



Open Educational Resources (OER) **– a short cut or a detour to better education**

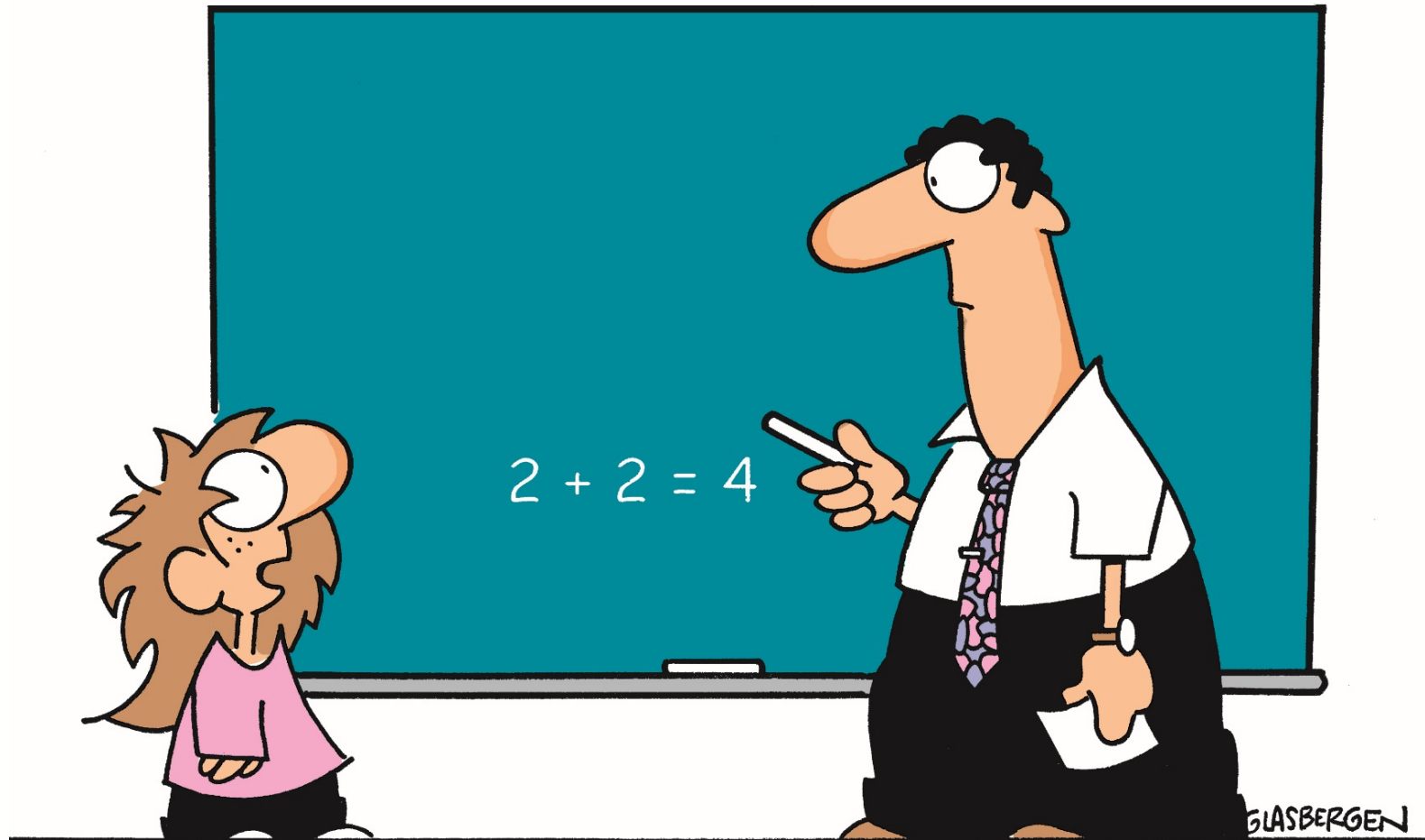
Make a difference - teach and learn with technology
Copenhagen, 12 November 2015

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School of Global Health
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My personal motivation and rationale for using OER!

