the adoption of OER involves a series of steps.
(H.Trotter, G.Cox, 2016)
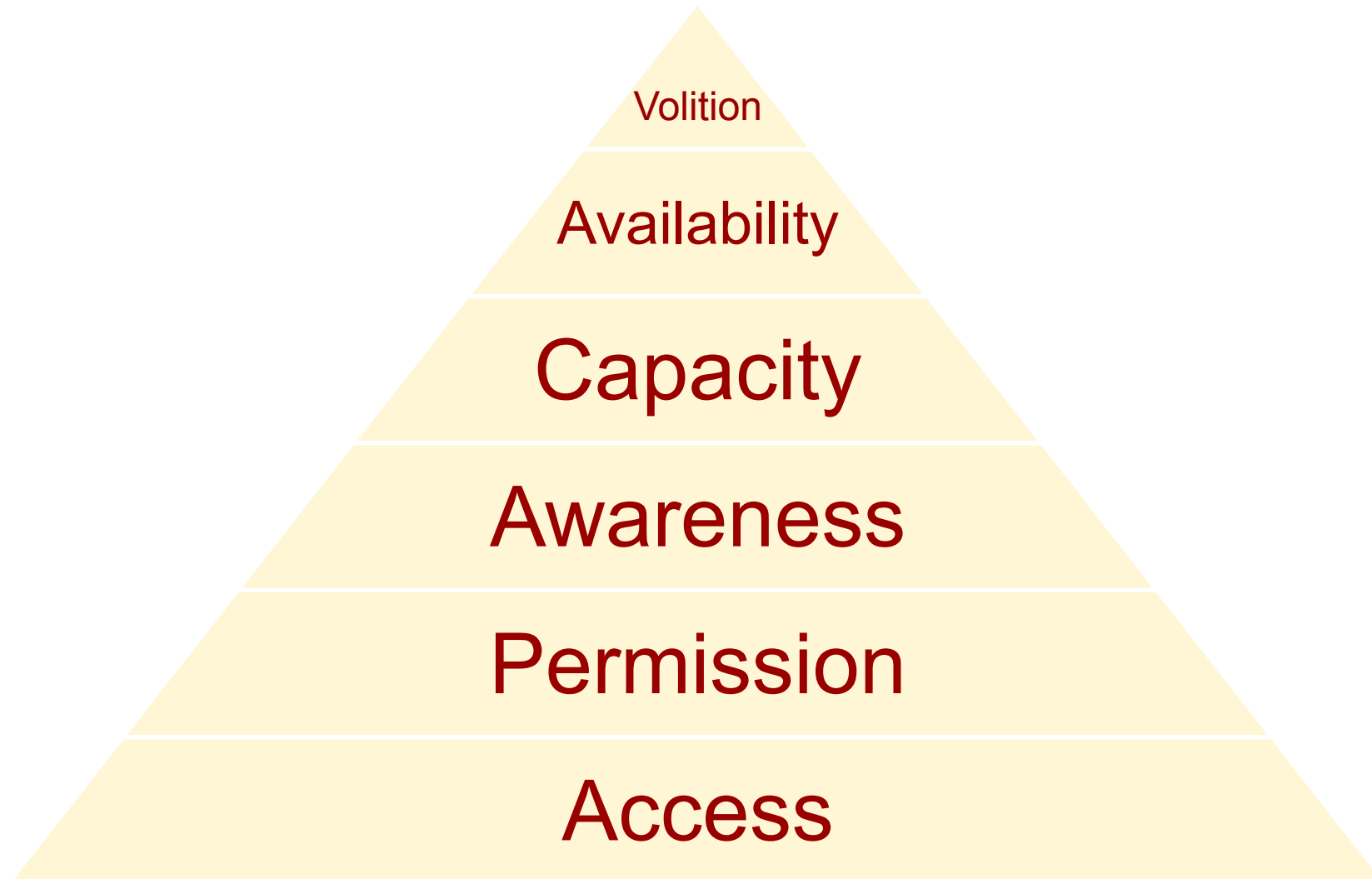http://conference.oeconsortium.org/2016/presentation/the-oer-adoption-pyramid/

First, you need **access** – electricity, internet access, appropriate devices. Then you need to consider **permissions –** what are the terms of the license? What are the institutional policies?

Next is **awareness.** Do you understand the licenses, the restrictions and opportunities. Do you have the **capacity -** the skills required to find and assess the applicability of the resources to your context?

Are resources **available** that meet your needs? Are they pedagogically appropriate.

On the next slide, this is presented as a pyramid, and in the one afterwards, a table summaries this information. You should read the table from the bottom upwards.

The OER adoption pyramid

Volition
Availability
Capacity
Awareness
Permission
Access

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OER adoption – key questions

ADOPTION FACTORS		Questions for OER users	Questions for OER creators
Volition	**Pedagogical values, institutional culture, social context**	Do you want to use OER?	Do you want to get involved in OER creation?
Availability	**Are the resources that we need available as OER?**	Have you found OER to meet your learning needs?	Do you have teaching materials of sufficient quality? Copyright?
Capacity	**Necessary skills, capabilities?**	Do you know where to look for OER?	Do you have the skills to develop and upload OER?
Awareness	**What are OER? How are they different from other resources?**	Do you understand OER licenses, restrictions and opportunities?	Do you understand the OER licenses?
Permission	**Licensing and institutional factors**	Do you have permission from the institution? License?	Who possess copyright over teaching materials you use?
Access	**Electricity, devices?**	How will you access OER?	How will you access OER?

OER Potential