

**GLOBAL LEARN
ASIA PACIFIC 2010
MAY 17-20, PENANG**



The Commonwealth of Learning (COL)

Learning for Development



The Commonwealth of Learning

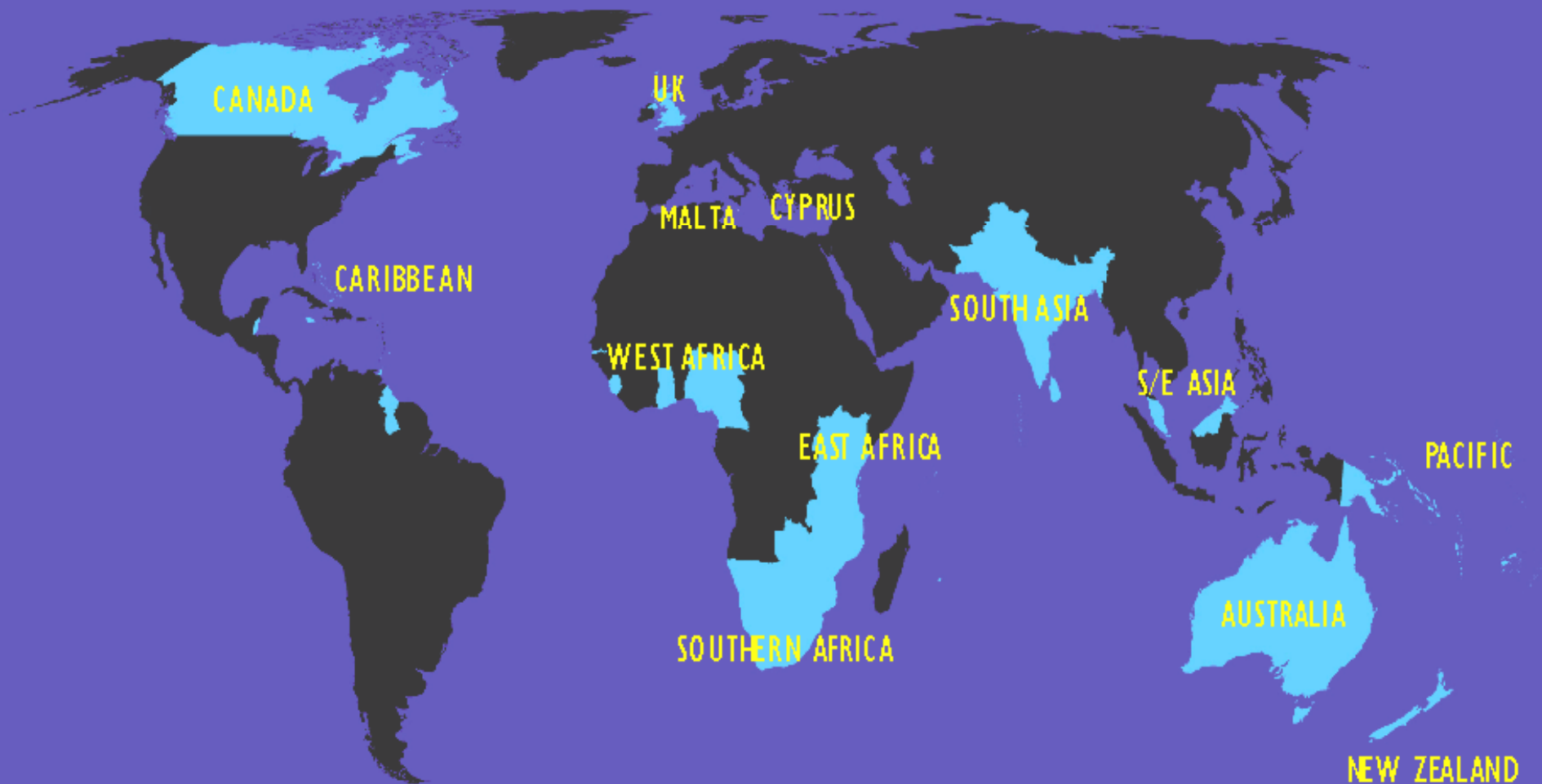
WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand learning for development



COL's Geographical outreach

The Commonwealth

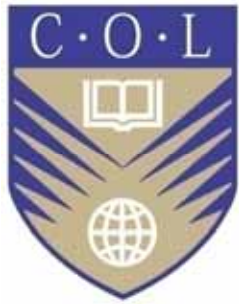


...and all over the Commonwealth!

TOWARDS SUSTAINABLE OER: A PERSPECTIVE FROM THE GLOBAL SOUTH

Asha Kanwar, Vice President, Commonwealth of Learning





COMMONWEALTH of LEARNING

learning for development



Asha Kanwar



K. Balasubramaniam



Abdurrahman Umar



Plan

- The Context
- What are OER?
- Does the hype match the hope?
- The COL experience
- Towards sustainability
- Role of various stakeholders



THE CONTEXT





Higher Education Enrollment Growth

<i>(in thousands)</i>	1999	2004	Five-Year Growth
Middle East/North Africa	2,000	7,000	250%
East Asia/ Pacific	14,000	39,000	179%
SouthAsia/West Asia	6,000	15,000	150%
Latin America/Caribbean	7,000	15,000	114%
Central/East Europe	10,000	19,000	90%
<i>Developing World</i>	<i>39,000</i>	<i>94,000</i>	<i>144%</i>

Source: The Global Education Digest 2006 (UNESCO).