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“How can I trust your information when you’re using such outdated technology?”



What are Open Educational Resources

“teaching and learning materials that are freely available online for everyone to use, whether you are an instructor, student or self-learner” (OER Commons)

“any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share” (UNESCO)

“digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research” (OECD, 2007)

A movement from support to the teacher towards support to the learner



What are “resources” in OER?

Video lectures; e-books; lecture notes; monographs; educational games; animations; simulations; quizzes; field exercises; laboratory demonstrations; syllabus; photos; teaching apps; online discussion communities; MOOCs etc.



Converting open online material into educational resources – an expansion of OER

Examples:

- An online speech by the Head of an UN organisation or Head of State becomes the starting point for an essay assignment or discussion fora;
- An online dataset by an UN department dealing with population issues becomes the basis for a simulations;
- A radio/TV documentary becomes the starting point for an essay;
- Online film material becomes a virtual field trip



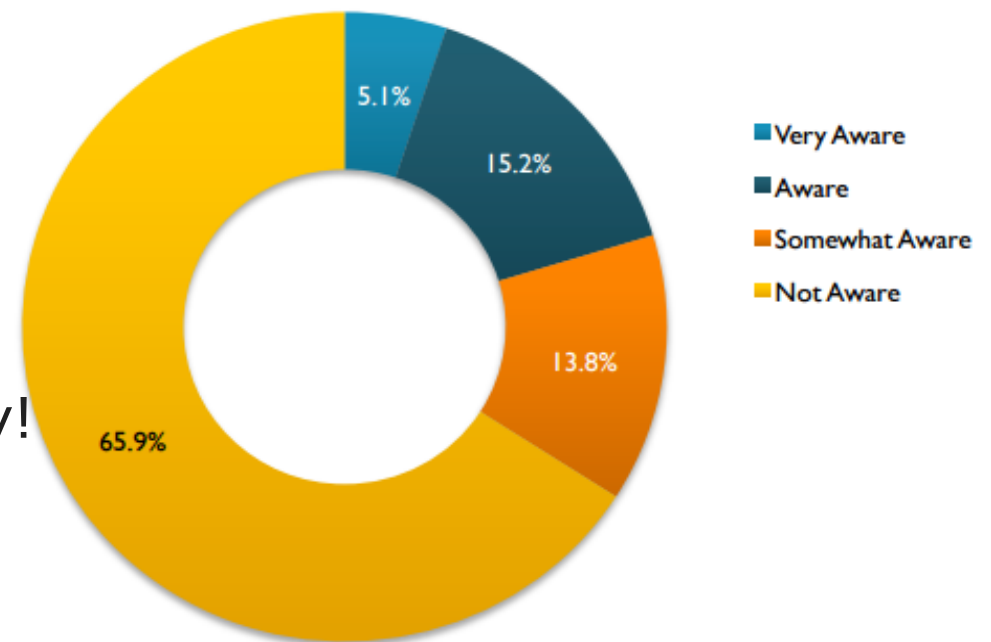
Barriers to the uptake of OER

Babson Survey Research Group,

US nationally representative sample of higher education teaching faculty (2014)

- Lack of awareness of OER
- The most significant barrier to wider adoption of OER remains a faculty perception of the significant time and effort required to find and evaluate it
- Not enough subject resources
- Videos and photos most used
- A significant use of OER may undermine your credibility!

