

COMMONWEALTH
of LEARNING



Open Educational Resources for Sustainable Development

January 29-30, 2020
Castries, St Lucia



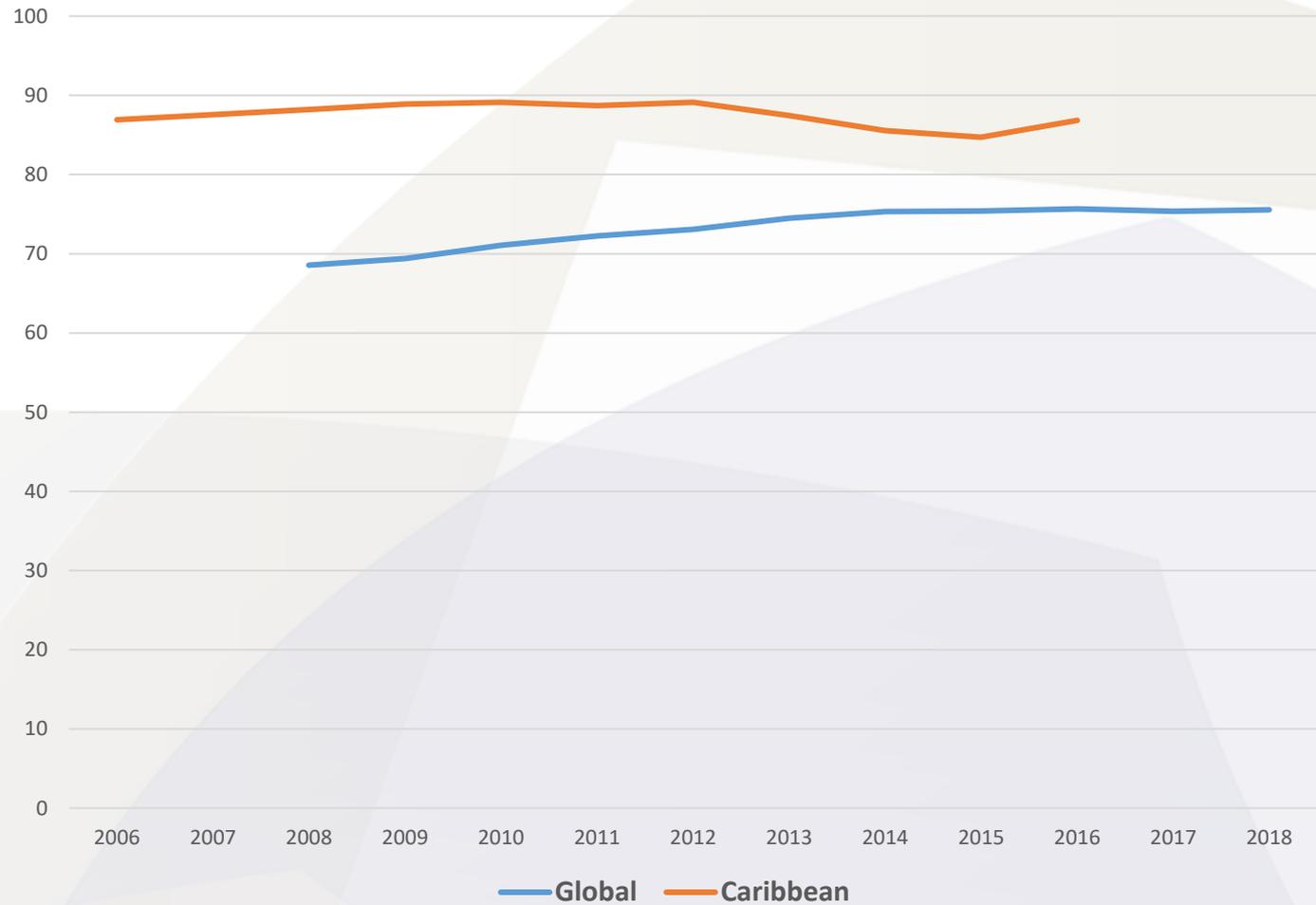
Professor Asha Kanwar
President & CEO, Commonwealth of Learning

Plan

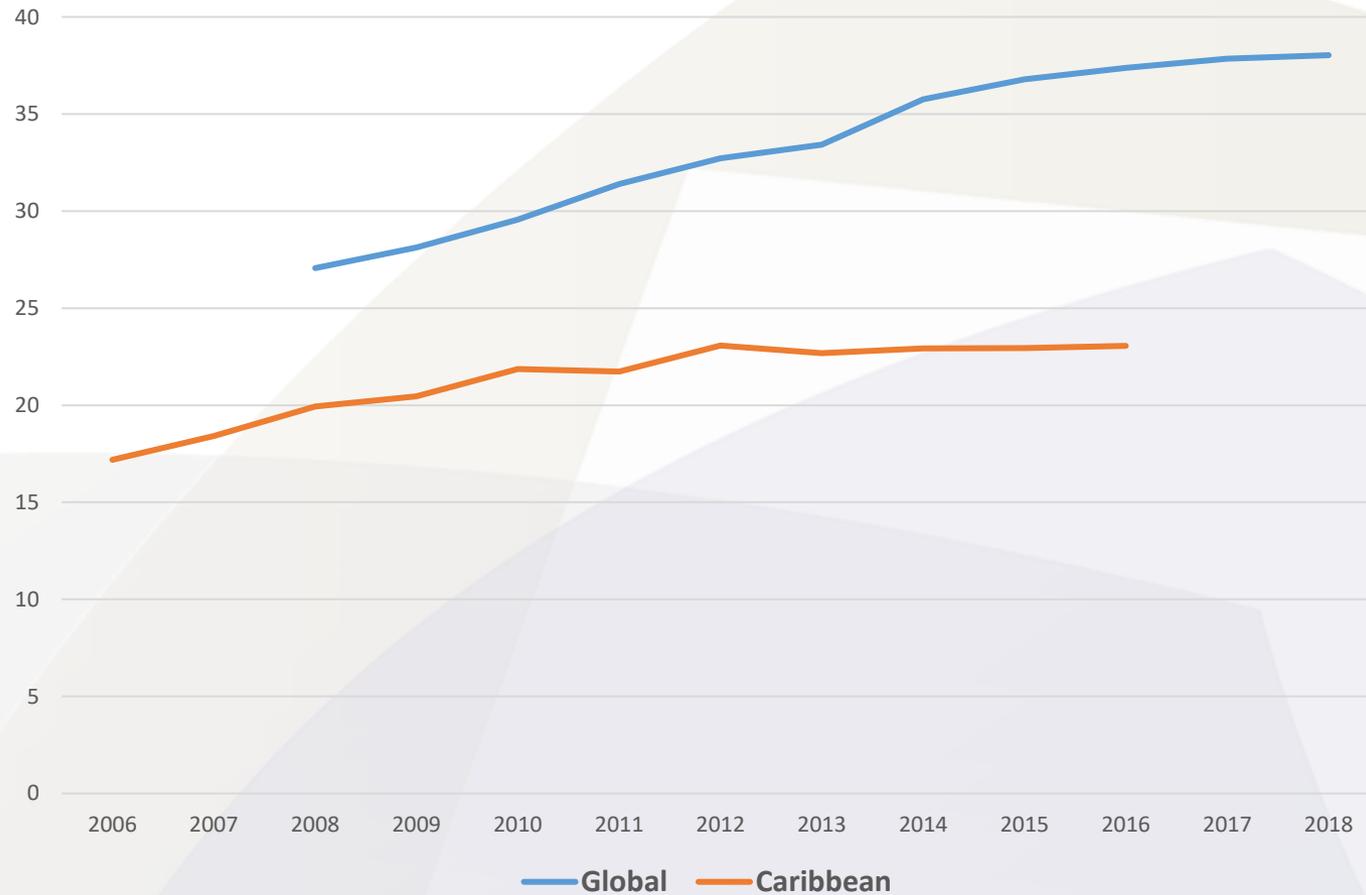
- Context
- Open Educational Resources
- OER in Practice
- OER Global Report 2017
- COL Contributions
- OER for Sustainable Development



