Universal Access to Quality Content: The Role of Open Education Resources (OER)

Qingdao, People’s Republic of China

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Plan

- CONTEXT
- TRENDS
- ISSUES
CONTEXT
GOAL 4

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

SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal
‘....what is missing is not devices but the lack of content development.’

UN Millennium Project, 2005

‘...the lack of content ...[is] the major barrier[s] that governments need to tackle....’

ITU, 2010
UNESCO HQ Paris

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

Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them.

http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/
Why OER?

- Reduce costs
- Enhance access
- Improve quality
## Formal students: Impact of OER on studies

<table>
<thead>
<tr>
<th>Studying OER has led to my...</th>
<th>VUSSC %</th>
<th>Indian learners %</th>
<th>OpenLearn 2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased interest in the subjects taught</td>
<td>100</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>Grades improving</td>
<td>90</td>
<td>46</td>
<td>36</td>
</tr>
<tr>
<td>Increased independence and self-reliance</td>
<td>92</td>
<td>79</td>
<td>56</td>
</tr>
<tr>
<td>Increased experimentation with new ways of learning</td>
<td>90</td>
<td>86</td>
<td>67</td>
</tr>
<tr>
<td>Increased collaboration with peers</td>
<td>80</td>
<td>62</td>
<td>29</td>
</tr>
<tr>
<td>Being more likely to complete my course of study</td>
<td>91</td>
<td>64</td>
<td>58</td>
</tr>
</tbody>
</table>
'The declaration provides an anchor and a direction for COL, UNESCO...and other advocates. It is an important reference for OER work'.

Hewlett Evaluation, 2015
Trends in OER
Key Trends

- More developing countries join the OER movement
- From policy to practice
- Open Textbooks
- Multi-lingual OER available
- OER in MOOCs
The Virtual University for Small States of the Commonwealth

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

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
2. OER Policies in the Commonwealth

**South Africa:** Draft Policy Framework for the Provision of Distance Education in South African Universities
(Page 28, MHET will establish a Task Team that will play an awareness-raising and advocacy role around the use of OER)

**Mauritius:** Education and Human Resources Strategy Plan 2008-2020
(page 119, 1.3 promote e-learning and Open Educational Resources)

**India:** Open Licensing Policy Guidelines for NMEICT, 2014
OER - Antigua and Barbuda

COL assisted development of ICT in Education policy with **OER integrated** into it at Antigua and Barbuda in 2013.

- Government will provide the necessary hosting infrastructure for an OER repository.
- Government is committed to opening access to educational materials produced in the country.
- Open Textbook project

Source: [ICT in Education Policy for Antigua and Barbuda](#)
3. Open Textbooks

http://www.caribbeanoer.org
Open Textbooks: Canada

Three Canadian Provincial Governments (Alberta, British Columbia and Saskatchewan) signed a Memorandum of Understanding to collaborate, develop and share OER.

- BC Campus: Open Textbook Project
- Alberta Government: OER initiative
Quality Assurance Guidelines for OER

Open Educational Resources: TIPS Framework

Version 2.0
4. Multi-lingual OER

- Jingpinke
- Khan Academy
- European Commission supporting multi-lingual platforms
5. OER for MOOCs

- Mobiles for Development
- Audio MOOC for Gardeners
- MOOC on MOOCs
ISSUES
Percentage of households with Internet access, by level of development, 2005-2014

http://www.itu.int/en/newsroom/Pages/wtis14-mis-images.aspx
the network society....
is a major source of
the structuration of
power relationships.

Manuel Castells
Do OER Expand Educational Inequalities?

Justin Reich in https://edutechdebate.org/oer-and-digital-divide/open-educational-resources-expand-educational-inequalities/
Teacher as a stakeholder
Aptus

Classroom Without Walls

Tablet computers are becoming more widely available. The education community has been considering m-learning as a supportive paradigm in informal learning and Tablets have the potential to make a significant contribution in this area. However, Tablets are designed as appliances that
Minister for Education presenting Aptus to manager of national Tablet project in Vanuatu (April 2015)
OER cannot be viewed only from the economic and technology perspective.

What of Social Dimensions?
Re-defining OER

- The phenomenon of OER is an empowerment process, facilitated by technology in which various types of stakeholders are able to interact, collaborate, create and use materials and pedagogic practices, that are freely available, for enhancing access, reducing costs and improving the quality of education and learning at all levels.
The COL Approach

- Involves different stakeholders to participate, collaborate, create and share: teachers & learners
- Encourages consumers to become the producers of knowledge;
- Promotes collaboration across cultures
Governments can

- promote the development of specific policies for the production and use of OER
- bridge the digital divide by developing adequate infrastructure
- create substantial benefits for their citizens by ensuring that educational materials developed with public funds be made available under open licenses

Paris OER Declaration, 2012
THANK YOU

www.col.org