The World Bank says:

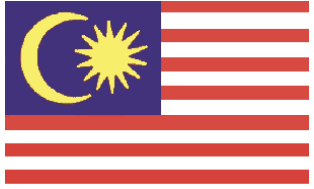
Age Participation Rates (APRs) of 40-50% for sustainable economic development

But

APRs < 10% in much of the S.Asia&Africa



APR ambitions:



40% by 2010



30% by 2015



15% by 2012

HUGE DEMAND:

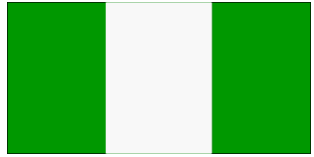


University of Dhaka
10,000 of 80,000

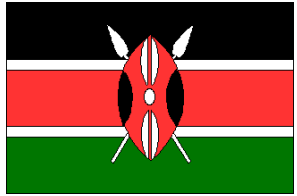


Public universities
9,000 out of 40,000

TEACHERS NEEDED



580,000 to 706,000



150,000 to 192,000



370,000 to 453,000

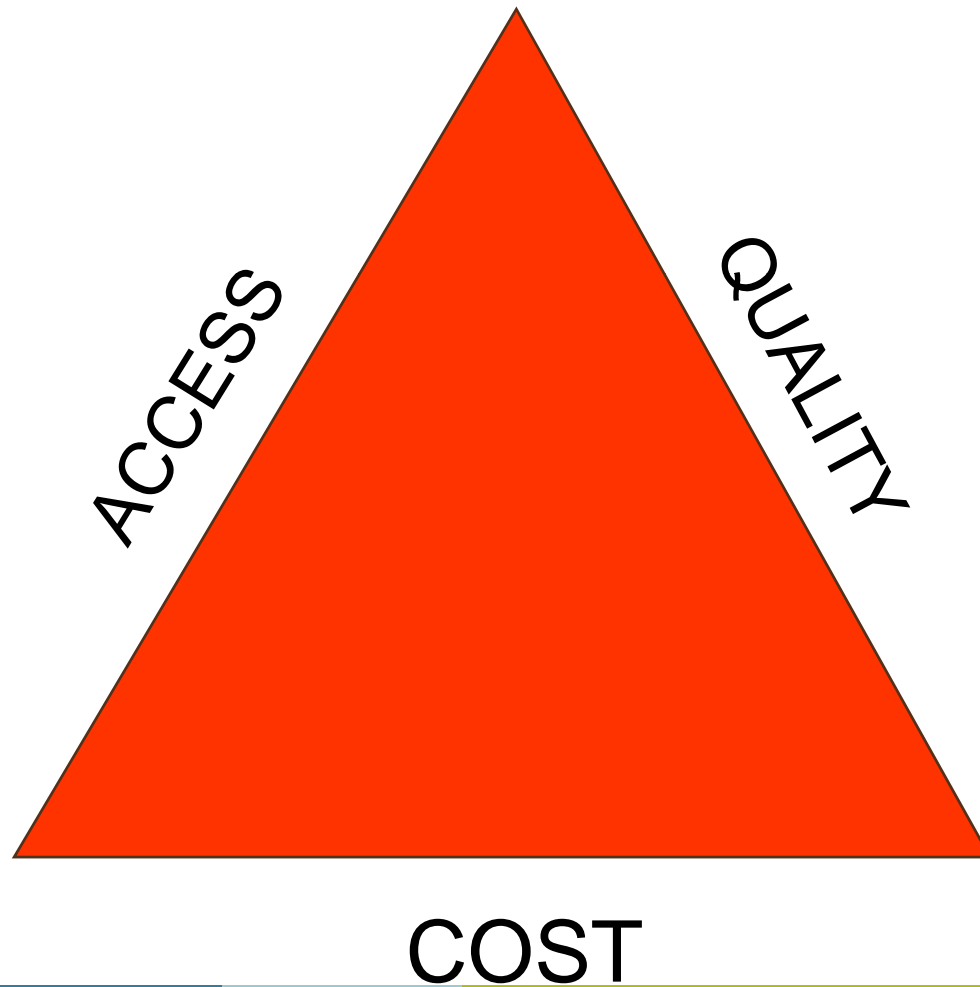
A country will never achieve
Universal Secondary Education if