Access to Secondary Education



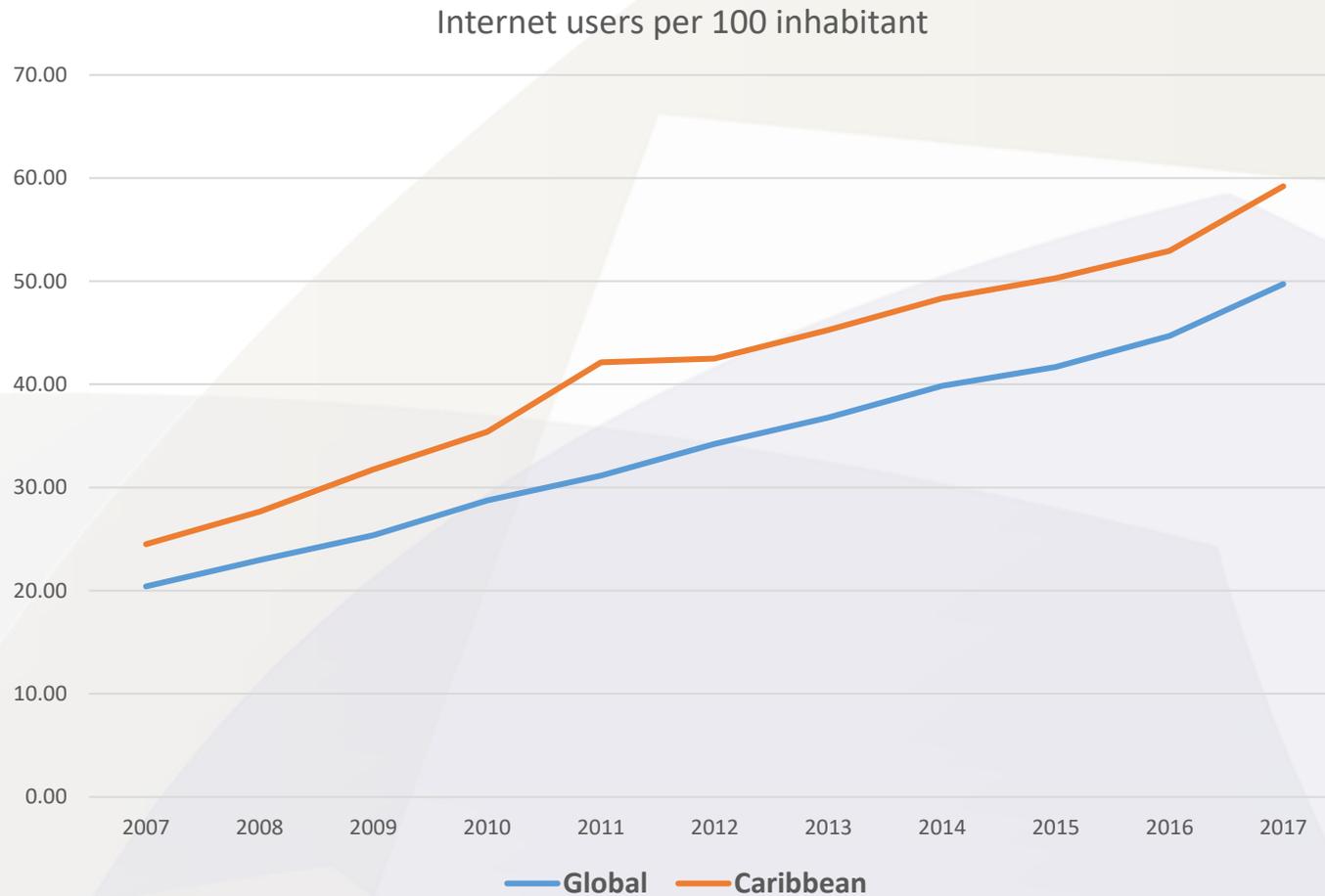
Access to Tertiary Education



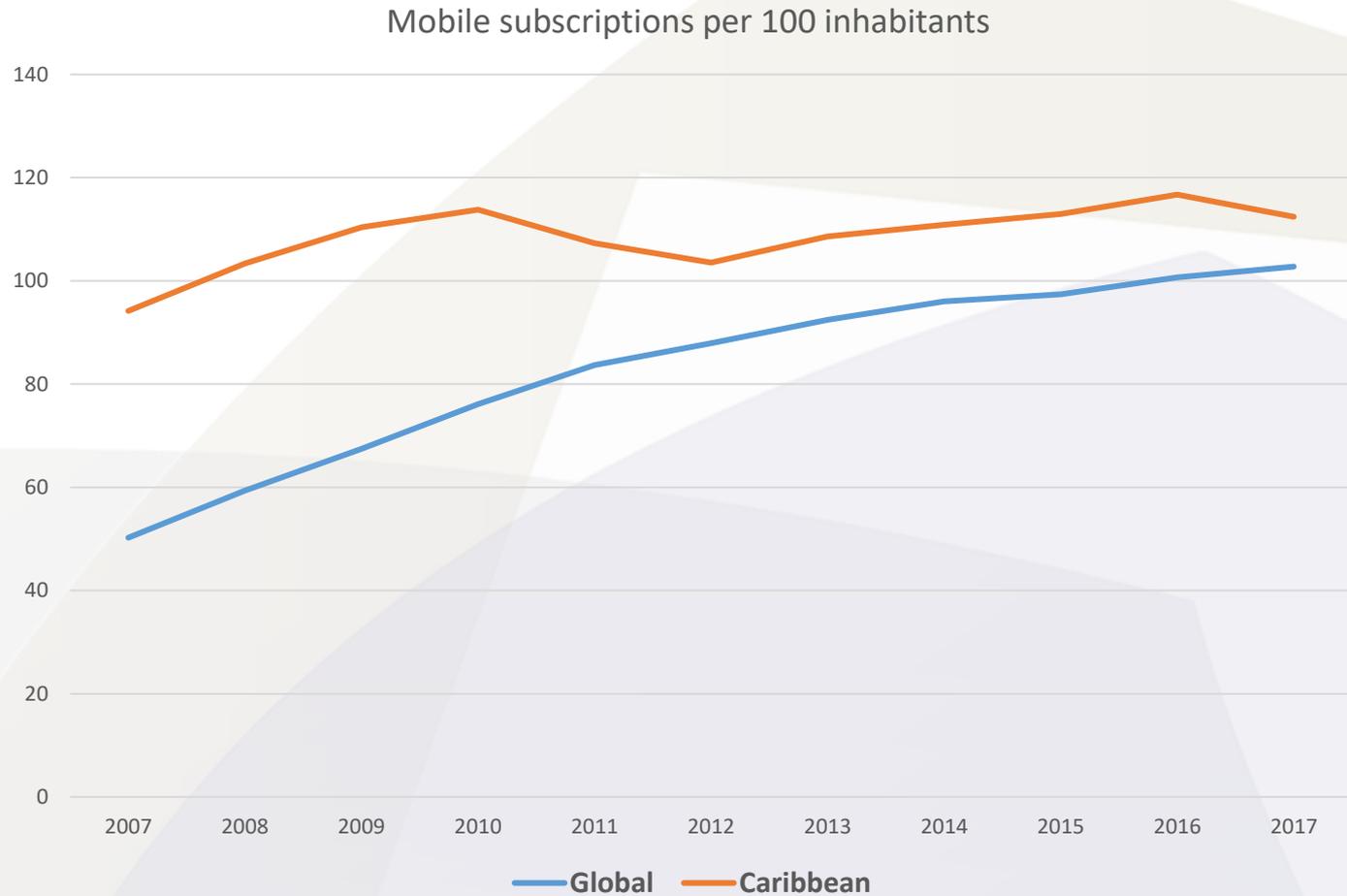
Source: data.worldbank.org, retrieved on 17 January 2020



Growth of ICTs: Internet use



Growth of ICTs: Mobile subscriptions



The 'Learning Crisis'

- In West and Central Africa, less than 45% students in Grade 6 achieved competency level in maths and reading
- In South Africa, majority of Grade 4 students displayed the capacity of Grade 1
(World Bank, 2018)
- Teacher absenteeism and 'presenteeism'



1. Access to Learning Materials

- In grade 2, there were 3 students for every reading textbook, compared with 8 students for every mathematics textbook in Togo.
- Data from 22 sub-Saharan African countries shows that providing one textbook to every student in a classroom increased literacy scores by 5–20% (Fehrler et al., 2009).