AWARENESS OF OPEN EDUCATIONAL RESOURCES



How to search for and identify OER



[Home](#) / [Articles](#) / [Quick guide: Open...](#)

Quick guide: Open educational resources



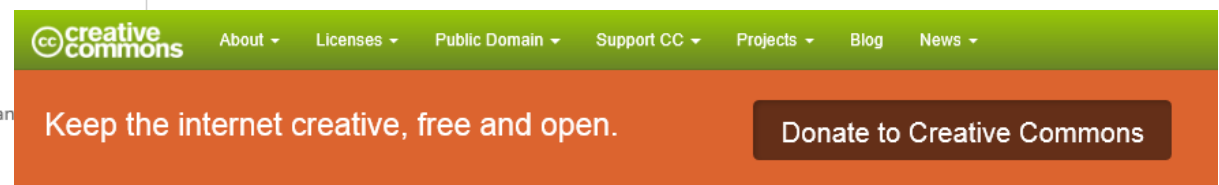
Open educational resources (OER) are educational materials and resources offered freely and for anyone to use and under some licenses re-mix, improve and redistribute.

Drawing inspiration from [open source](#) models, principles and practices to promote access to design and production of goods and knowledge, and utilizing [Creative Commons](#) intellectual licenses and tools, the OER movement seeks to provide more equal access to knowledge and educational opportunities.

Prominent organizations

Through its [Open Educational Resources Initiative](#), the *Hewlett Foundation* has been perhaps leading champion of OER projects around the world, supporting institutions and organizations to develop and provide online access to open educational content around the world. ([more info](#)) Hewlett's [OERderves](#) blog is a key source of news on the topic.

The *OECD's Centre for Educational Research and Innovation* (CERI) has an influential [project](#)



Creative Commons helps you share your knowledge and creativity with the world.

We're helping to realize the full potential of the Internet—universal access to research and education, full participation in culture—to drive a new era of development growth, and productivity.

Creative Commons Global Summit 2015

A huge thank you to all of you who helped make Creative Commons' 2015 Global Summit in Seoul a major success and our biggest global convening to date!

We know many of you travelled from far and wide or tuned in online in order to be with us — from Australia to Chile to India to Kenya to Lebanon, and across the globe. Your energy and momentum was deeply felt.

We were especially honored to have surprise guest Creative Commons founder Lawrence Lessig join us with a keynote.



Photo by [Sebastiaan ter Burg](#), video by [CC Korea](#). CC BY

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Open Education Resources (OER)

[OER for Educators](#)
[OER for Learners](#)
[Open Education Initiative](#)
[Open Education Events](#)

Open Education Initiative

The high cost of commercial print textbooks is a major concern for both students and their parents. To address these concerns, the Provost's Office and the University Libraries launched the Open Education Initiative in the Spring of 2011. The Open Education Initiative is a faculty incentive program that provides resources to support our students' learning. Information Librarians help faculty develop and practice the skills of critical thinking, reasoning, and problem-solving.

Now in its sixth cycle, the Open Education Initiative has grown to include resources that utilize open educational resources and library materials. Contact jsmith@library.umass.edu for more information.

[Read the ARL Report](#)

Presentations

The following presentations were used at conferences and other events.

[Open Education Initiative Information Session, Spring 2014](#)

Presentation for the information session for the OEI grant at the 2014 Creative Commons and the OEI grant network meeting.



日本オープンコースウェアコンソーシアム

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オープンエデュケーションが拓く教育改革ー世界の最先端事例から学ぶー

By admin | 2015年10月29日 | 未分類

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「グローバル化」や「イノベーション」が、大学教育の改革のキーワードとして掲げられる中、オープンエデュケーションの取り組みはそれらの課題に率先して取り組むための手がかりとして注目されている。わが国の大学においても、オープンエデュケーションの環境を整える基盤は整い、各大学の課題や目的に応じて、OCW (Open Courseware) やMOOC (Massive Open Online Course) など、多くのコンテンツが提供されるようになってきた。しかしながら、それらのリソースを学生の学習の向上や、大学教育の改革へと、どのように活かすのかが喫緊の課題である。本シンポジウムでは、オープンエデュケーションのムーブメントを牽引してきた、オープンエデュケーションコンソーシアム (OEC) のボードメンバーをアメリカとフランスから迎えて、最先端のオープンエデュケーションの取り組みについてご紹介頂き、国内のFDや大学教育改革の現状と比較しながらその示唆を得ることを目的として、議論を深めていく。