Secondary
costs more than
TWICE
as much as
Primary

Keith Lewin



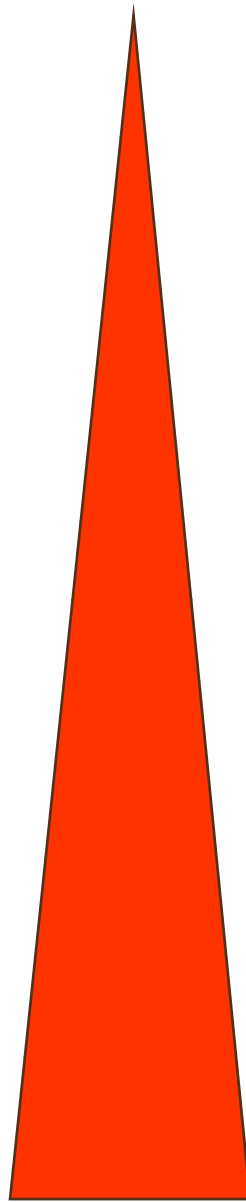
The Iron Triangle



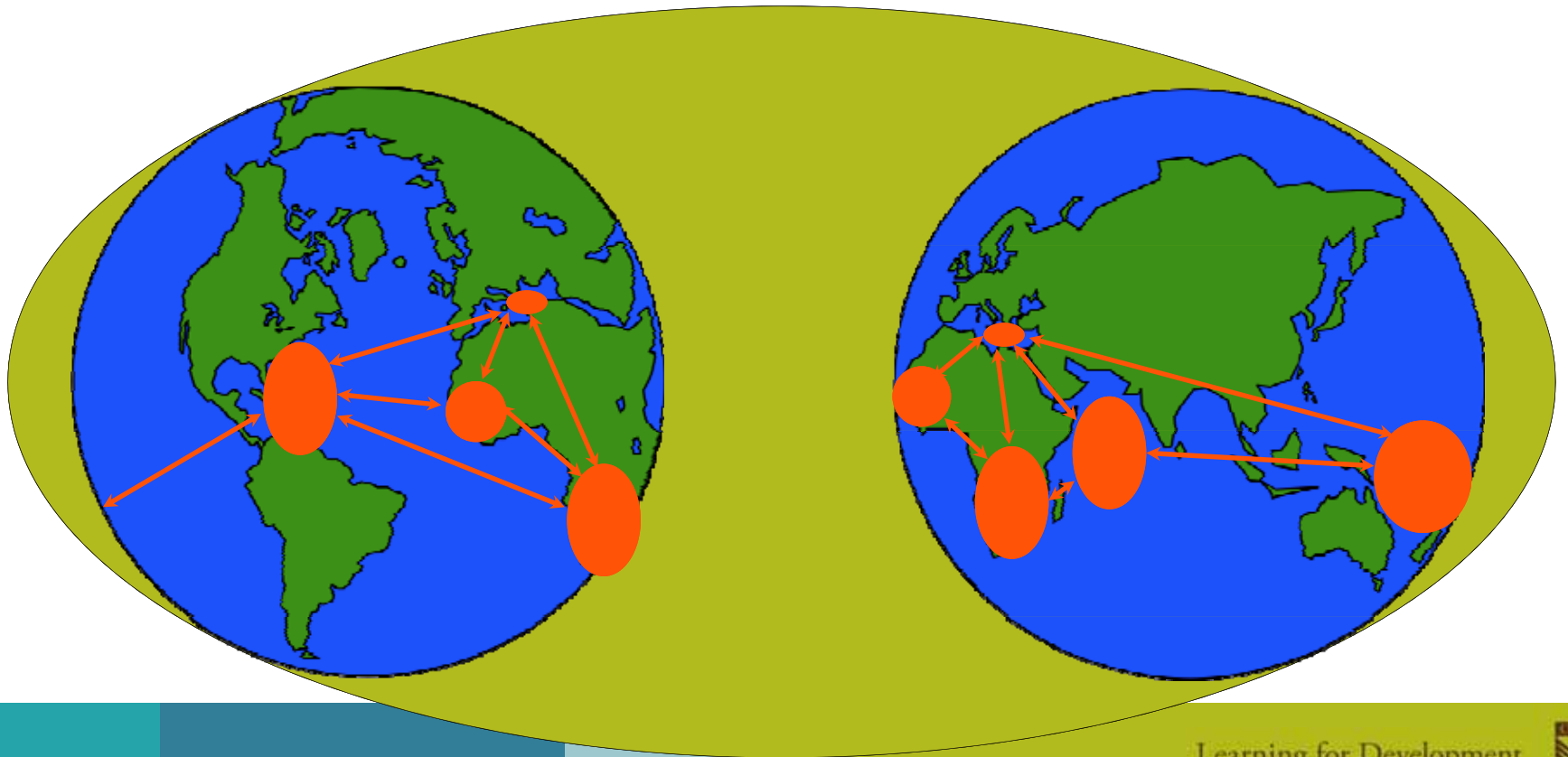
ACCESS

QUALITY

COST



A global perspective of sharing



Interactions in learning

(Meta-analysis by Bernard et al.2009)

Student <> Content

Student <> Student

Student <> Teacher



Interactions in learning

(Meta-analysis by Bernard et al.)

Student <> Content # 1

Student <> Student # 2

Student <> Teacher # 3



WHAT ARE OER?



Whats in a name?



Open CourseWare (OCW)

Open eLearning content

Open digital educational content

Open content

Open Learning Resources (OLR)



United Nations
Educational, Scientific and
Cultural Organization

UNESCO, 2002

technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes....OER include learning objects such as lecture material....



OpenLearn

Register for free

Create your OpenLearn profile and connect with other learners

Register

LearningSpace

Start learning with our **free** study materials

[enter](#) →

LabSpace

Reuse and remix our open education resources

[enter](#) →

Login

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*“ . . . publicly available resources that may be used for educational purposes. The range in types of material is much broader ... **from suitability for children to college students to professionals.** These materials are more often smaller modules rather than complete lesson plans or complete courses”*

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

> 简体字 > Español
> 繁體字 > Português
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> Archived Courses
> MIT Curriculum Guide

Unlocking Knowledge, Empowering Minds.

Free lecture notes, exams, and videos from MIT. No registration required.
> Learn more

"I strive to make as much as possible enjoyable and educational at the same time."
Amy Santee
Educator
United States
> Read more

FEATURED COURSE



Salt Water on Saturn's Moons

Scientists have found [gas jets on Saturn's Enceladus](#) that could signify an underground water supply: a possible hint of life on the moon.

[Extrasolar Planets: Physics and Detection Techniques](#) covers the basic principles of planet atmospheres and interiors, and an introduction to the feasibility of the search for planets with habitable conditions.
> [Previous features](#)

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wikipedia

'educational resources (lesson plans, quizzes, syllabi, instructional modules, simulations etc) that are freely available for use, reuse, adaptation and sharing.'



What are Open Education Resources (OERs)?

Materials that are

- Free and freely available
- Suitable for all levels
- Reusable
- Digital





MIT OPEN COURSEWARE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY



The Open University

OpenLearn

Making educational resources freely available

The Virtual University for Small States of the Commonwealth



*this courseware is mine to this courseware is
for (open) mining*

1. MIT: Open Courseware
sharing knowledge

2. UKOU: Open Learn
sharing learning

3. VUSSC: Collaborative community
sharing learning and teaching



From teaching to learning

- Teacher-centred to learner-centric
- Only 16% of the users of MIT OCW are educators (Wiley, 2007)



DOES THE HYPE MATCH THE HOPE?



