

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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July 21, 2009, Bangkok, Thailand

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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 humanresources, 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



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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 teachercentred 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*;

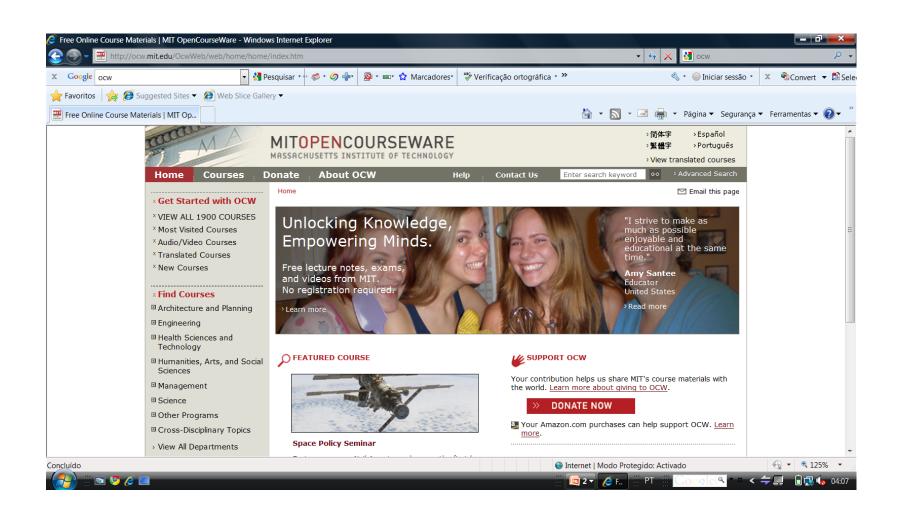
3rd Generation – User Generated Content

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



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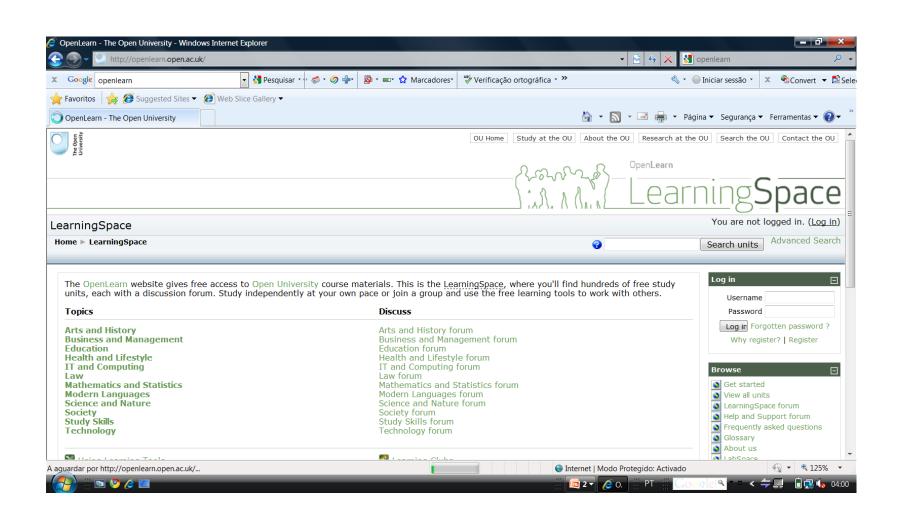
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The Experience of OPENLEARN

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;

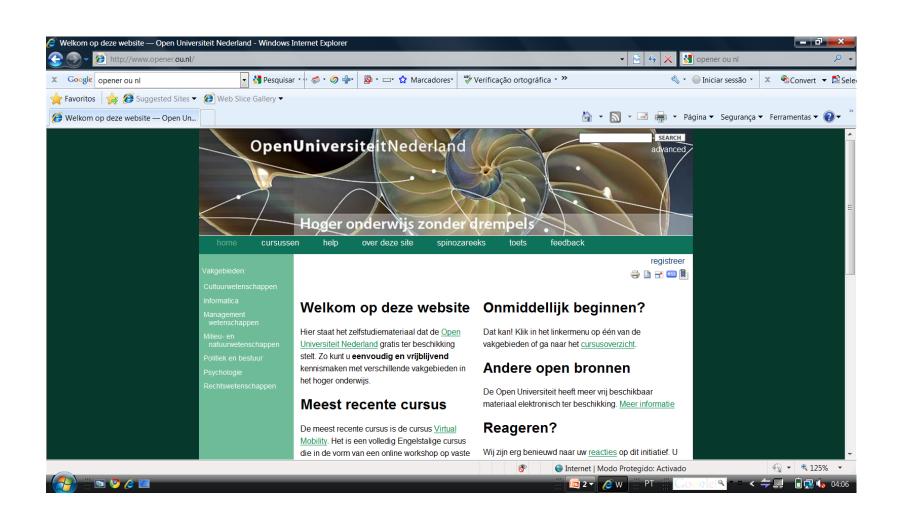
Development of a new model for the relationship between University and society

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



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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;

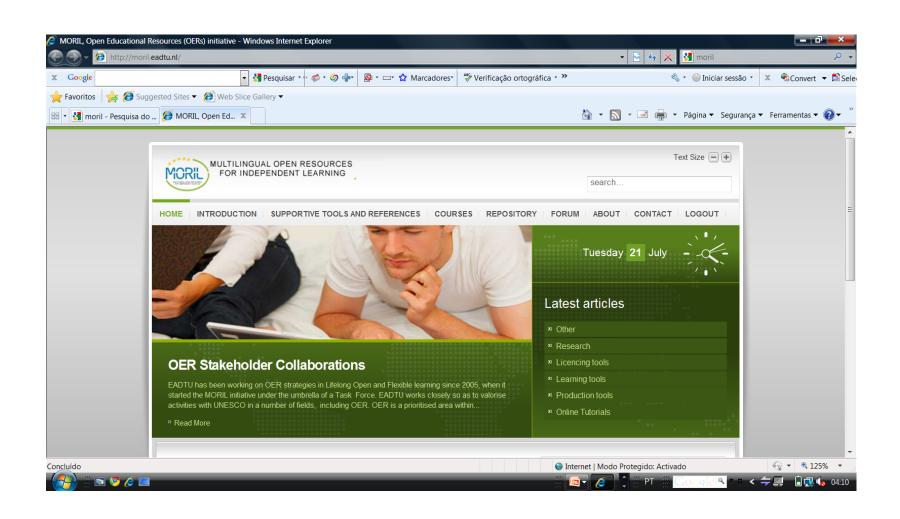
Development of a new model for the relationship between University and society

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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"[...] 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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