Source: <https://www.flickr.com/photos/121935927@N06/40148782281>

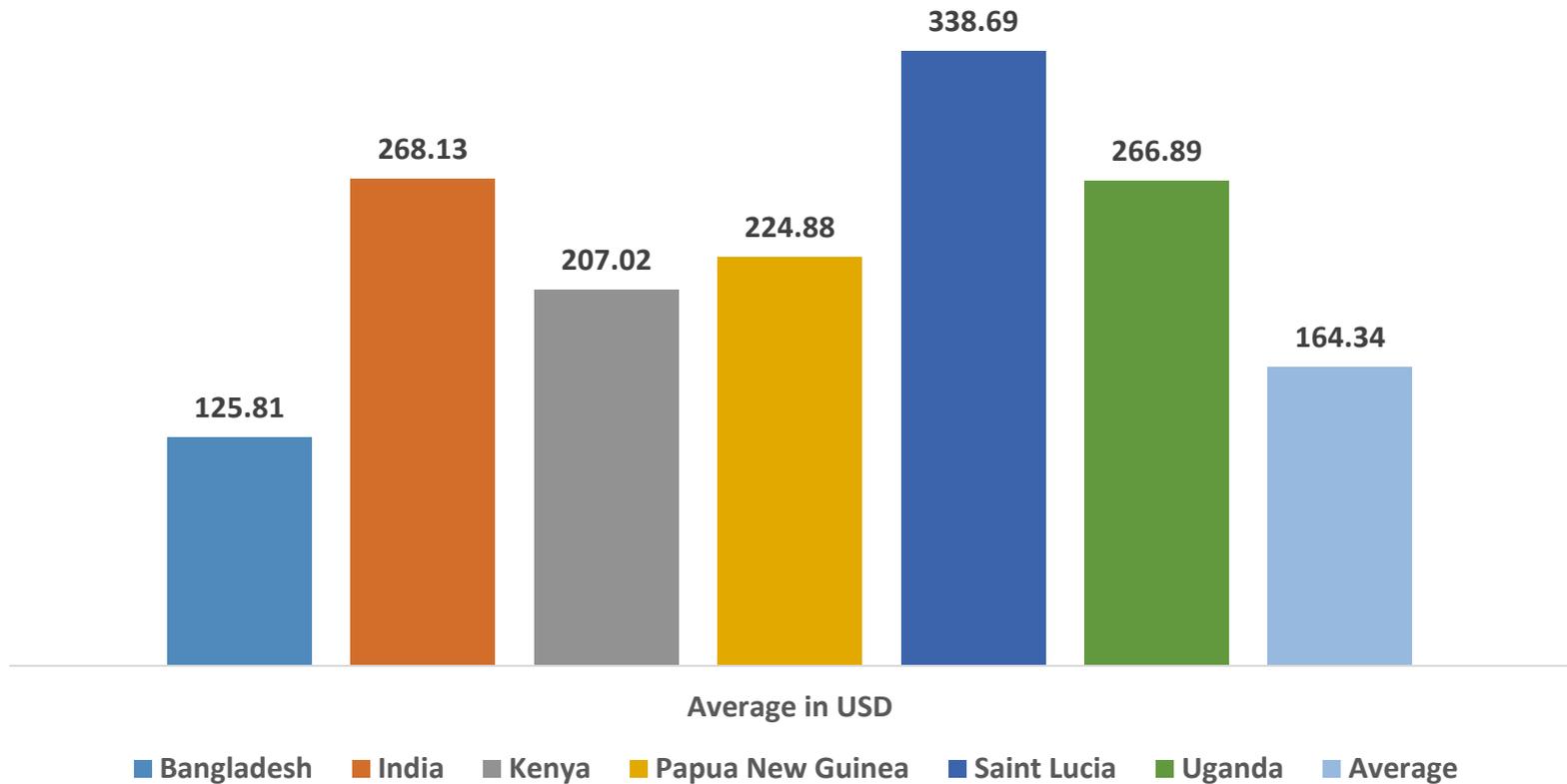
2. Cost of Tertiary Education

Costs Prohibit Access to TE

- In the USA, 65% students do not buy textbooks because of high costs (USD 1200 annually)
- In Malaysia, 76% do not buy textbooks because of high costs. (MYR 190 annually)

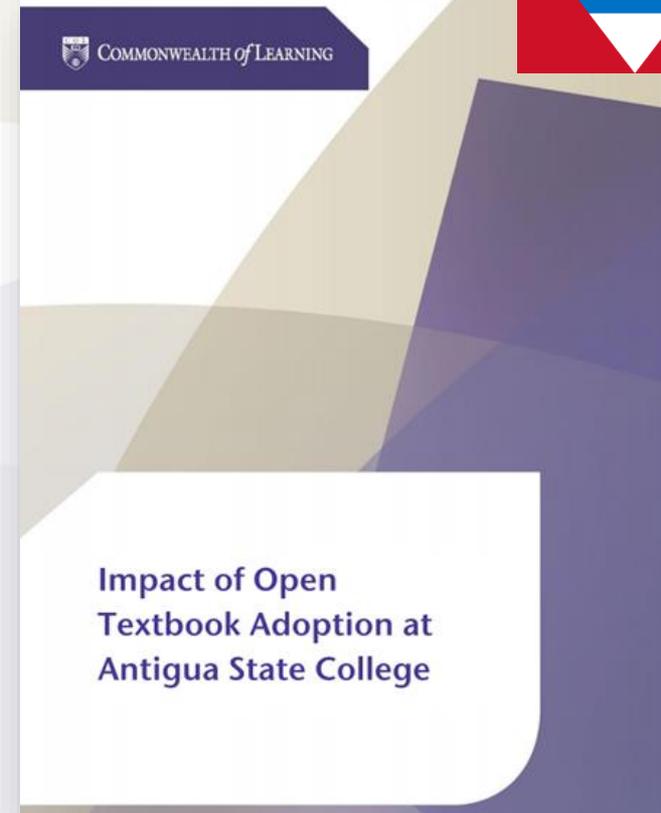


Cost of Educational Materials



3. Improving Learning Outcomes

- Students saved between 75 to 88 ECD per course per semester by using open textbooks
- Supplementing textbooks with OER improved student performance by 5.5%



Source: <http://oasis.col.org/handle/11599/2750>



Open Educational Resources can

- Increase access to education
- Reduce costs
- Enhance learning outcomes

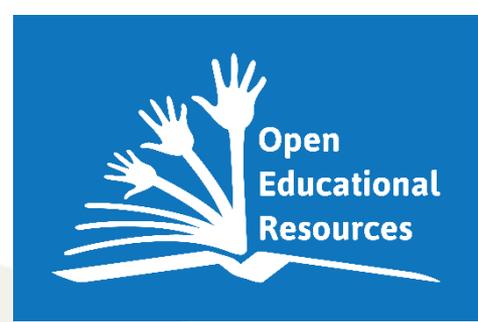


O₁ P₃ E₁ N₁

E₁ D₂ U₁ C₃ A₁ T₁ I₁ O₁ N₁ A₁ L₁

R₁ E₁ S₁ O₁ U₁ R₁ C₃ E₁ S₁

Defining OER



*Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the **public domain** or are under copyright that have been **released under an open license**, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.*

(UNESCO OER Recommendation, 2019)



What is Open?

- It's about open license used to share educational material
- No permission required as long as the open license is respected



5R

- 1. Reuse**
(copy verbatim)
- 2. Revise**
(adapt and edit)
- 3. Remix**
(combine with other materials)
- 4. Redistribute**
(share with others)
- 5. Retain**
(make, own and control copies)

History: In brief

**UNESCO Forum on the Impact
of Open Courseware for Higher
Education in Developing
Countries, 2002**

**2nd World
OER
Congress,
2017**

**2012 OER
World
Congress**

**UNESCO
Recommen-
dation on
OER, 2019**

Paris Declaration on OER

- Foster awareness and use of OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage the open licensing of educational materials produced with public funds.

The 2012 Paris OER Declaration drafting group at UNESCO Headquarters, Paris, France



A promotional graphic for the 2012 World Open Educational Resources Congress. The top half features a black and white photograph of the Eiffel Tower against a blue sky. Below the tower, the word "PROGRAMME" is written in large, white, bold, sans-serif capital letters. Underneath the title, there are logos for the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Open Educational Resources (OER) logo. The bottom right corner contains the event details: "2012 World Open Educational Resources Congress Paris 20-22 June UNESCO Headquarters Paris, France". A QR code is located in the top left corner of the graphic, with the text "Online version of this document" above it.



2nd World OER congress

OER for Inclusive and Equitable Quality Education From Commitment to Action

Ljubljana OER Action Plan 2017

2nd World OER Congress | 18-20 September, 2017 | Ljubljana, Slovenia

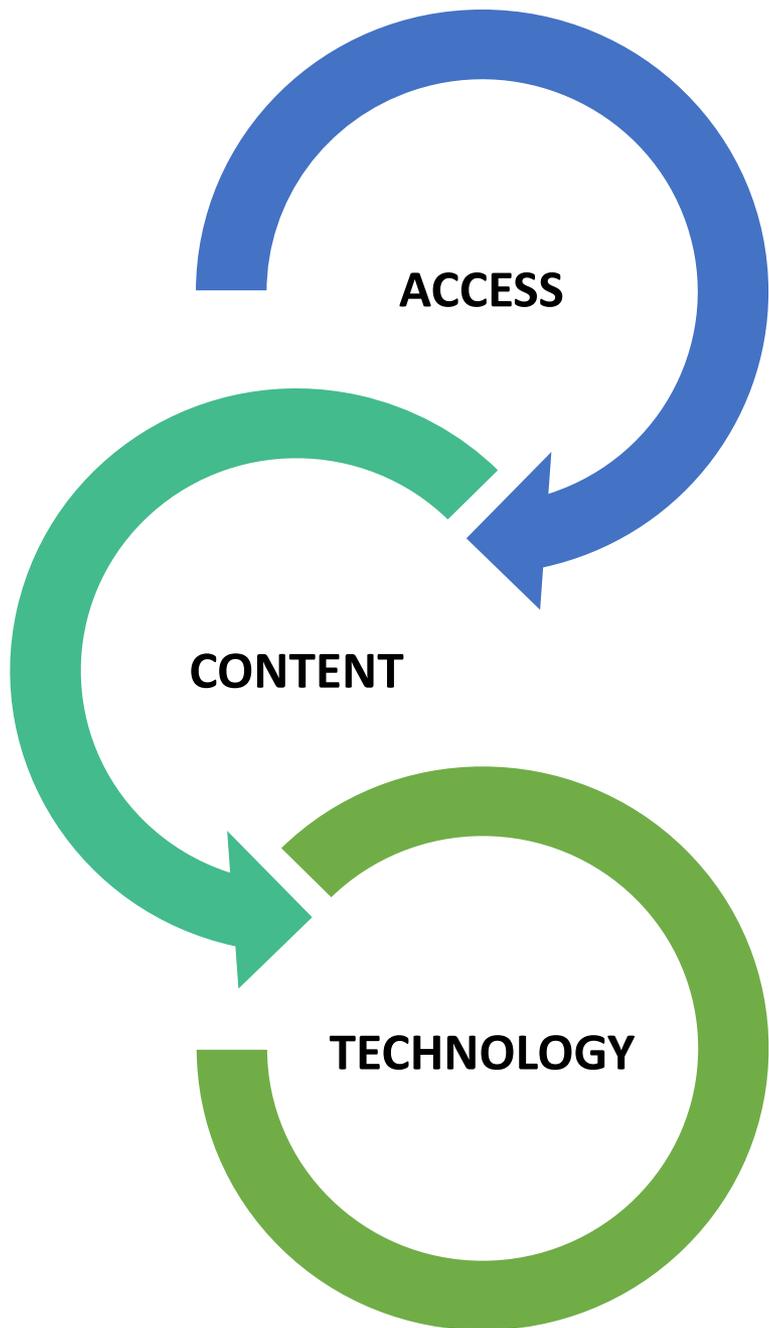
UNESCO OER Recommendation

- Building **capacity** of stakeholders to create, access, use, adapt and redistribute OER
- Developing supportive **policy**
- Encourage **inclusive** and **equitable quality** OER
- Nurturing the creation of **sustainability models** for OER
- Facilitating international **cooperation**