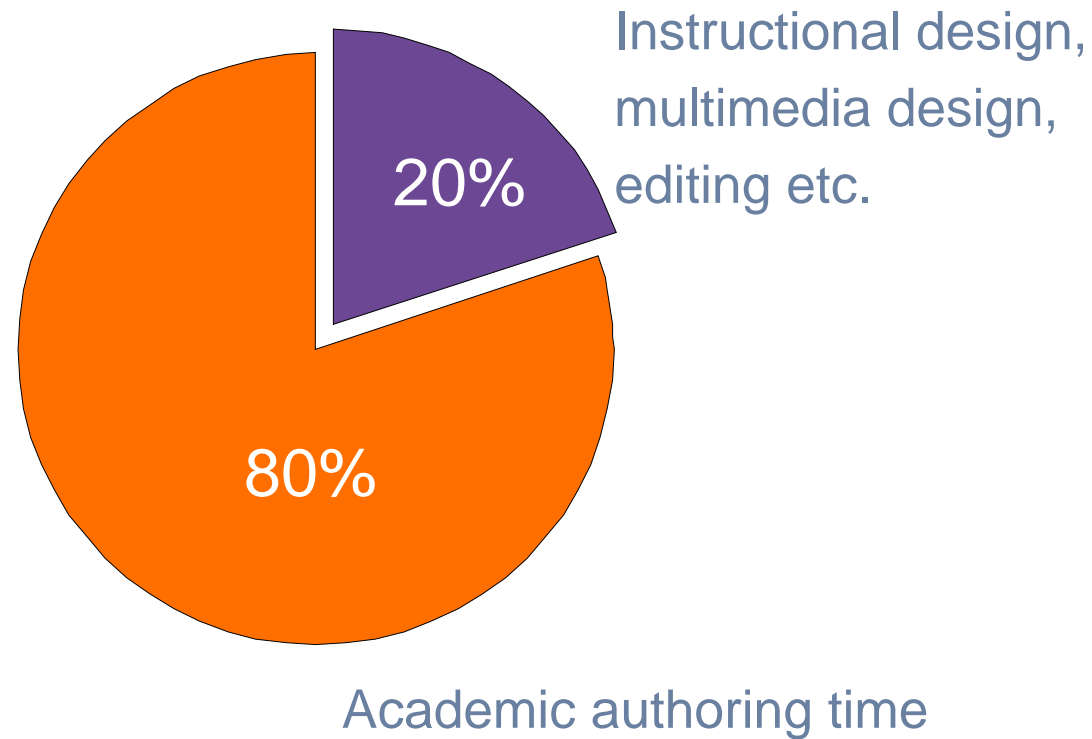
Potential advantages of using OERs

- Saves time and money
- Fosters global knowledge exchange
- Supports capacity development
- Preservation & dissemination of indigenous knowledge
- Raise the quality of education



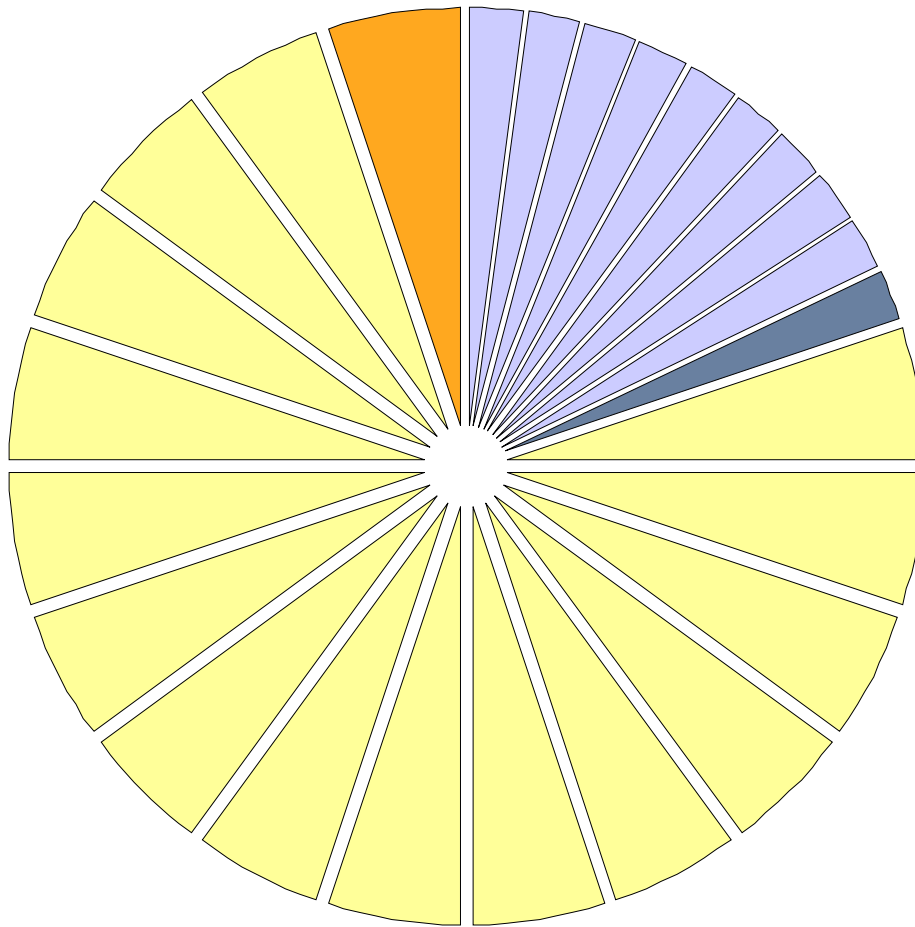


Development of courses





Development of OER



Authoring shared among participating institutions/ individuals

Mackintosh

Promise & the reality

- No data to support such claims
- OER movement led by the developed world
- Donor driven





1. lack of data?

