



Asia-Europe Meeting

ASEM Conference

Lifelong Learning: e-Learning and Workplace Learning

July, 21, 2009, Bangkok, Thailand

THE IMPORTANCE OF OPEN EDUCATIONAL RESOURCES FOR LIFELONG LEARNING

Wider Access, new Business Models, an International Collaboration Culture

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Contents

- 1. *The Ongoing Global Confluence of Systems;***
- 2. *Open Educational Resources for All;***
- 3. *The Long Way For Open Educational Resources;***
- 4. *Opens Educational Resources and Lifelong Learning.***



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The Global Confluence of Systems

- 1. Globalization of Communication and Knowledge;***
- 2. Flexibility and Harmonization of the Economy
and of the Employment Market;***
- 3. Increase of Physical and Virtual Mobility of
Citizens;***
- 4. Opening of the Innovation Systems.***



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The Enormous Challenge Ahead

One of the major problem ahead is to re-train the current labour force in the world.

As fast as companies and businesses relocate, professionals have to adjust to new cultural environments, new jobs and learn new skills.

To assure long-term sustainability of our global human-resources, we have to assure all people can rapidly and continuously develop new internationally validated competences.



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The European Higher Education Area

(Principles)

- 1. *Generality vs. Specialization of Education;***
- 2. *Flexibility of Training;***
- 3. *Professional Mobility.***

With these the EU intends to:

- 1. *Increase employability and diversification of job options for graduates;***
- 2. *Lifelong learning, making easier professional development and retraining.***



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The European Higher Education Area

(New Challenges for Higher Education Institutions)

- 1. The HEI should be a link in the global network for the production, reproduction and preservation of Knowledge and not a centre for Knowledge production and transmission (they should recycle instead of generate);**
- 2. The HEI should be a *learning-shop* providing access to certification of learning outcomes and acquired competences and no longer a *teaching factory* producing graduations;**
- 3. HEI should develop and offer different learning solutions for the various qualification needs (curricular structured or not, formal or non-formal);**
- 4. HEI should specialize their mission and offer.**



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A New Idea of Higher Education Institutions

A Higher Education Institution without time and place permanently available to anyone who needs to learn

- 1. HEI have a New Mission addressing LLL and should adapt their organizations and business models for it;***
- 2. HEI have to form new and strong alliances and collaborate with companies, non-governmental organizations and government in order to address qualification needs;***
- 3. HEI should be on and in the Web.***



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**“The most promising initiative in e-learning is the concept –
and the developing reality, of open educational resources”**

Sir John Daniel
(OU, UNESCO, COL)



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“[...] Our success in the knowledge economy hinges to a large extent on upgrading the quality of, and enhancing the access to, education. One of the most effective ways of achieving this would be to stimulate the development and dissemination of quality Open Access (OA) materials and Open Educational Resources (OER) through broadband Internet connectivity. This would facilitate easy and widespread access to high quality educational resources and drastically improve the teaching paradigm for all students.”

NKC - National Knowledge Commission

«Recommendations Submitted in 2007 Open Educational Resources»

in Report to the Nation 2007, p. 51



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The NKC Recommendations

- 1. A set of key institutions should be selected and experts representing diverse knowledge areas like agriculture, engineering, medicine, arts, humanities, science or education, should be asked to develop standards-based content, which could be customized to diverse user needs;**
- 2. This initiative should reach not just Indian HEI, but also making these resources available for a global use;**
- 3. The content in the repositories was to be multimedia, interactive and available in different languages;**
- 4. To speed up the creation, adaptation, and utilization of OER, a national e-content and curriculum initiative should be launched.**



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ICDE Global Task Force on OER Inquiry

(Opportunities)

- Easy access to quality content, reaching a wider audience;
- Cost effectiveness, since OER help distance learning providers to be more cost effective in developing its learning materials and support;
- Greater volume of learning resources available to all;
- Quality learning materials can be obtained by nations and institutions with scarce financial resources to help solve capacity problems;
- Flexibility: greater variety and diversity of learning resources will create more flexible learning opportunities;
- Opportunities for sharing of available resources, increase opportunities for partnerships, for instance through a «share