UNESCO Recommendation 2019



OER in Practice



Openness: An Evolving Concept

Open Education

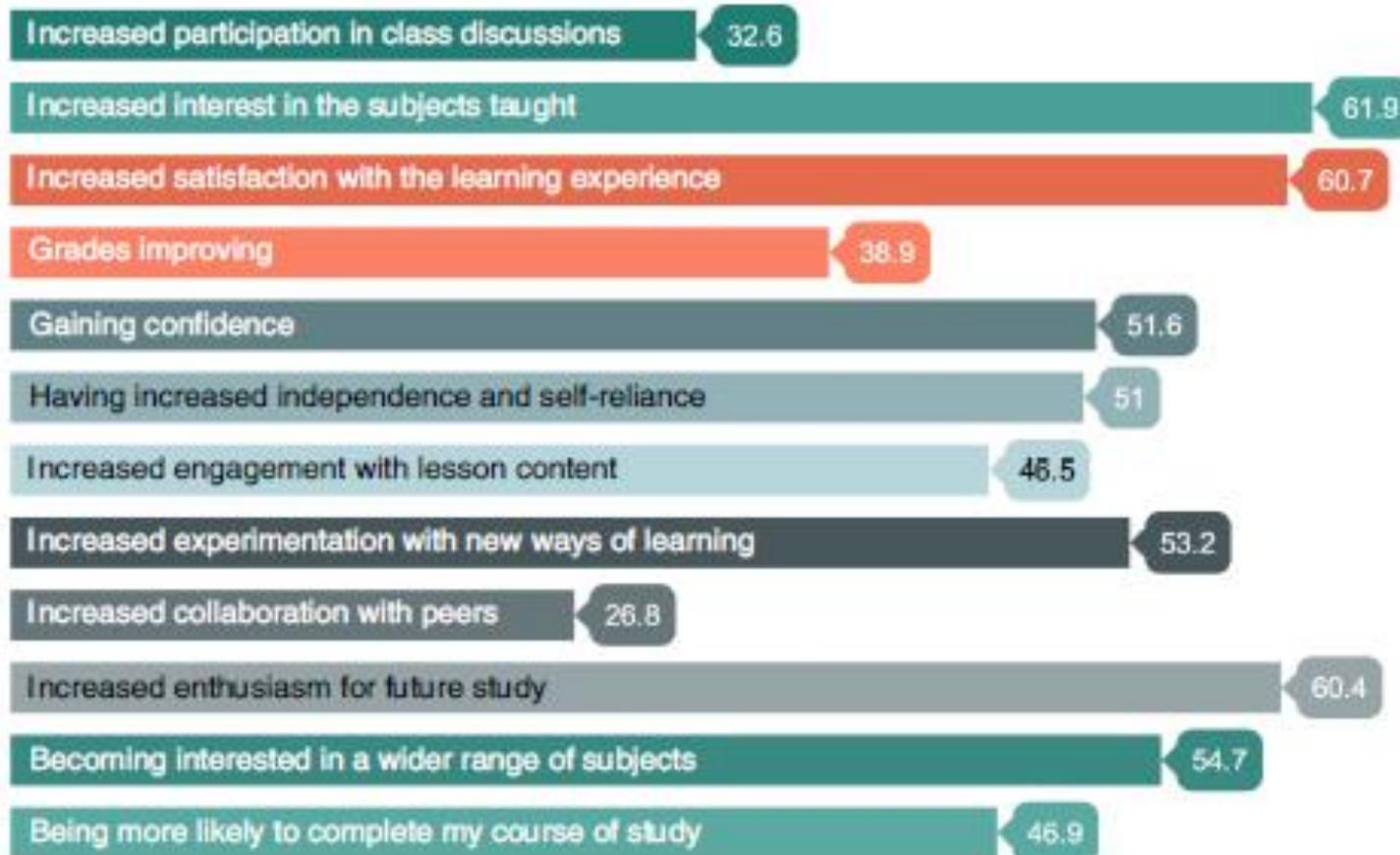


- Open access to courses or programmes
- OER
- Open textbooks
- Open research
- Open data

(Bates, 2015)

Impact of OER use

In which of these ways has your use of OER made an impact on your formal studies? N=1167



Impact on Learning

Students who used open textbooks scored

.65 points higher

on end-of-year state standardized science tests
than students using traditional textbooks.



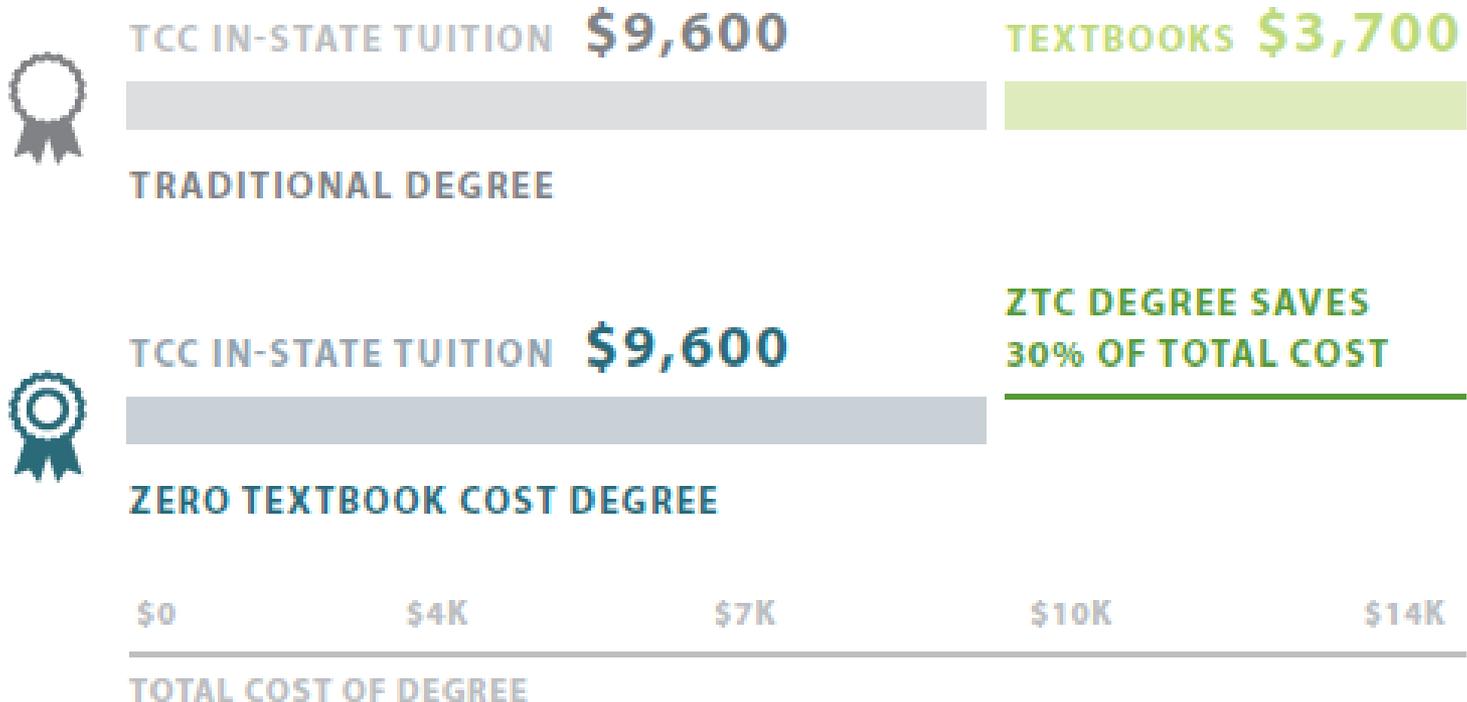
OER Impact on Teaching

- 93.8% of K12 teachers used a broader range of teaching and learning methods
- 89.7% used a wider range of multimedia
- 88.6% reflected more on the way they taught.