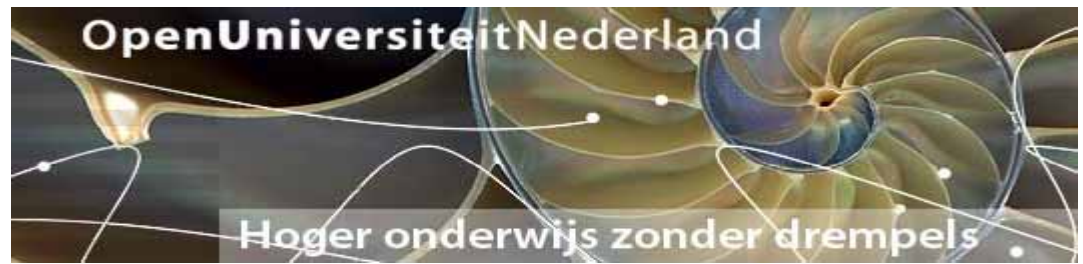
- 54% of MIT OCW traffic is non-US;
- 43% of the visitors are self-learners;
- 35% of the freshmen are aware of MIT's OCW before attending the university and
- 17% of educators using the site have re-used the content'





*2. Driven by
the global
north?*

Africa
generates
only 0.4% of
the global
online
content



MIT OCW

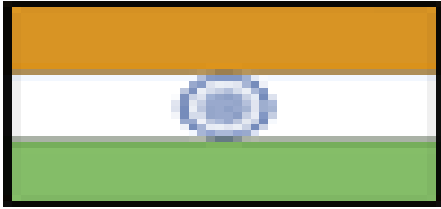
Rice University's Connexions

UKOU OpenLearn

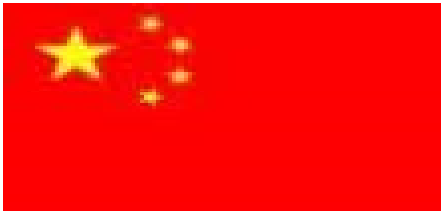
OpenER Netherlands OU



How many have heard of?



Sakshat



Open Resources

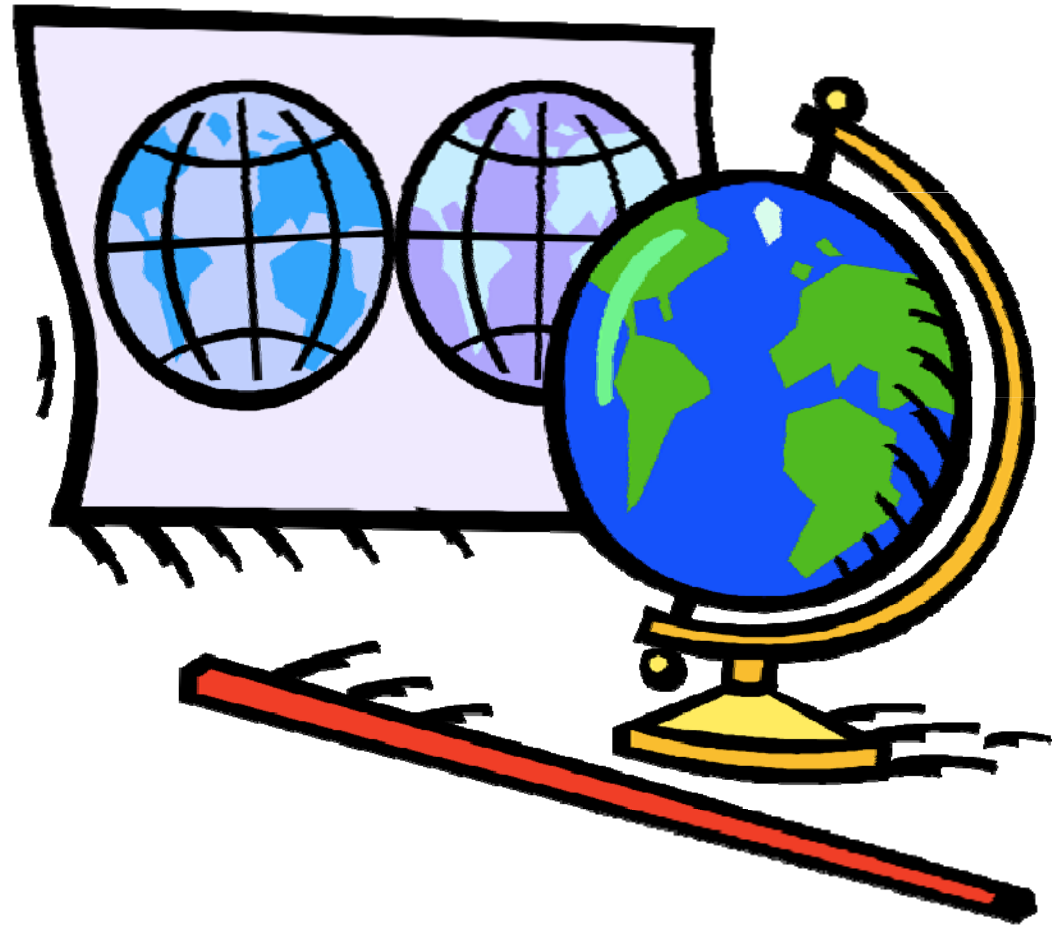


University of Cape Town



OpenCourseware

3. Donor driven?
Utah State
University's Open
Courseware
initiative (2009)



THE COL EXPERIENCE



COL initiatives

- STAMP 2000+
- CCNC
- VUSSC

STAMP 2000+



COMMONWEALTH OF LEARNING
LEARNING FOR DEVELOPMENT

HOME NEWS PROGRAMMES & SERVICES RESOURCES ABOUT COL

Home > RESOURCES > Course Materials > STAMP

Science, Technology and Mathematics Programme 2000+ (STAMP 2000+)

All STAMP 2000+ modules available for download [here](#) (85MB) or at www.col.org/stamp

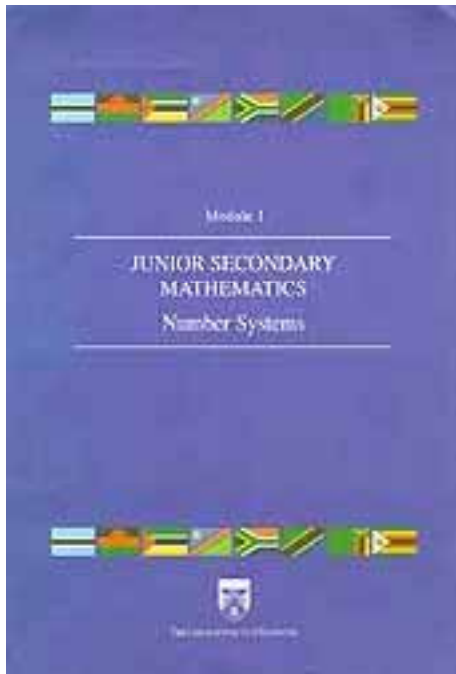
General Education

General Education Modules available for download [here](#) (13MB)

