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Open Educational Resources: a European perspective

Jos H.A.N. Rikers
Open Universiteit Nederland

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Presentation overview

- Short introduction to the Open Universiteit Nederland
- Open Educational Resources
- The European Perspective
- Questions/discussion

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Open Universiteit Nederland



- Founded 1984
- Main campus: Heerlen, 12 study centres and 6 support centres in The Netherlands and Belgium
- Full degree awarding institution:
 - 6 schools: computer science, psychology; management science; natural science; cultural sciences; law
 - Masters Active Learning
 - PhD studies in all fields mentioned above
 - 20.000 students
 - major age group 35-45
- Special Institutes: ETEC; LEX; NELL; RdMC; RCE Rhine-Meuse

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What is OER

- Origins of OER
 - The history of OER
- Characteristics of OER
 - OECD Report
 - UNESCO Report

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Origins of OER

"At the heart of the movement towards open educational resources is the simple and powerful idea that the world's knowledge is a public good and that technology in general and the Worldwide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse it.

OER are the parts of that knowledge that comprise the fundamental components of education: content and tools for teaching, learning, and knowledge development. OER materials provide users with the intellectual capital to help understand and use all of the Web's content. In this regard OER connects "education for all," the UN's millennium goal that calls for everyone in the world to have a basic education by 2014, with the goal of closing the digital divide."

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Origins of OER - continued

- MIT Open Courseware in 2001
- UNESCO conference 2002: Introduction OER

"Many of the schools that offer free online coursework are supported through grants from the William and Flora Hewlett Foundation. Hewlett so far has given over \$68 million to universities and nonprofits to post free online materials"

Catherine Casserly, William and Flora Hewlett Foundation

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OECD Report

Open Educational Resources:
Giving Knowledge for Free

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OECD Report - continued

- Analyse and map scale and scope of OER initiatives in OECD countries
- Conceptual analyses
- 4 main issues:
 - IPR issues
 - How to develop sustainable cost/benefit models?
 - Incentives and barriers to produce, use and deliver materials?
 - How to improve access and usefulness?
- Policy implications

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OECD Report - continued

- Only the major conclusion of the report:
- It is a global movement that despite a lot of problems seems to be growing

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OECD Report – continued: Mapping the OER movement

- It is a global movement
- Growing number of initiatives and resources – but we cannot give accurate numbers
- The most frequent target group is post-secondary instructors, followed by students and general public
- A growing number of users
- In order to ensure easy access most providers have no registration – consequently: poor user data

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OECD Report – continued: Main Challenges for the OER movement

- Quality and relevance of resources
- Intellectual Property Rights
- Sustainability – more than economics, but important to find a good revenue model
- Technical issues
- Security and preservation of data

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UNESCO Report

Open Educational Resources
The way forward
Deliberations of an international community of interest

Susan D'Antoni
UNESCO/IIEP

- Online discussions (2005-2007) 600 members from more than half of the 192 Member States of UNESCO

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UNESCO Report – continued: Priority issues

- | | |
|--|---|
| <ul style="list-style-type: none">- Developed countries- 1 Awareness raising and promotion- 2 Communities and networking- 3 Sustainability- 4 Quality assurance- 5 Copyright and licensing- 6 Capacity development- 7 Accessibility- 8 Financing- 9 Standards- 10 Learning support services- 11 Research- 12 Policies- 13 Technology tools- 14 Assessment of learning | <ul style="list-style-type: none">- Developing countries- 1 Awareness raising and promotion- 2 Capacity development- 3 Communities and networking- 4 Technology tools- 5 Learning support services- 6 Research- 7 Policies- 8 Quality assurance- 9 Financing- 10 Sustainability- 11 Accessibility- 12 Copyright and licensing- 13 Standards- 14 Assessment of learning |
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The European perspective

- How does Europe respond to OER? And why?
- How are the major challenges tackled?

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The European perspective - continued

- In the 'Lisbon agenda' the European Union describes the measures to stimulate and increase the competitiveness of Europe's economy. Part of the measures is increasing the number of people participating in Higher Education (50%).

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The European perspective- continued:

- The European Open Universities introduce OER courses as an experiment to meet the challenging targets set by the EU:
 - Open University UK: OpenLearn
 - Open University Netherlands: OpenER
 - European Association of Distance Teaching Universities (EADTU): Moril and Moril+

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The European perspective- continued: Open University UK's OpenLearn



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The European perspective- continued: Open University UK's OpenLearn

- Large number of courses
- Community approach to learning environment

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The European perspective- continued: The OUNL: OpenER



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The European perspective- continued: Characteristics of OpenER

- Flexible, open, time-independent
- Only investment is the learners time, a simple computer and access to the internet (nowadays valid for more than 80% of Dutch citizens)
- Potential students can familiarise themselves with the academic study level without cost or stress
- Individuals can acquire knowledge of e-learning
- OpenER received grants from the Dutch Government and the William and Flora Hewlett Foundation. For the planned 16 courses of each 25 study hours, the investment is €660.000.

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The European perspective- continued: The EADTU – MORIL project

- MORIL stands for Multilingual Open Resources for Independent Learning. A consortium of Open Universities dedicated to Lifelong Open and Flexible (LOF) learning will be finalised.
- The consortium will focus on two offers online:
 - a study offer for individuals i.e., open tasters, free courses not including official certification.
 - a study offer meant for students i.e., the same courses but now including formal tutoring, assessment and examination for earning credits.
- In the first offer, learning is placed within an informal context. In the second offer, learning is placed within a formal context.

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The European perspective- continued: The EADTU Moril+ project

- Seminar series – OER portal
 - OER implementation seminar
 - OER transfer seminar
 - OER capacity building seminar
- Meta portal

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The European perspective- continued: Moril+: OER implementation seminar

- | | |
|-----------------|---|
| Objective: | Prolong and improve the implementation path based upon institutional strategy |
| - Target group: | OUs, academic technology, strategic and business managers |
| - Concept: | Two day-parts: WS development scenarios OER strategy |
| - Prop. venue: | OUUK |
| - Date: | April 2008 |

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The European perspective- continued:
Moril+: OER transfer seminar

- Objective: Knowledge transfer
- Target group: Conventional universities under EADTU associations, OUs, academic technology, strategic and business managers
- Concept: two day-parts: showcases by best-practice institutes
- Prop. venue: KU Leuven (BE)
- Date: September 2008

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The European perspective- continued:
Moril+: OER capacity-building seminar

- Objective: Capacity-building continents
- Target group: OU's worldwide, ICDE, UNESCO, EADTU board, W&F Hewlett Foundation
- Concept: two day-parts: needs exploration of continents, case-oriented, consultancy seminar
- Prop. venue: UNESCO Paris (Fr)
- Date: November 2008

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The European perspective- continued:
Moril+: OER portal

- *"Potential users must have free and easy access on the Internet to MORIL. For this purpose both a central "meta" portal will be installed at EADTU-level and repository portals at the level of the partner institutions".*
- *The main function of the central portal is to provide a clear overview of and general information about the offer of multilingual OER's based on the ODL approach on the European level.*
- *The second function is to redirect potential users to the individual institutions being the actual providers of the open (multilingual) OER's".*

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The European perspective- continued:
Moril+: OER portal

- Objective: Development of meta portal
- Action: Functional Requirements (FR's) and Design
- Who: Small committee: FR's and Design
- Phasing: Task Force review - June
- Subcontracting: - July
- Realisation: - August-December

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Questions/discussion

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