Source: De Los Arcos, B. (2014) 'Flipped Learning and OER: Survey Results'.
<https://oscailte.wordpress.com/2014/03/13/research-findings-on-flipped-learning-and-oer/> [Accessed 31 August 2015]



CUTTING *the COST of a COLLEGE DEGREE by UP TO 30%*
Tuition and textbook costs for Tidewater degrees



Open Educational Resources (OER)



Trends

- More developing countries join the OER movement
- From policy to practice
- Open Textbooks
- Multi-lingual OER
- Use of OER in MOOC4D



OER Global Report 2017

LATIN AMERICA & THE CARIBBEAN

18



UNICAMP

Highlights: Latin America & the Caribbean

- Public funded educational materials openly licensed (Antigua and Barbuda)
- Institutional policy for Open Access and Open Data (Brazil and Chile)
- Commitment to OER at provincial and city level (Sao Paulo)
- A general awareness and willingness to pursue OER (Grenada, Guatemala, Honduras, Mexico)

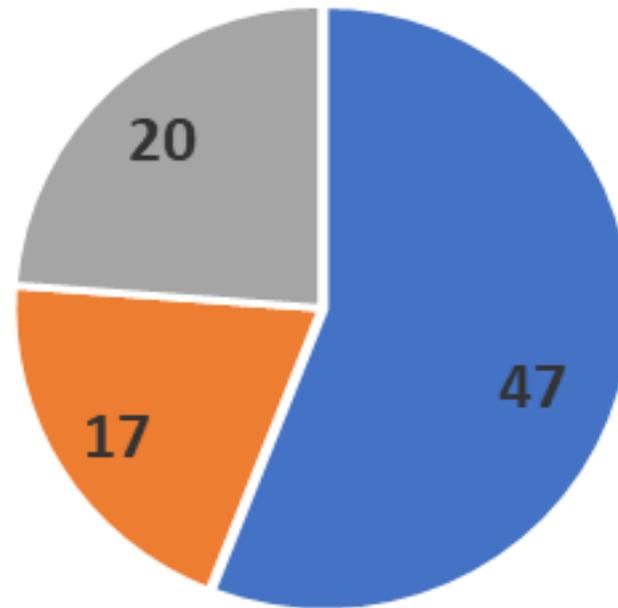


Priorities: Latin America & the Caribbean

- Need for OER in national languages
- Better connectivity
- Accessible content required for people with disabilities
- Increased capacity to use and contribute to OER
- National policies needed to guide OER



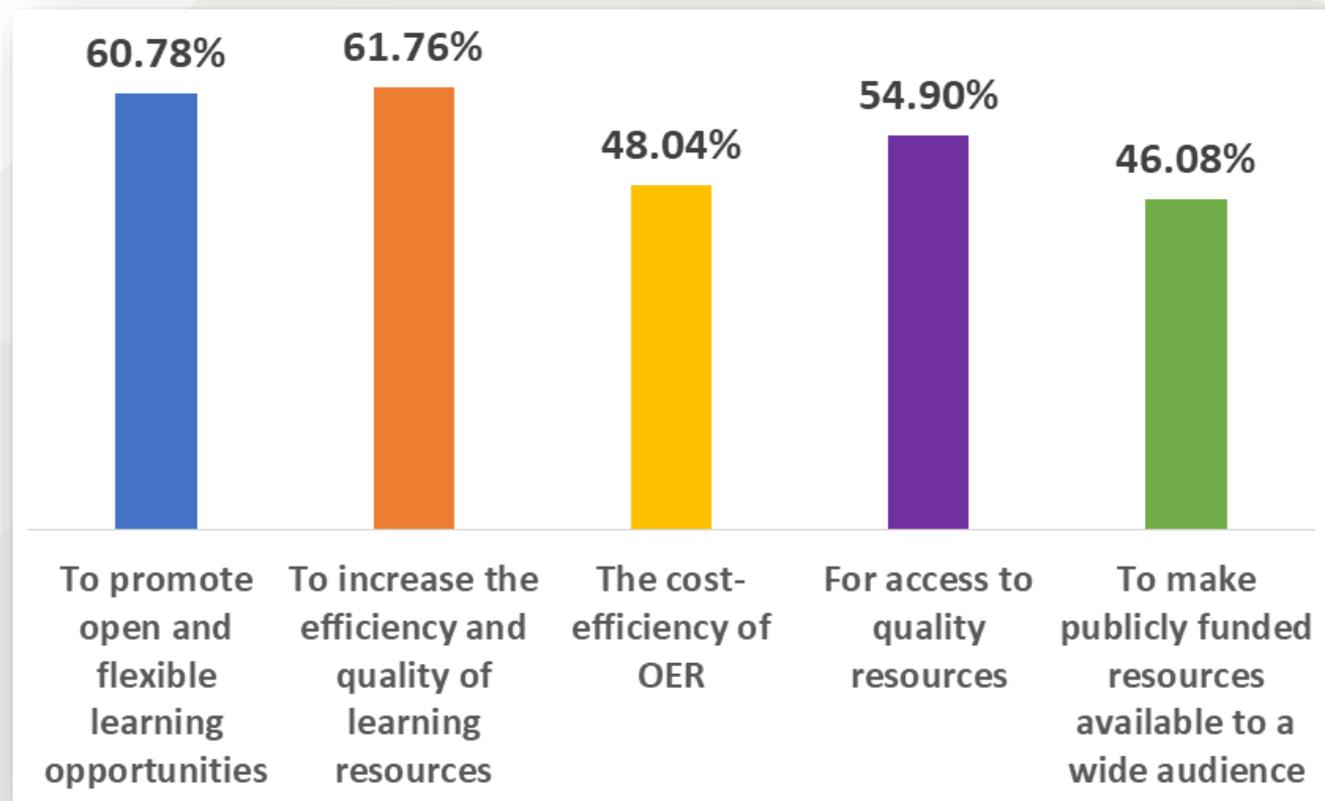
Government Responses: Policies Considering National OER Policy Development



■ Yes ■ No ■ No response

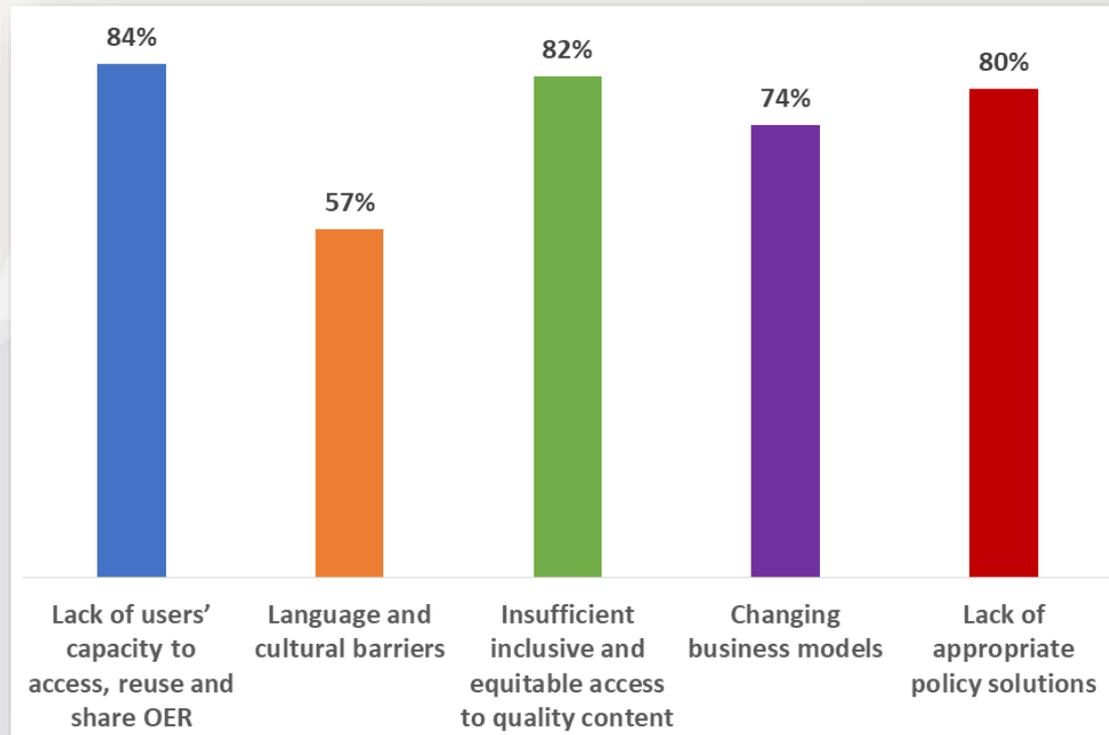
Government Responses: Benefits

- Increased efficiency and quality of resources
- Promote flexible learning
- Improve access to resources