- Module 1: Multigrade Teaching: Introduction to Multigrade Teaching
- Module 2: Multigrade Teaching: Classroom Organisation and Management
- Module 3: The Reading Process
- Module 4: Developing Reading Skills
- Module 5: Special Educational Needs: An Introduction to Teaching Traumatized Children
- Module 6: Special Educational Needs: A Practical Guide to Teaching Traumatized Children
- Module 7: Education Management Development: Part A
- Module 8: Education Management Development: Part B
- Module 9: Child Development
- Module 10: Concepts of Learning
- Module 11: An Introduction to Concepts in Language and

RESOURCES

- Knowledge Services >
- Publications >
- Course Materials >
 - Open CourseWare and OERs
- Gender Micro-site >
- Quality Assurance Micro-site >
- Speeches & Presentations >
- Links to Other Organisations >
- Subscribe to RSS



Module 1

MULTIGRADE TEACHING
Introduction to
Multigrade Teaching



Why no takers?

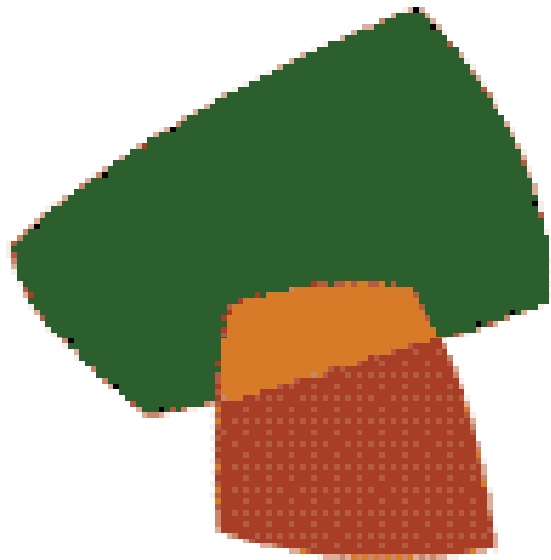
- No commitment from TTI's
- no clear strategy for implementation
- 'not-made-here'
- materials were considered too generic
- lack of awareness about the programme and its benefits



Lesson 1

- *not only to develop capacity and content but to ensure a **buy-in** from local partners and to have a clear **implementation strategy***





TESSA

Teacher Education in Sub-Saharan Africa

Commonwealth Computer Navigator's Certificate



Participating institutions



IGNOU



University of the Western Cape



Open Polytechnic of New Zealand



University of West Indies



Memorial University Newfoundland



Penn State University



Lesson 2

- *in spite of the strength of the community to self-organise there was a need to put in place a **governance structure** that would steer the project and monitor progress against agreed-upon **quality standards***





The Virtual University for Small States
of the Commonwealth



The Commonwealth of Learning



Maldives Training and Materials Development Workshop

Sustainable Agriculture for Small States

PARTICIPATING COUNTRIES

NAMIBIA
TRINIDAD AND TOBAGO
SAMOA
JAMAICA
SEYCHELLES
LESOTHO
BAHAMAS, THE
SWAZILAND
TONGA
TUVALU
GUYANA
ANTIGUA
SIERRA LEONE
ST LUCIA
SOLOMON ISLANDS
BARBADOS
DOMINICA
MALDIVES
MAURITIUS



Lesson 3

- *a bottom-up participatory approach requires much longer timeframes.*



TOWARDS SUSTAINABILITY



Sustainability

the ability of a project to continue its operations.... [and the] project's ongoing ability to meet its goals

D Wiley, 2007



Elements of Sustainability

- Provision of resources for future growth;
- impact on the target group
- building partnerships
- Strategic planning
- accountability and transparency

Guthrie, Griffiths, Maron, 2008



Process-oriented approach

- *“ Is OER another pedagogical theory for learning experts to debate? Or another techie thing for educators to play with? Opening educational resources is **an action** that will cause education to move to a new place”*. (Breck, 2007).



1. Region	Computers per 1000 persons	Internet Users per 1000 persons
South Asia	22.50	46.0
Africa	38.33	42.26
East Asia/Pacific	275.29	323.53
Western Europe	548.67	651.33
USA	810.0	740.0



outdoor class (Africa)



house (Malawi)