※オープンエデュケーションコンソーシアム (OEC) は、旧オープンコースウェアコンソーシアムです。


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投稿

オープンエデュケーションが拓く教育改革ー世界の最先端事例から学ぶー

IR宣言の日本語訳

学会「オープンコースウェアとオープンエデュケーション」のお知らせ

年度総会を開催します。

Education Global Conference



A guide to free and open source education

Posted 09 Apr 2013 by [Carolyn Fox](#)

Rating: ★★★★★ (15 votes)

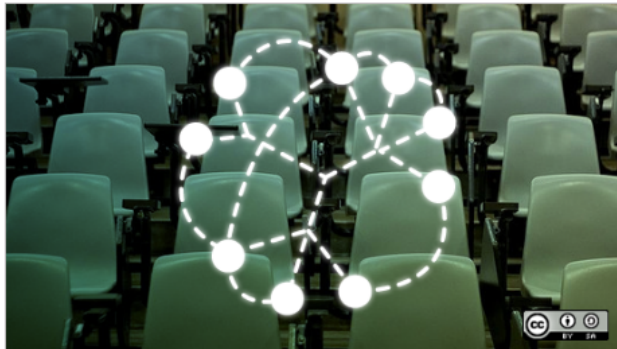


Image by : opensource.com

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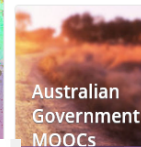
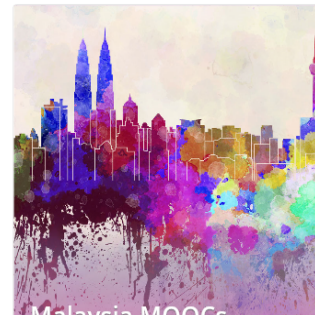
Nearly every week, if not every day, there are more and more open source and open educational resources available and accessible to us. It's impossible to ignore. It also seems impossible to keep pace with the sheer volume.

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Case: Using OER in public health BSc Courses

OER made up approximately 33% of resources in blended courses:

- Re-using videos from MOOCs (featuring teachers on the course)
- Using animations showing, for example, life cycles of infections
- Analyzing online health promotional material
- Analyzing the role of different global health stakeholders based on online speeches by Directors and political leaders
- Using online UN and national population databases for simulations and discussions
- Online reports by NGOs and UN organizations



WB Promoting Handwashing with Soap

Case: OER in Humanitarian education

Example 1 – Using videos from a humanitarian agency:

Watch this UNHCR video of an interview with a Syrian family



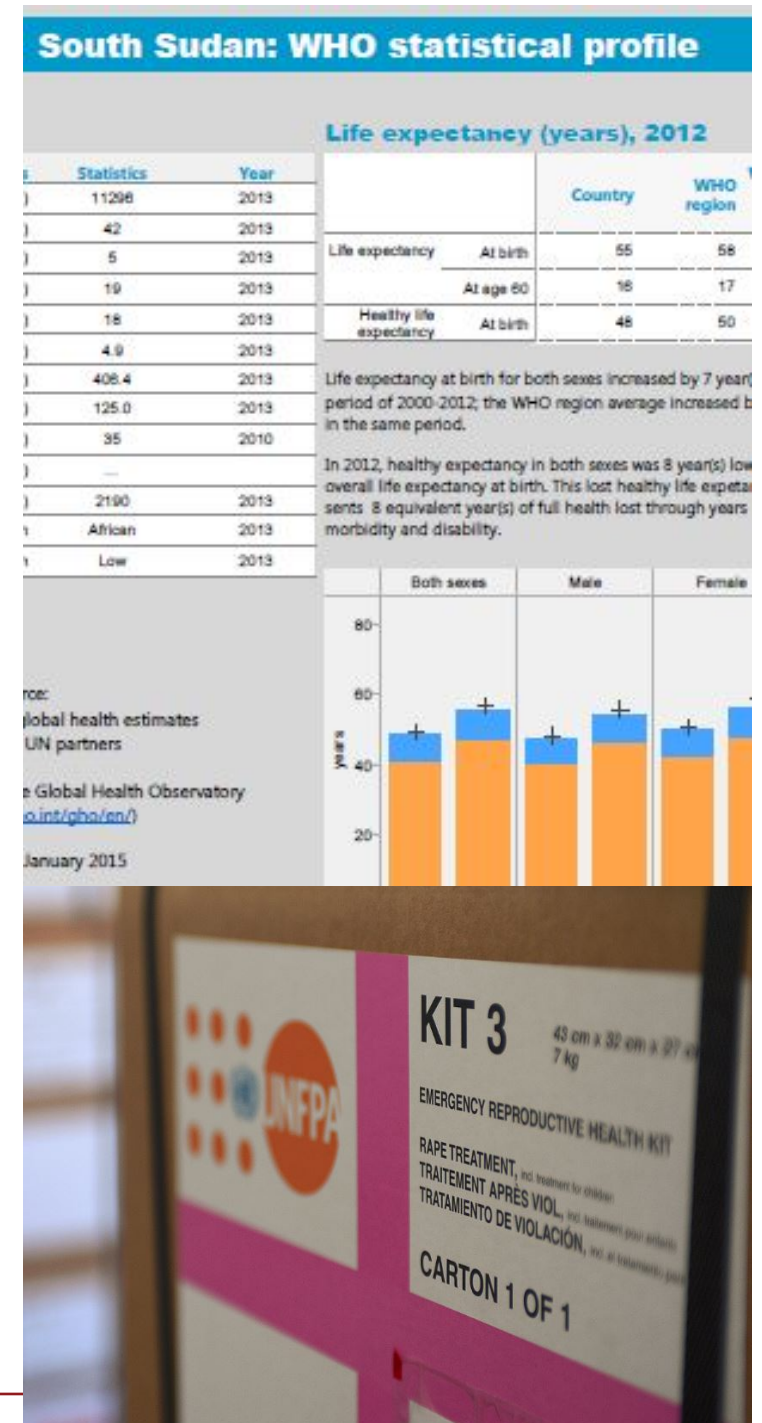
- Is the family in the video refugees or IDPs? Why?
- Discuss the protection issues of relevance to the family
- Based upon the information provided in the video what seem to be the most pressing health, shelter and nutritional concerns for the family

Case: OER in Humanitarian education

Example 2 – Using databases:

Conflict has displaced 100,000 people in South Sudan.

- Find the local fertility rate from the WHO online database.
- How many births can you expect in the displaced population within the next 180 days?
- Identify type and availability of reproductive health emergency kits on UNICEF website.
- How many reproductive health emergency kits would you need for the first three months of displacement?



Lessons learned by course responsible and facilitators

- Identifying, quality assuring and incorporating OER material can be a very time consuming exercise compared with running a course based upon a structure textbook/own lecture notes
- Have to make learning outcomes and exam relevance of OER based case material very clear
- Internal and external teachers find it to be somewhat of a nuisance to replace old Power Points and textbooks with a new approach
- OER material often current and engaging
- Learners become even better at identifying sources of information in their field of study
- The learners increase capacity to assess quality of information presented by key actors
- The online and social media channels used by students become an integrated part of the course
- Incredible amount and quality of material freely available!



Feedback from the students

- OER material and assignments closer to a future work life situation
- OER presents strong visual and relevant material
- Summary videos produced by in-house lectures most favored (can be directly used for exam preparations!)
- OER assist in the identification of information for future thesis work
- Many terms used in OER not explained in ordinary class or textbooks
- OER based teaching often less directed learning (less spoon feeding of exam relevant texts!)
- The use and response to OER based material take up a lot of time



A way forward!

