



COMMONWEALTH *of* LEARNING

Can Open Educational Resources (OER) transform education? A developing world perspective

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Commonwealth of Learning

November 21, 2011

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1. Availability: Malawi

- Bunda College of Agriculture
 - 102 page Communications Skills textbook
 - 75% OER
 - Adapted by adding contextually relevant materials, activities, assignments



2. Improving Quality



- 509 institutions in India
 - KSS Women’s Engineering College, Andhra Pradesh
 - Maya Devi Educational Foundation, Uttarakhand
 - Bhilai Institute of Technology, Chattisgarh



NPTEL

NATIONAL PROGRAMME ON
TECHNOLOGY ENHANCED LEARNING
A JOINT INITIATIVE OF IITs & IISc

FUNDED BY
MHRD, GOVERNMENT OF INDIA
UNDER NMEICT



3. Cutting costs: TESSA

- 20 teacher education programmes in 12 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited



4. Fostering Collaboration



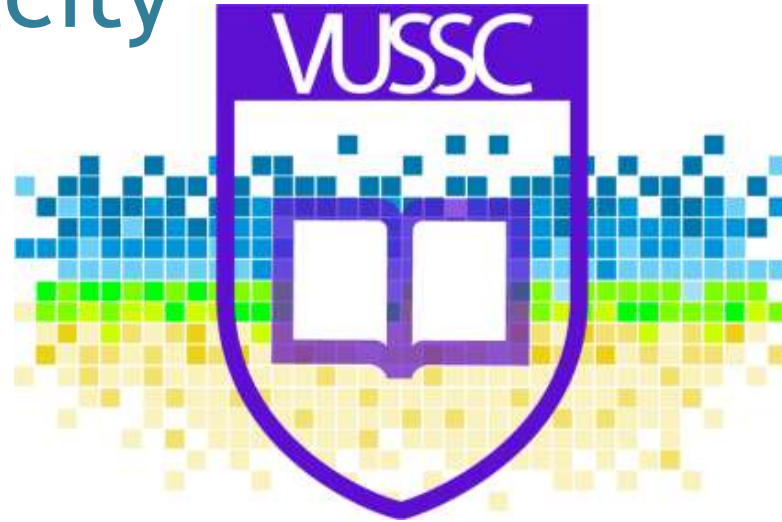
Ministries
of Education

Schools

Teachers

Consultants

5. Build capacity



The Virtual University for Small States of the Commonwealth



The Commonwealth *of Learning*



6. Increasing Access: translation

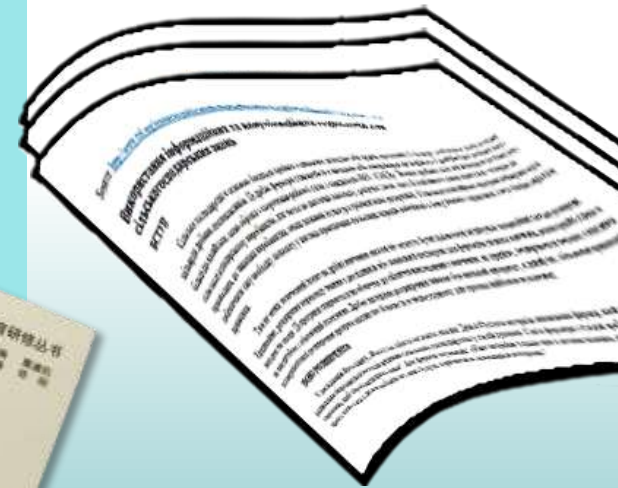
CORE



COL ID template translated and adapted by Open University of China



COL materials in Ukrainian



7. Global exchange

University of Ghana

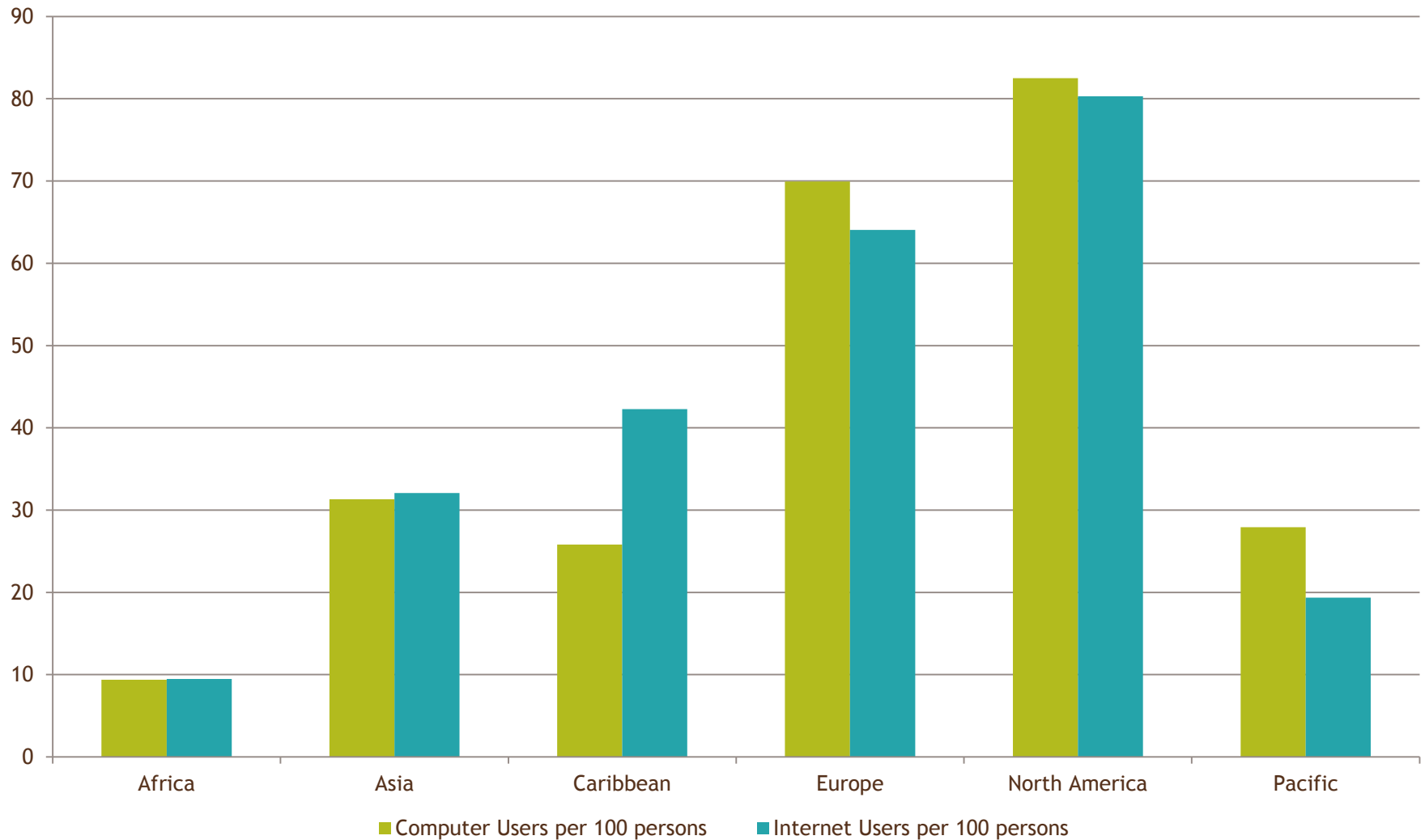


The Balme Library of the University of Ghana

Kwame Nkrumah University of Science and Technology



The Digital Divide in Commonwealth Countries



Source: International Telecommunications Union
<http://www.itu.int/ITU-D/ICTEYE/Default.aspx>

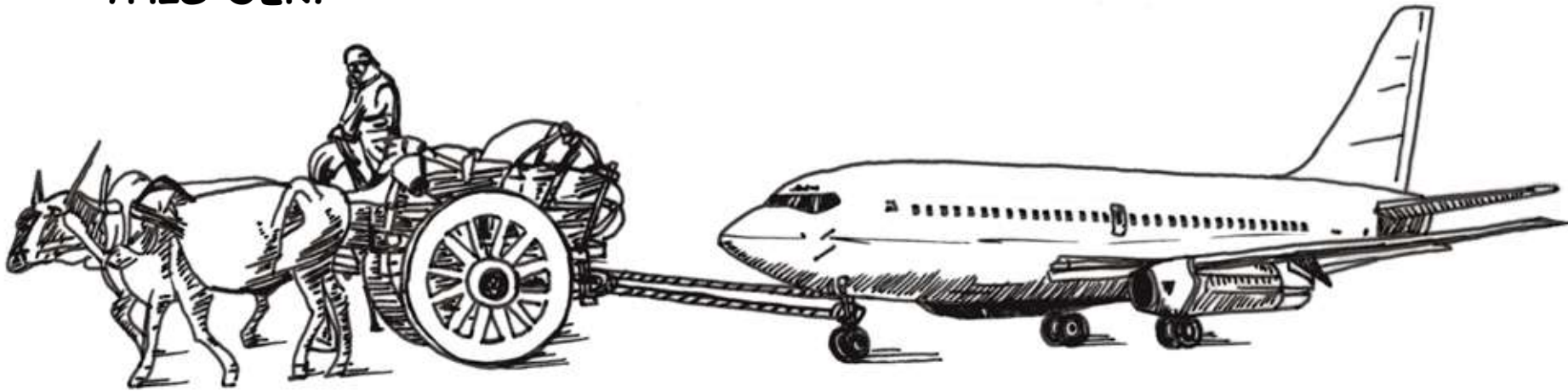


the network society...to include everything in the global while excluding the devalued local.... is a major source of the structuration of power relationships.