divides



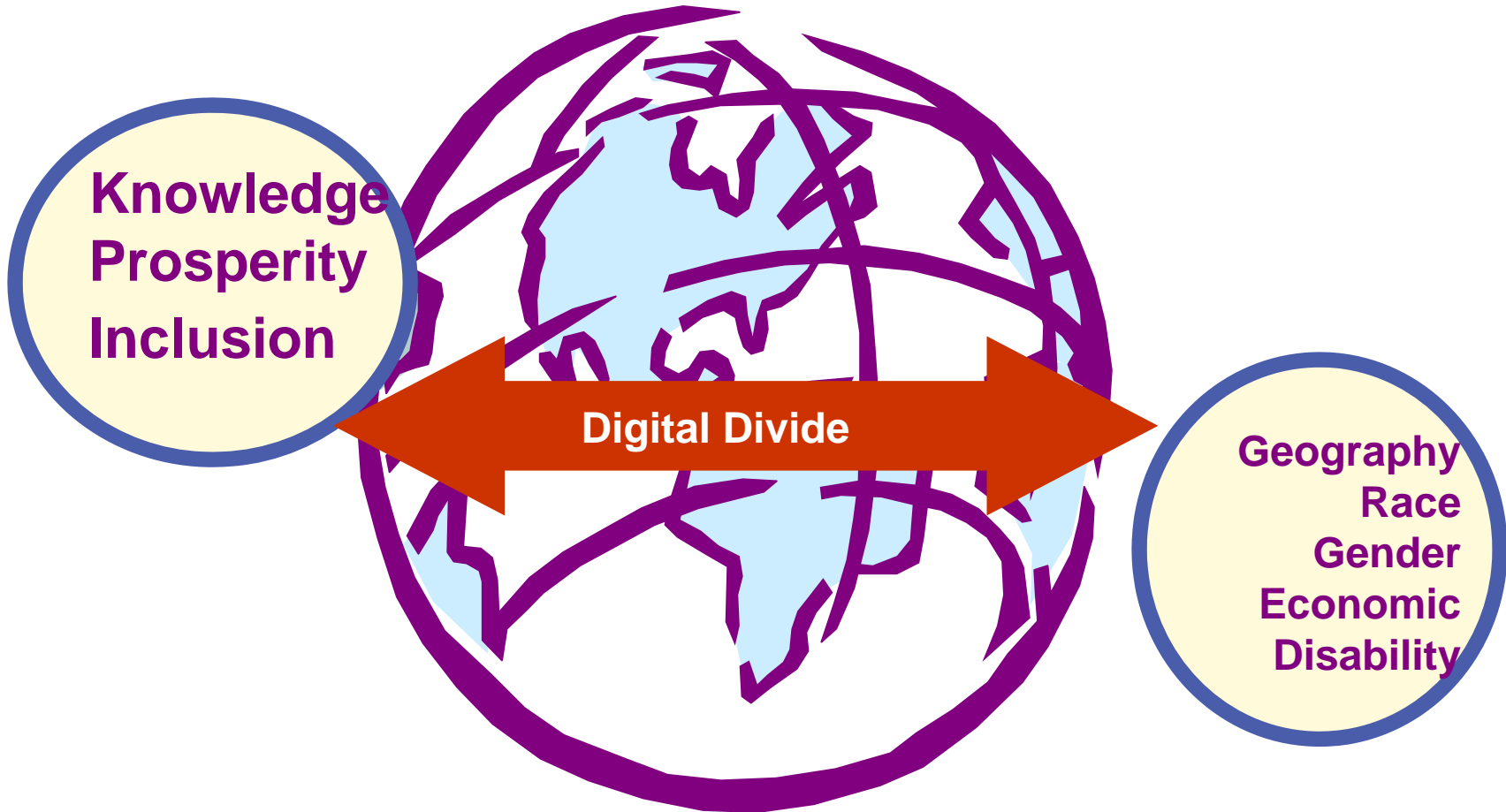
computer class (Europe)

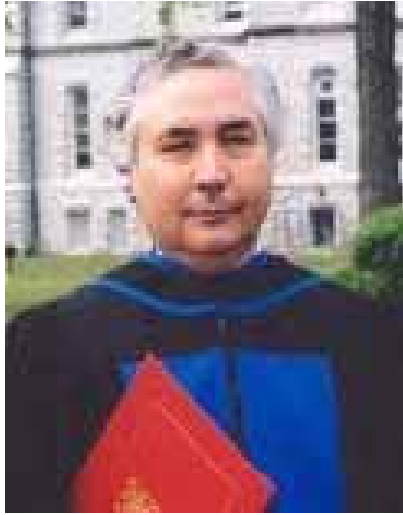


MIT Medialab (USA)
Learning for Development



Divides





...there is a fundamental form of exercising power...exclusion from the network....the network society.... is a major source of the structuration of power relationships.

Manuel Castells, 2009

Network-making power

- Ability to constitute, program and reprogram networks
- Ability to connect and ensure cooperation



The need for institutional change

- Social mobilisation
- Unmasking the inherent power relationships



Domestication of OER

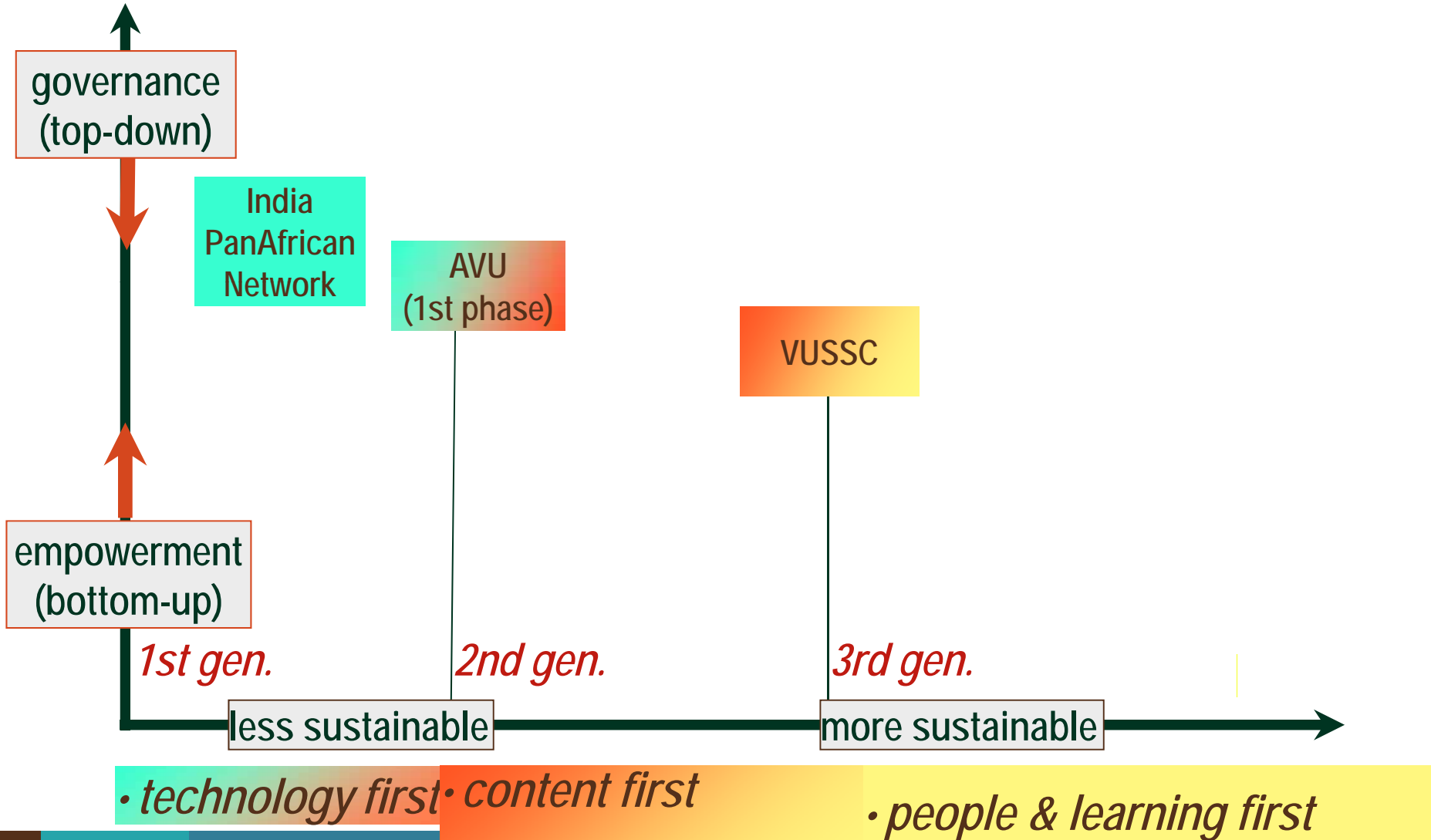
	Phases	Characteristics
1	<i>Appropriation</i>	ability of every stakeholder to have access to the tools of OER. This would not only include the availability of infrastructure, but also the social access to every stakeholder irrespective of class, gender and ethnicity
2	<i>Localization</i>	reflects the meaning and position given to OERs vis-à-vis social, political and cultural values.
3	<i>Incorporation</i>	Every stakeholder should have the ability to interact with OER and use them for strengthening the educational goals of the community.
4	<i>Conversion</i>	The stakeholder is encouraged to look beyond the community and enter into a relationship with the global community. In addition, the stakeholder is also influencing the structure and functions of OER.

