Whither OER ...

UNESCO Chairs in OER: Actions in Networks

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> Jan. 2011: Start at OUNL and AU (& COL Chair)
> June 2011: Joint Network Meeting in New York

**Plan of Action**

*Two main Lines of Action*

1. Global OER Graduate School (coordinator OUNL)
2. OER Knowledge Cloud (coordinator AU)

*Two enabling Lines of Action*

3. Global OER Map of national and institutional OER initiatives
4. Global balance in the network of UNESCO Chairs in OER

> June 2012: Launch of 1 and 2 here in Paris
Global OER Graduate (School) Network

Goals

1. Substantially **expand the OER research base**
   (linked to a variety of disciplines, providing solid foundation for OER innovations, evaluating outcomes of OER initiatives, increasing evidence for OER in practice, in an international contextual diversity)

2. Achieve this mainly through **good quality PhD trajectories**

3. Find these among **universities** in a variety of **societies** in the **different continents** around the world

4. Connect the research through a **global learning network**

5. Provide **free and easy access** to the generated **knowledge**
   (papers, presentations, dissertations, reports and publications for a broader audience)
Global OER Graduate Network

Characteristics

• **Umbrella** for PhD research on OER in a *global network* of universities / researchers (*decentralized* model)
• Addressing *fundaments, design, applications, context, evaluation*, etcetera, linked to a wide *range of disciplines*
• **Key** are the *PhD candidates*, both *full-time* and *part-time*
• **Joint supervision** by 2-3 experts / (co-) *promoters*
• Rely on *QA system* of the *promoter’s* university & country
• Knowledge *dissemination* with the *GradNetwork label*
• Lightly supervised by a *GradNetwork Board*
Global OER Graduate Network

Partnership & Membership

> Two *types* of (institutional) *Partnership*: *full* or *associate* (universities with PhD degree awarding power or lacking this)

> (Individual) *Membership*: PhD candidates + experts

Growing list of institutional partners and individual members with diverse expertise from around the world, *to be shared here* at the UNESCO OER World Congress in Paris …

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Mapping the global OER landscape

The premise …
- A decade of development
- A growing movement
- Increasing interest

The promise …
- Provide an overview of the OER landscape
- Support awareness raising
- Promote partnerships and networking – North-South-South
Mapping the global OER landscape

The process

**Design** …
- a prototype map

**Discuss** …
- an ideal map and a collaborative mapping strategy

**Engage** …
- the OER community - individuals, institutions and networks

**Take part! Contact:** susandantoni@gmail.com
About

The OER Knowledge Cloud is being updated regularly by professional librarians and by volunteers.

The Cloud data, whether that be journal articles (i.e. papers in periodicals), reports (e.g. government, industrial), books or other items, is fully searchable. The items are freely extractable from the database and or linked to a relevant URL.

We are anticipating that Athabasca University Library will become a repository for all data that deals with Open Educational Resources and will be able to be the source of electronic copies of many references.

Future features will include:

- An electronic map of organizations involved with OER with clickable points that lead to information about them.

Project Members:
OER Resources

Recent Publications

- Languages Open Resources Online (LORD): Fostering a culture of collaboration and sharing
- OER development and promotion. Outcomes of an international research project on the OpenCourseWare model
- Open Textbook Proof-of-Concept via Connexions
- Educational contents in virtual learning
- Open education to develop the workforce and expand the economy
- Distance education and its potential for international co-operative education
- Panel — Teaching students to participate in Open Source Software projects
- Strategy on Open Course and Teaching Material of Graduate Students of MIT

2012


BibTex

Google Scholar

OERuniversity

Students awarded credible degree or credential

Participating institutions grant credit for courses

Open assessment from participating institutions

Open student support via "Academic Volunteers International"

Learners access courses based solely on OER
Our Students

Judith Murray, TRU

Our Education

Our Content

Our Support
Concluding …

Aim to add value to the many activities in the OER world community

Other engagements:
> Establish *new UNESCO Chairs in OER* worldwide
> Offer expertise to the *OECD* for its OER process
> Involved with the *OERuniversity*
> Initiate ‘*Volunteers for Learning Services* to OER in Developing Countries’
> Participate in *ROER4D* (Research on OER for Development)