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ICDE Global Task Force on OER Inquiry

(Threats)

- Copyrights, Intellectual Property Rights issues: there is a potential for copyright infringement of restricted works by OER authors;
- Quality: OER without appropriate review process can be lead to low quality materials;
- Cultural domination / Globalization: there is a potential risk for increasing the digital divide;
- Lack of a viable new business model that may replace the old one;
- Well know «brand» institutions may attract even more students;
- «Not invented here» syndrome, academic preference to use their own materials;
- Lack of initiative: less scope for research and innovations and uniform prescription of materials, less incentive to produce knowledge;
- Content is not the same as learning materials.



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ICDE Global Task Force on OER Inquiry

(Two Major Questions)

- **How can OER contribute in responding to the «education for all» UNESCO policy, and to capacity building as well as widening participation and access?**
- **What role can be attributed to OER in developing or strengthening a knowledge-based society?**



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ICDE Global Task Force on OER Inquiry

OER clearly can not be seen as just making freely available on the web classroom learning materials. This doesn't replicate the full learning experience of a student.

OER has to be defined as making openly available on the web a full set of learning resources specifically designed to enable a self-learning experience.

This new OER notion replaces a conventional teacher-centred content approach by a learner-centred content design, making easier to meet Unesco's «Education for All» goal.



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Types of Open Content Resources

1st Generation – Open Course Ware

Free access to materials produced by high-profile education institutions in order to support face-to-face teaching;

2nd Generation – Open Content Resources

Free access to materials produced by single or network education institutions or editors in order to support autonomous independent learning in the context of open learning, distance learning or *e-learning*;

3rd Generation – User Generated Content

Free access by expert individuals or organizations to materials produced for independent learning for use and redesign.



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Free Online Course Materials | MIT OpenCourseWare - Windows Internet Explorer

http://ocw.mit.edu/OcwWeb/web/home/home/index.htm

Google ocw Pesquisar Marcadores Verificação ortográfica Iniciar sessão Convert Sele

Favoritos Suggested Sites Web Slice Gallery

Free Online Course Materials | MIT Op...

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The screenshot shows the OpenLearn website in a Windows Internet Explorer browser window. The address bar displays <http://openlearn.open.ac.uk/>. The browser's search bar contains the text "openlearn". The website header includes navigation links: "OU Home", "Study at the OU", "About the OU", "Research at the OU", "Search the OU", and "Contact the OU". The main banner features the "OpenLearn LearningSpace" logo, which includes a green line-art illustration of a group of people. Below the banner, a message states: "The OpenLearn website gives free access to Open University course materials. This is the LearningSpace, where you'll find hundreds of free study units, each with a discussion forum. Study independently at your own pace or join a group and use the free learning tools to work with others." The page is divided into two columns. The left column, titled "Topics", lists various subjects: Arts and History, Business and Management, Education, Health and Lifestyle, IT and Computing, Law, Mathematics and Statistics, Modern Languages, Science and Nature, Society, Study Skills, and Technology. The right column, titled "Discuss", lists corresponding forums for each topic. On the far right, there is a "Log in" section with fields for "Username" and "Password", a "Log in" button, and links for "Forgotten password?", "Why register?", and "Register". Below the login section is a "Browse" section with a list of links: "Get started", "View all units", "LearningSpace forum", "Help and Support forum", "Frequently asked questions", "Glossary", "About us", and "FlashSpace". The browser's status bar at the bottom indicates "A aguardar por http://openlearn.open.ac.uk/...", "Internet | Modo Protegido: Activado", and a zoom level of "125%". The system clock in the bottom right corner shows "04:00".



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The Experience of *OPENLEARN*

Analysis

Increase access and LLL

Over 2 million visitors and 60.000 registered users in first 18 months, resulting in over 4.500 new registrations in formal courses;

Development of new pedagogical methods

OpenLearn has been a very powerful tool for the educational entertainment of present and future students;

Development of a new model for the relationship between University and society

The implementation of an institutional strategy *vs. the* sustainable scientific and economical development of OER.