Governance

- Participatory approach
- Decentralised organisational structures
- Learner centred approach



Trends in the last 10 years



From 'divide' to 'dividend'

- *emphasis on people, rather than on technologies*
- *knowledge as a social product emerging as an interface of machine, individual, society*
- *learning as a process of knowledge creation*



Re-defining OER/OLR

- *The phenomenon of OER/OLR is an **empowerment process**, facilitated by technology in which **various types of stakeholders** are able to interact, collaborate, create and use **materials and processes**, that are freely available, for enhancing access, reducing costs and improving the quality of education and learning at all levels.*



ROLE OF STAKEHOLDERS



International Organisations can

- policy advocacy
- share information to avoid duplication of effort
- support institutions/organisations to adopt a process-oriented approach in OER



National Governments can

- Develop an ICT in Education policy
- Propose a vision and strategy for OERs at all levels of education
- Recognise OER-development at par with academic publications to reward faculty in promotions



Institutions can

- develop an ICT policy within the institution
- elaborate a policy on copyright
- provide incentives for faculty members such as increments and recognition of OER-development towards promotions
- make the development of OER a job requirement at the time of recruitment



COL Resources: Information Resource Centre

Open Access DE Journals

Sources for Documents & News Searches

■ www.col.org/irc

■ <http://opac.col.org/ZonesL/>

The screenshot shows the homepage of the Commonwealth of Learning Information Resource Centre. At the top, there is a logo for COL and the text 'COMMONWEALTH OF LEARNING LEARNING FOR DEVELOPMENT'. Below this is a navigation menu with options like 'IRC HOME', 'SEARCH MODES', 'SERVICES', 'END SESSION', and 'BIBLIOMONDO'. The main content area is titled 'Information Resource Centre' and features several sections: 'Weekly Highlights' with a link to receive a weekly email; 'Selected Articles & Documents' with a link to view; 'Search Open Access Distance Education Journals' with a search box; 'Commonwealth Development News' with a list of recent news items; 'News in Detail and RSS option'; 'Search News by Title keyword(s)' with a search box; and 'Visitors' with a small bar chart. On the right side, there is a section for 'Search for Commonwealth development documents' with a search box and a list of sources for documents and news searches, including ACDI/VOCA, African Development Bank (AFDB), Aga Khan Development Network (AKDN), Asian Development Bank (ADB), Association for the Development of Education in Africa (ADEA), Association of Commonwealth Universities (ACU), Australian Agency for International Development (AusAid), Bank Information Center (BIC), Canadian International Development Agency (CIDA), Caribbean Development Bank (CDB), Center for Global Development (CGD), Commonwealth Broadcasting Association (CBA), and Commonwealth Foundation.

COL's work in Copyright

- * www.col.org/copyright
- * Guideline on copyright limitations & exceptions
- * Copyright Law and Education: Audit
- * COL Copyright Guideline
- * Chapter open licenses
- * Book published

The screenshot shows the Commonwealth of Learning (COL) website's 'Copyright' page. The header includes the COL logo and navigation links: HOME, NEWS, PROGRAMMES & SERVICES, RESOURCES, and ABOUT COL. The page title is 'Copyright'. The main content area features a section titled 'Open Licences' with a sub-heading 'A draft of Chapter 6 'Open licences' of Copyright for authors, educators and librarians by Julian Hoffman and Paul West, 2008.' Below this is a section titled 'COL as an information & knowledge provider' with the sub-heading 'Commonwealth Countries on Copyright Matters in Education'. The text describes COL's role in assisting member countries to gain insights into the present copyright situation, by gathering experiences from developing countries and synthesizing this for the World Intellectual Property Organisation (WIPO). It also mentions the Africa Copyright and Access to Information Alliance formed in 2005, which focused on 'Copyright and Access to Information', and the Africa Copyright Forum Conference in 2005. The page also includes a sidebar with a 'RESOURCES' menu, a 'NEW RELEASE FINDER' section, and a 'LATEST NEWS ON COPYRIGHT' section.

THANK YOU
akanwar@col.org