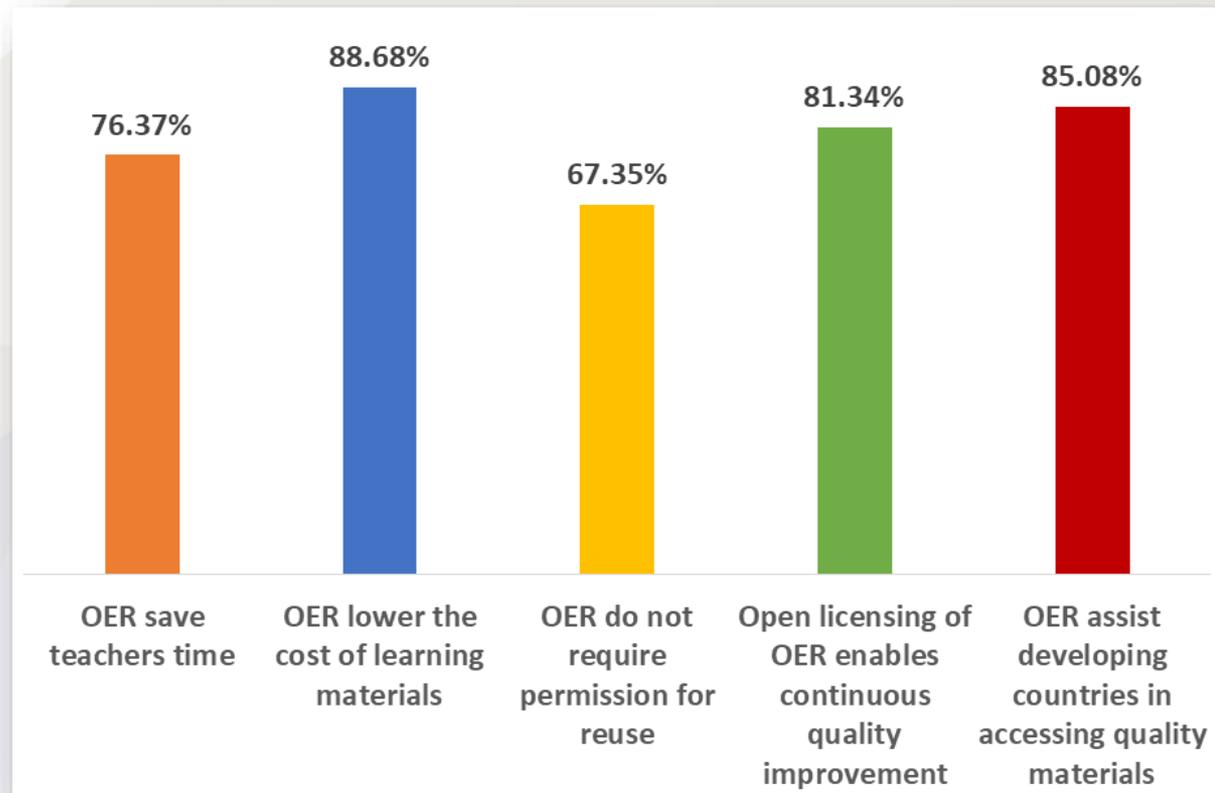
Government Responses: Barriers

- Lack of users' capacity
- Insufficient access to quality content
- Lack of appropriate policies
- Changing business models
- Language and cultural barriers



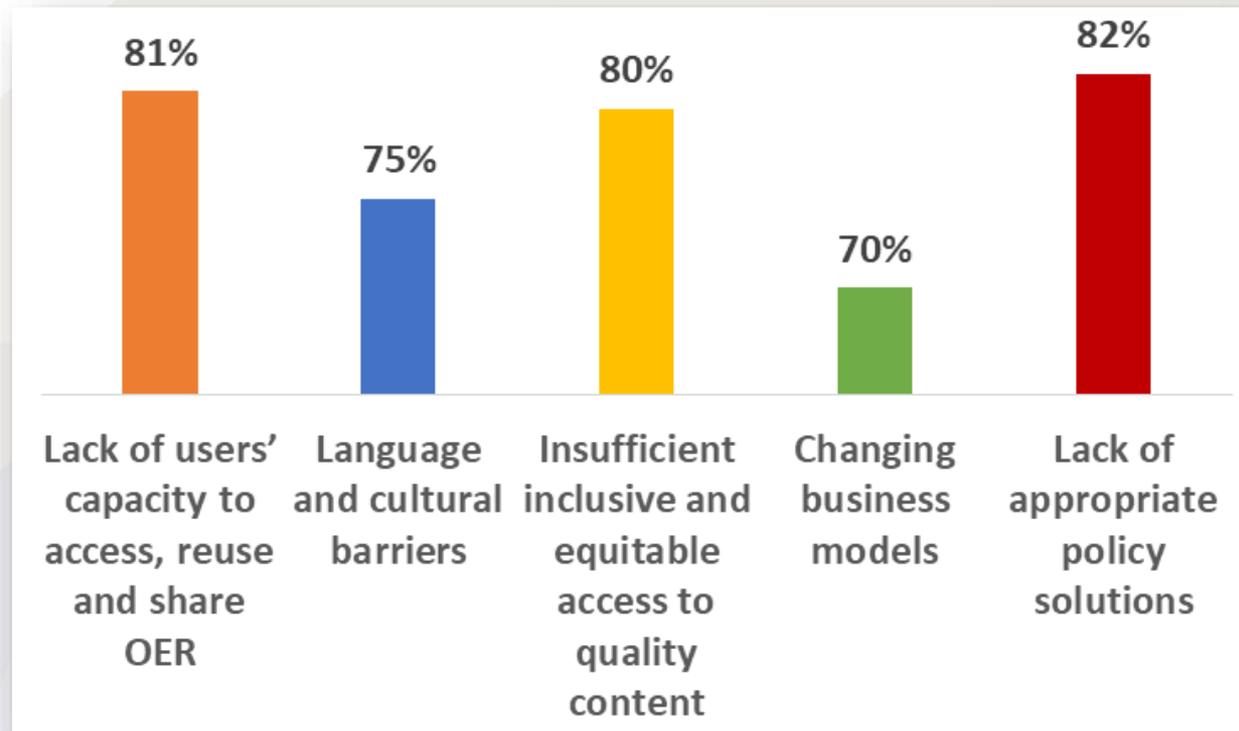
Stakeholder Responses: Benefits

- Reduced costs of learning materials
- Provides access to quality materials
- Enables continuous quality enhancement
- Save teachers time



Stakeholder Responses: Barriers

- Lack of policy
- Lack of capacity
- Lack of quality content
- Language and culture
- Changing business models



Governments and Stakeholders: **Commonalities**

- Lack of appropriate policies
- OER provides access to quality materials
- Poor awareness and capacity of users





Global Trends

Policies

- More support, not accompanied by policies
- Despite lack of national OER policies, institutional policies have grown
- Regions with extensive OER activities, not always reliant on national policy as the driving force



Global Trends Repositories

- OER repositories created in the global north more used than those from the global south
- Majority of the repositories are at tertiary level
- Repositories are available in diverse fields, including early childhood education



Global Trends Awareness

- Many governments and stakeholders not clear about OER
- Increased focus on open textbooks has led to neglect of OER for lifelong learning
- Governments are supporting MOOCs, which are not necessarily “open”

COL Contribution

Advocacy

- Open Textbook Forum, October 2015 (Eastern Caribbean countries)
- KL Declaration, 2016
- OER Regional Consultations, 2017



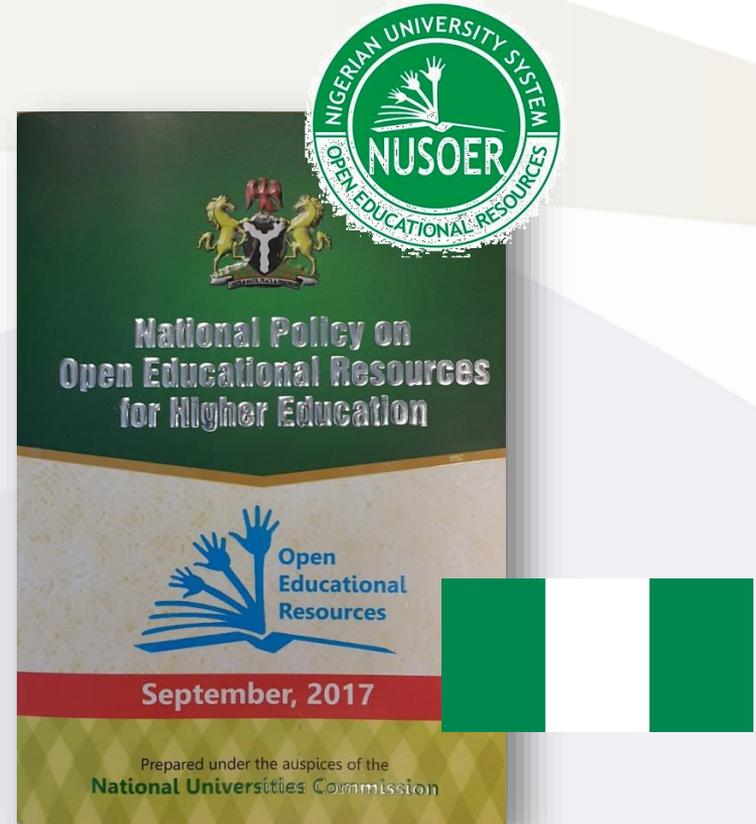
Policy Development

- ICT in Education policy with OER at Antigua and Barbuda, Seychelles
- ICT in Education with OER policy and strategy in Belize and St Lucia
- Support for national OER policy: Bangladesh, India, Malaysia, Mauritius, Malta, Nigeria, Zambia
- Provincial OER policy development: Botswana, Cameroon, Sri Lanka



Impact of OER Policy

- 170+ universities committed to OER curation, development and sharing

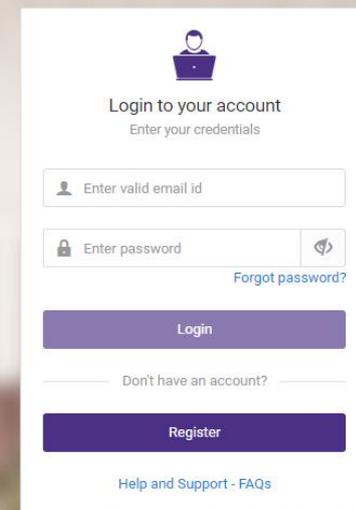


Capacity building: Online Course



COMMONWEALTH OF LEARNING

Understanding Open Educational Resources

A white login form with a purple header icon of a person at a laptop. The text 'Login to your account' is followed by 'Enter your credentials'. There are two input fields: 'Enter valid email id' and 'Enter password'. A 'Forgot password?' link is below the password field. A purple 'Login' button is below the fields. A 'Don't have an account?' link is below the button. A purple 'Register' button is below the link. A 'Help and Support - FAQs' link is at the bottom.