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Welkom op deze website — Open Universiteit Nederland - Windows Internet Explorer

http://www.opener.ou.nl/

Google opener ou nl Pesquisar Marcadores Verificação ortográfica Iniciar sessão Convert Sele

Favoritos Suggested Sites Web Slice Gallery

Welkom op deze website — Open Un...

OpenUniversiteitNederland

Hoger onderwijs zonder drempels

home cursussen help over deze site spinozareeks toets feedback

Vakgebieden:

- Cultuurwetenschappen
- Informatica
- Management wetenschappen
- Milieu- en natuurwetenschappen
- Politiek en bestuur
- Psychologie
- Rechtswetenschappen

registreer

Welkom op deze website

Hier staat het zelfstudiemateriaal dat de [Open Universiteit Nederland](#) gratis ter beschikking stelt. Zo kunt u **eenvoudig en vrijblijvend** kennismaken met verschillende vakgebieden in het hoger onderwijs.

Meest recente cursus

De meest recente cursus is de cursus [Virtual Mobility](#). Het is een volledig Engelstalige cursus die in de vorm van een online workshop op vaste

Onmiddellijk beginnen?

Dat kan! Klik in het linkermenu op één van de vakgebieden of ga naar het [cursusoverzicht](#).

Andere open bronnen

De Open Universiteit heeft meer vrij beschikbaar materiaal elektronisch ter beschikking. [Meer informatie](#)

Reageren?

Wij zijn erg benieuwd naar uw [reacties](#) op dit initiatief. U

Internet | Modo Protegido: Activado

04:06



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The Experience of *OPEN ER*

Analysis

Increase access and LLL

60.000 single visitors in first months; some courses offer the possibility of examination and learning certification (80 users have certified their learning);

Development of an institutional strategy

The support of the academic leadership and the existence of an institutional strategy is critical to assure the success of the project;

Development of a new model for the relationship between University and society

OER can be a platform for intensive collaboration between universities, companies and other organizations in order to develop non-formal education projects; economical support from two ministries - **Education, Culture and Science** and **Social Affairs**.



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A screenshot of a Windows Internet Explorer browser window displaying the MORIL website. The browser's address bar shows the URL "http://moril.eadtun.nl/". The website header includes the MORIL logo and the text "MULTILINGUAL OPEN RESOURCES FOR INDEPENDENT LEARNING". A search bar is located in the top right corner. Below the header is a navigation menu with links: HOME, INTRODUCTION, SUPPORTIVE TOOLS AND REFERENCES, COURSES, REPOSITORY, FORUM, ABOUT, CONTACT, and LOGOUT. The main content area features a large image of a man looking at a tablet. Below the image is a section titled "OER Stakeholder Collaborations" with a paragraph of text and a "Read More" link. To the right of this section is a "Latest articles" sidebar with a list of links: Other, Research, Licencing tools, Learning tools, Production tools, and Online Tutorials. The browser's status bar at the bottom shows "Concluído" and "Internet | Modo Protegido: Activado". The system clock in the bottom right corner indicates the time is 04:10.



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“[...] This new field of activity **[open educational resources]** clearly develops and expands the traditional role of universities as scientific, pedagogic and cultural centres of dissemination **[or access]**. It would be therefore very significant if this new offer were subject to some regulation, by means of which higher quality standards could be achieved, as well as to assure a better articulation and coordination of the public university network. ”

António M. Teixeira

*Memorandum to the Portuguese Minister for Science,
Technology and Higher Education*



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Conclusions

OER can be powerful tools for social inclusion, LLL and the dissemination of transversal competences;

The *open* philosophy (*source/content/resources/innovation*) implies changing business and organizational models, adjusted to a new work philosophy based on sharing;

Quality standards have to be applied to OER and these have to include the possibility of tutoring and certification;

Sustainability models have to be applied to OER institutional strategies, fostering public-private partnerships and joint funding;



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Conclusions

OER should adopt differentiated pedagogical strategies and localize content (multiple languages);

New multi-platform technological standards and tools have to be implemented;

Students and trainees should contribute to the design of the very own courses and resources they use;

Resource repositories should be maintained by network communities and no longer single institutions.



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Khob khun
Thank You!

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