- Manuel Castells

Can Open Educational Resources thrive in closed educational settings?

WHAT IS THIS OER?



OER Survey, Asia, 2011

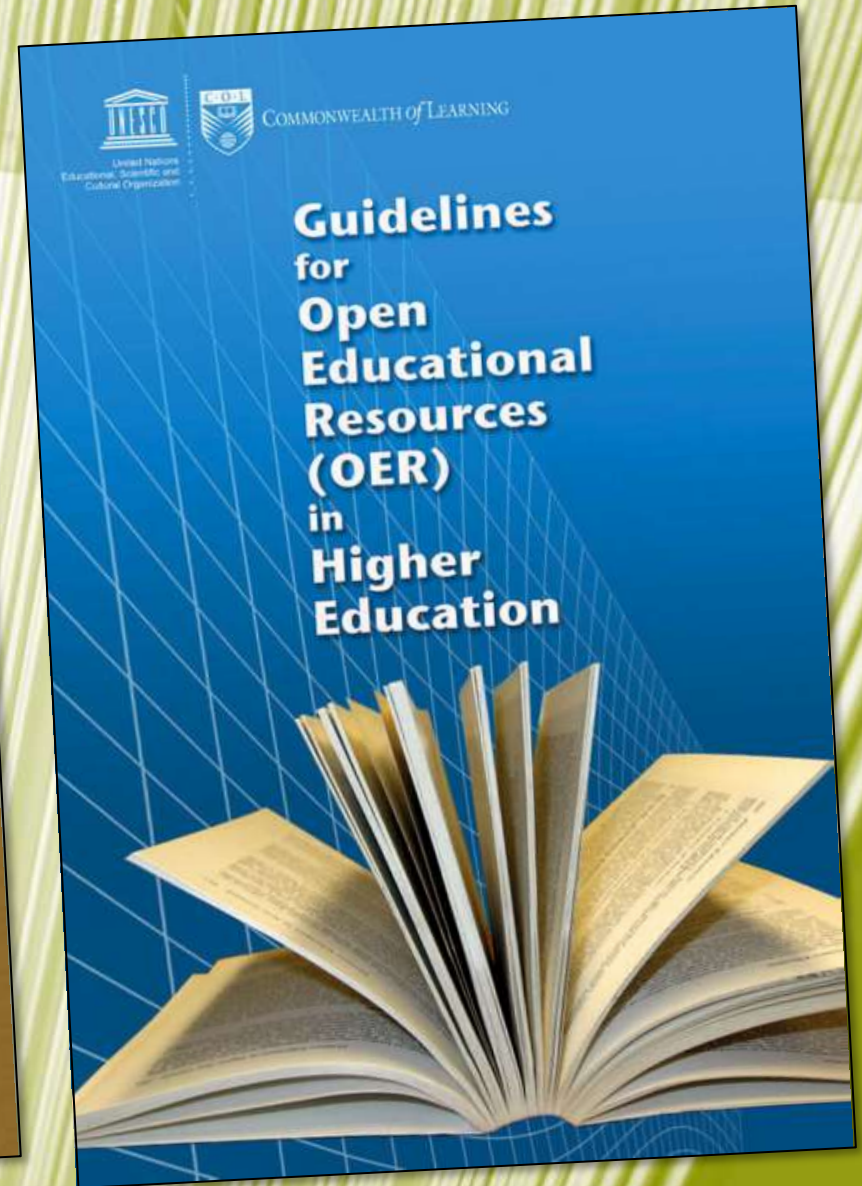
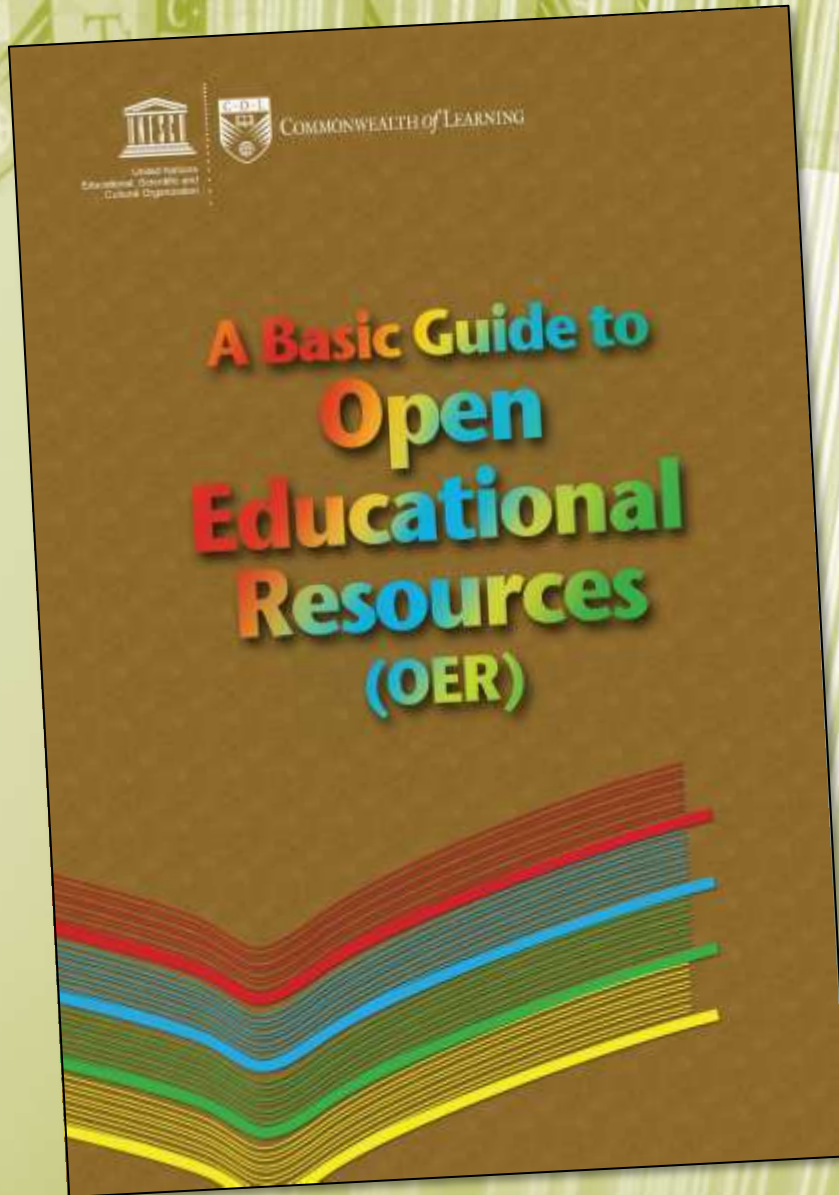
- **Teachers:** difficult to locate, adapt, and re-purpose OER material relevant to their work.
- **Learners:** OER should be more open and multi-modal.
- **Technical support:** lack of standard practices in the packaging and re-use of OER.
- **Management:** concerns regarding intellectual property; copyright issues and competition