Login to your account
Enter your credentials

Enter valid email id

Enter password [Forgot password?](#)

Login

[Don't have an account?](#)

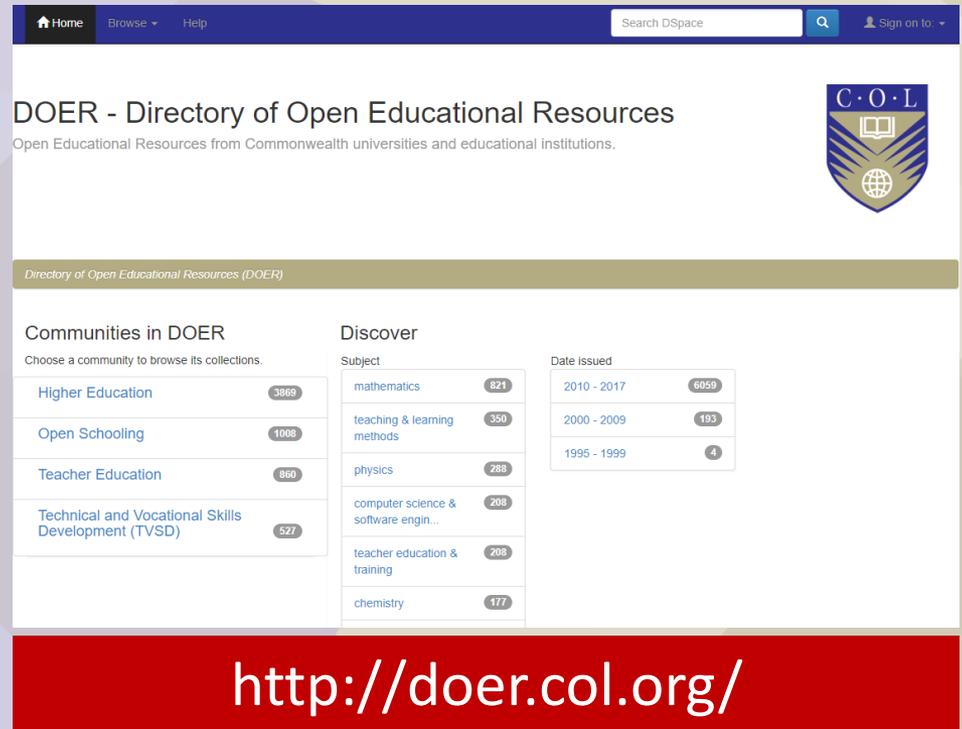
Register

[Help and Support - FAQs](#)

<https://learnoer.col.org>

Resources: Directory of OER (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
- Over 6,000 resources



The screenshot displays the DOER website interface. At the top, there is a navigation bar with 'Home', 'Browse', and 'Help' links, a search bar labeled 'Search DSpace', and a 'Sign on to' button. Below the navigation bar, the main heading reads 'DOER - Directory of Open Educational Resources' with a subtitle 'Open Educational Resources from Commonwealth universities and educational institutions.' and the COL logo. A section titled 'Directory of Open Educational Resources (DOER)' contains two main areas: 'Communities in DOER' and 'Discover'. The 'Communities in DOER' section lists four categories with their respective resource counts: Higher Education (3869), Open Schooling (1008), Teacher Education (868), and Technical and Vocational Skills Development (TVSD) (527). The 'Discover' section is divided into 'Subject' and 'Date issued' filters. The 'Subject' filter lists: mathematics (821), teaching & learning methods (350), physics (288), computer science & software engin... (208), teacher education & training (208), and chemistry (177). The 'Date issued' filter lists: 2010 - 2017 (6059), 2000 - 2009 (193), and 1995 - 1999 (4). A red banner at the bottom of the screenshot contains the URL <http://doer.col.org/>.

Community	Count
Higher Education	3869
Open Schooling	1008
Teacher Education	868
Technical and Vocational Skills Development (TVSD)	527

Subject	Count
mathematics	821
teaching & learning methods	350
physics	288
computer science & software engin...	208
teacher education & training	208
chemistry	177

Date issued	Count
2010 - 2017	6059
2000 - 2009	193
1995 - 1999	4



OER for open schooling (OER4OS)



Ministries
of Education



Schools

Teachers

Consultants

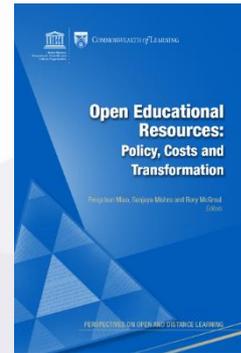
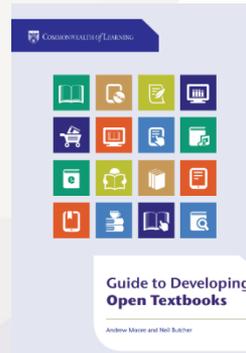
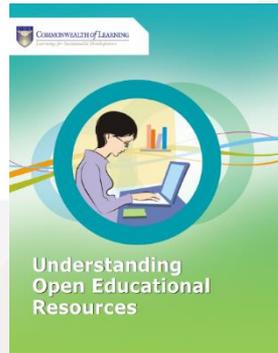
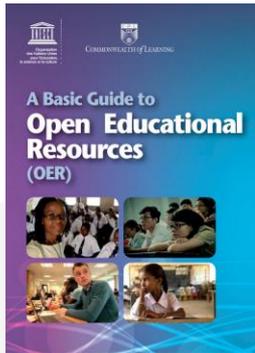
ORELT in Kenya



orelt.col.org



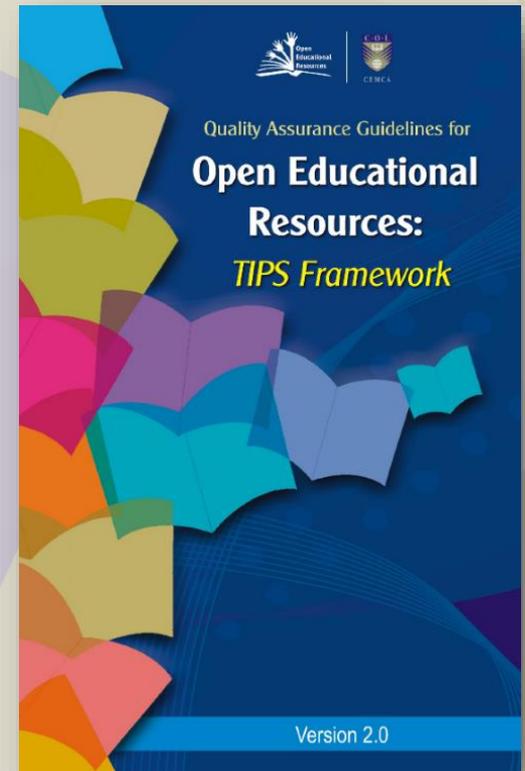
Publications



<http://oasis.col.org/>

Quality Guidelines for OER

- Teaching and learning processes
- Information and material contents
- Presentation, products and formats
- System, technical and technology



<http://oasis.col.org/handle/11599/562>

Hewlett- ORS Impact Report

- Focused on implementation of frameworks or policies
- Institutional and grassroots focus
- Able to go deep within institutions to reach broad array of staff and other stakeholders
- Focused on partnership
- Focused on pedagogy