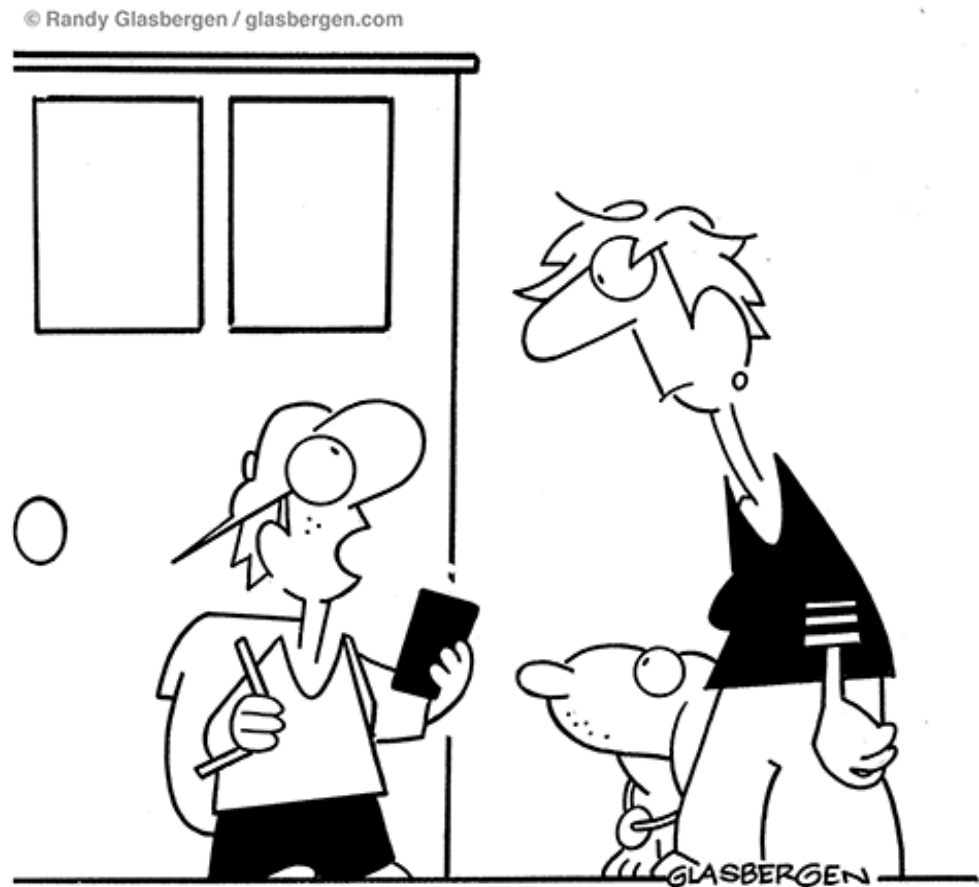
- Use OER material from a few trusted sources and portals to save time searching
- Start small and integrate OER in a blended learning approach
- Asking learners to build their own small modules
- The world is full of fantastic material



Thank you

flko@sund.ku.dk

www.globalhealth.ku.dk



“Why am I going to school if my phone already knows everything?”



Why OER from an institutional perspective – (OECD Case Studies, 2007)

- The altruistic argument that sharing knowledge is in line with academic traditions.
- Quality can be improved and the cost of content development reduced by sharing and reusing.
- It is good public relations and a showcase to attract students.
- Real life case material.
- From a more individual standpoint, open sharing is claimed to increase publicity, reputation and the pleasure of sharing with peers (ego boost).
- Free sharing can be good for economic or commercial reasons, as a way of getting publicity, reaching the market more quickly, gaining the first-mover advantage, etc.



What is “Open” in OER

According to the Public Library of Science (PLOS):

- free, immediate access online;
- Unrestricted distribution and re-use;
- Author retain rights to attribution;
- Material deposited in a public online archive