1. Reaching the fundamental players: OER for whom?

- **Teachers and students in remote/marginalised communities**
- **How can they become partners in the OER movement?**
- **What advocacy strategies will be needed to do that?**

COL Resources



2. Localisation: principles

- Involve locals
- A community of practice bolsters localisation
- Must be done in appropriate formats
- Understand local contexts

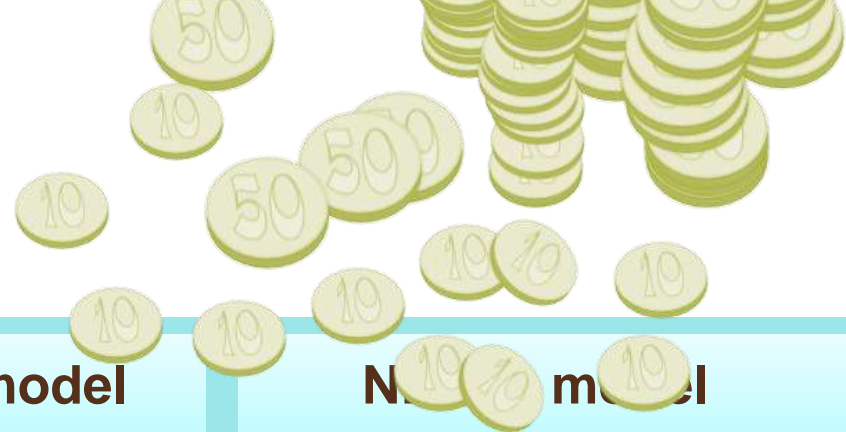
Localization of Open Educational Resources (OER) in Nepal: Strategies of Himalayan Knowledge-Workers

Tiffany Zenith Ivins
March 2011

<http://gradworks.umi.com/3450142.pdf>



3. Financial viability



TESSA model



- From donors to partners

Connexions model



- For-profit and non-profit consortium

NPTTEL model



- State funding

Trends: Addressing core needs

- Need for Qualifications rather than value addition
- Emphasis on a range of technologies rather than only on computers
- State supported rather than driven by philanthropy



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*

A Kanwar, K Balasubramanian, A Umar, AJDE, 2010



The OER movement can transform education by

- Involving different stakeholders to participate, collaborate, create and share;
- Encouraging consumers to become the producers of knowledge;
- Enabling us to harness the wealth of tacit knowledge across the globe to address the great development challenges of our time.