OER for Sustainable Development

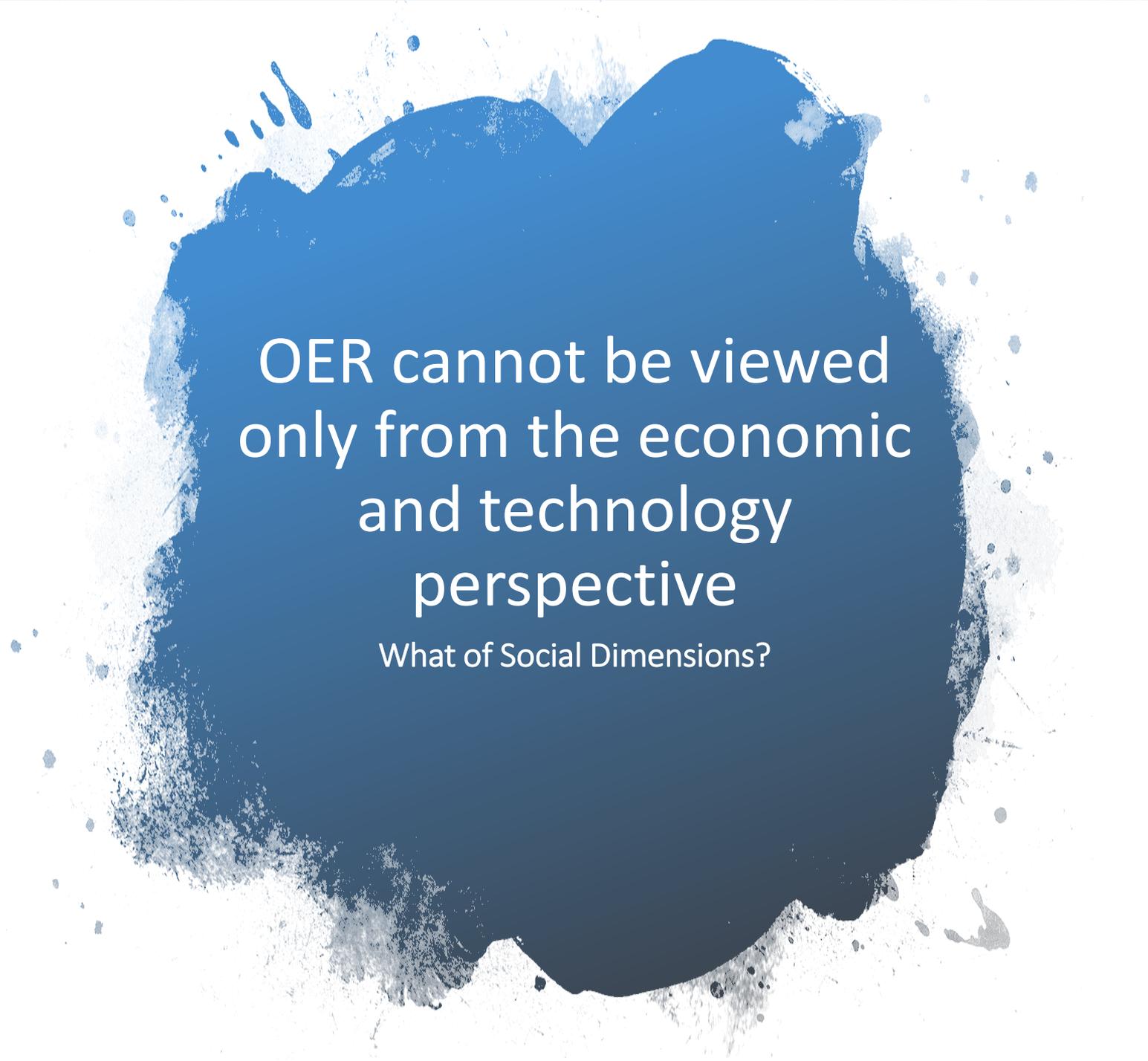
GOAL 4

A group of diverse young children, likely of African descent, are shown in a classroom setting. They are wearing blue and yellow school uniforms. The children are smiling and appear to be engaged in a learning activity. The background is slightly blurred, showing other children and a teacher.

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

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal



OER cannot be viewed
only from the economic
and technology
perspective

What of Social Dimensions?

1. OER for People with Disability

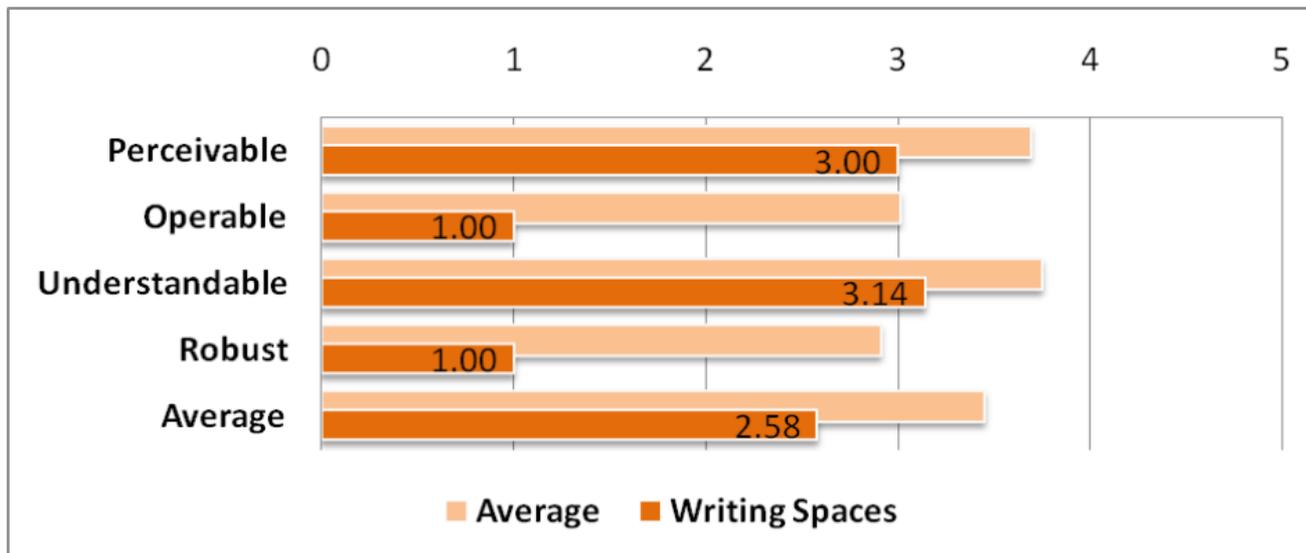
- Using accessible technologies for OER creation
- Researching new ways of sharing OER for people with disabilities
- Providing affordable, low-cost options for learning



How Accessible are OER?

Textbook: Writing Spaces

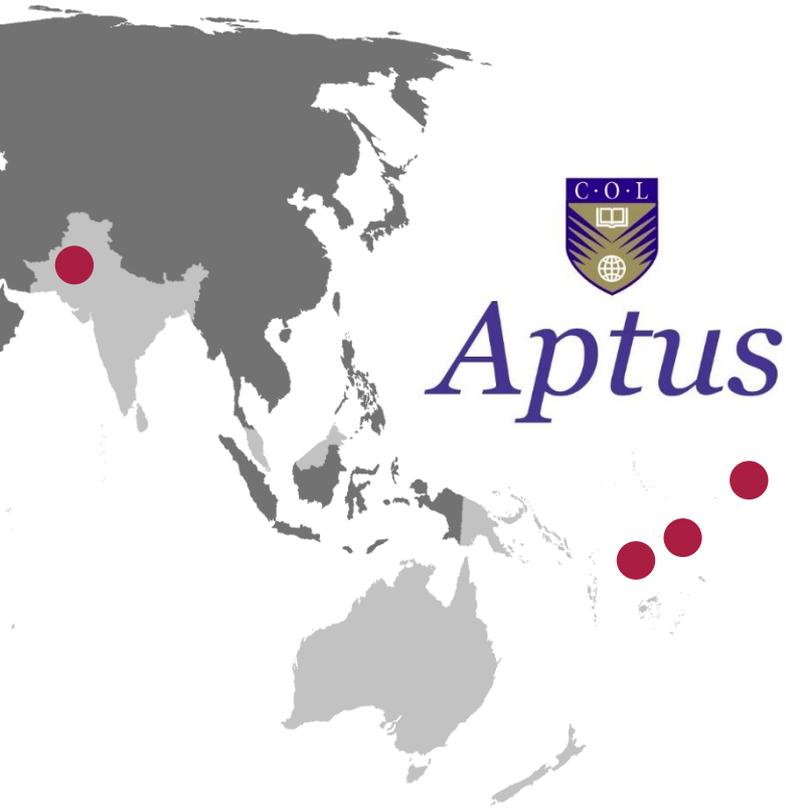
Accessibility review by: Virtual Ability, Inc.



Source: <http://www.collegeopentextbooks.org/textbook-listings/accessibility-reviews>



2. Equitable Access



An off-grid, off-line virtual classroom that allows learners in regions with no connectivity to benefit from digital resources and learning networks

Improved Learning Outcomes



Aptus: Allama Iqbal Public School and College in the Swat District, Pakistan

3. OER for Lifelong Learning

- OER for personal interest
- For personal/professional development
- For skilling and reskilling



Life Stages by [Nazrul Islam Ripon](https://commons.wikimedia.org/wiki/File:Life-stages.jpg) from <https://commons.wikimedia.org/wiki/File:Life-stages.jpg>



Arogya Mary - a school dropout , a grandmother, who never knew about internet

Content and Web Manager
for a Farmer's Organization

Facebook content: 600
different content uploaded

Youtube: 500 videos of
farmers field experiences

Whatsapp: 150 organic
agriculture based content

Trained: over 1000 farmers



OER for Sustainable Development means...

*Use of OER as 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.*

Thank you



www.col.org



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