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Paper presented at the 1st. International Symposium on Open Educational
Resource: Issues for Globalization and Localization
April 11-13, 2011 –Utah State University
Logan, Utah USA



What does LORI say? Comparing the availability and characteristics of Learning Objects on one “worldwide” and two African Open Educational Resource websites

Krista L. Gurko

April 11, 2011

1st Annual International Symposium of
Open Educational Resources
at USU

Knowledge Economy

MDG #

1



ERADICATE
EXTREME POVERTY
AND HUNGER

2



ACHIEVE UNIVERSAL
PRIMARY EDUCATION

3



PROMOTE GENDER
EQUALITY AND
EMPOWER WOMEN

6




COMBAT HIV/AIDS,
MALARIA AND OTHER
DISEASES

8



A GLOBAL
PARTNERSHIP FOR
DEVELOPMENT

A Human Rights-Based Approach to
EDUCATION FOR ALL



unicef

By 2015

UN forms partnership to train women on computer use to boost livelihoods

– 7 April 2011 –

“With technology now widely recognized as a critical enabler for socio-economic development, this campaign will further reinforce UN International Telecommunication Union ITU’s global efforts to promote the digital inclusion of women, and will be a key element in achieving Millennium Development Goal 3 on gender equality,” said Hamadoun Touré, the ITU Secretary-General.”



Knowledge Economy

- Business principles applied to education
- Education replaces agriculture as investment
 - 63-81 students/teacher in SSA countries

UNESCO Forum on Educational Planning Dec 2005

* 480 participants, 90 countries

* Stacey presents quotes from the Forum: 6wks, 700+ posts

Themes:

Requests for support for teachers in developing countries in using OER

- Inquire about commitment to quality across languages
- Better searching and collaborating for finding
- OER support for non-Higher Education participants
- Support for teachers to use OER efficiently

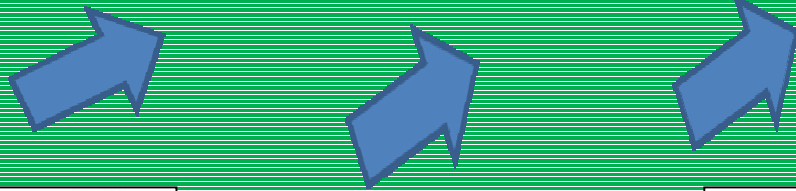
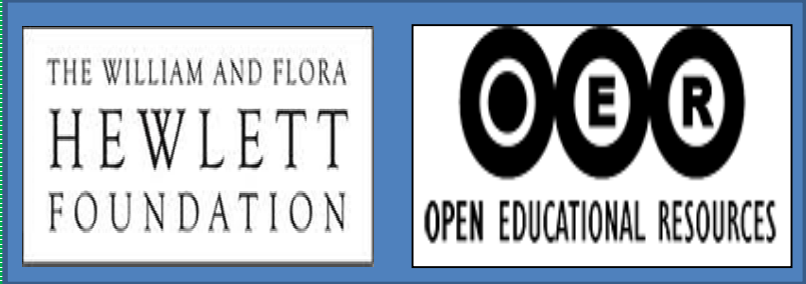
Despite a “massive willingness to Change”

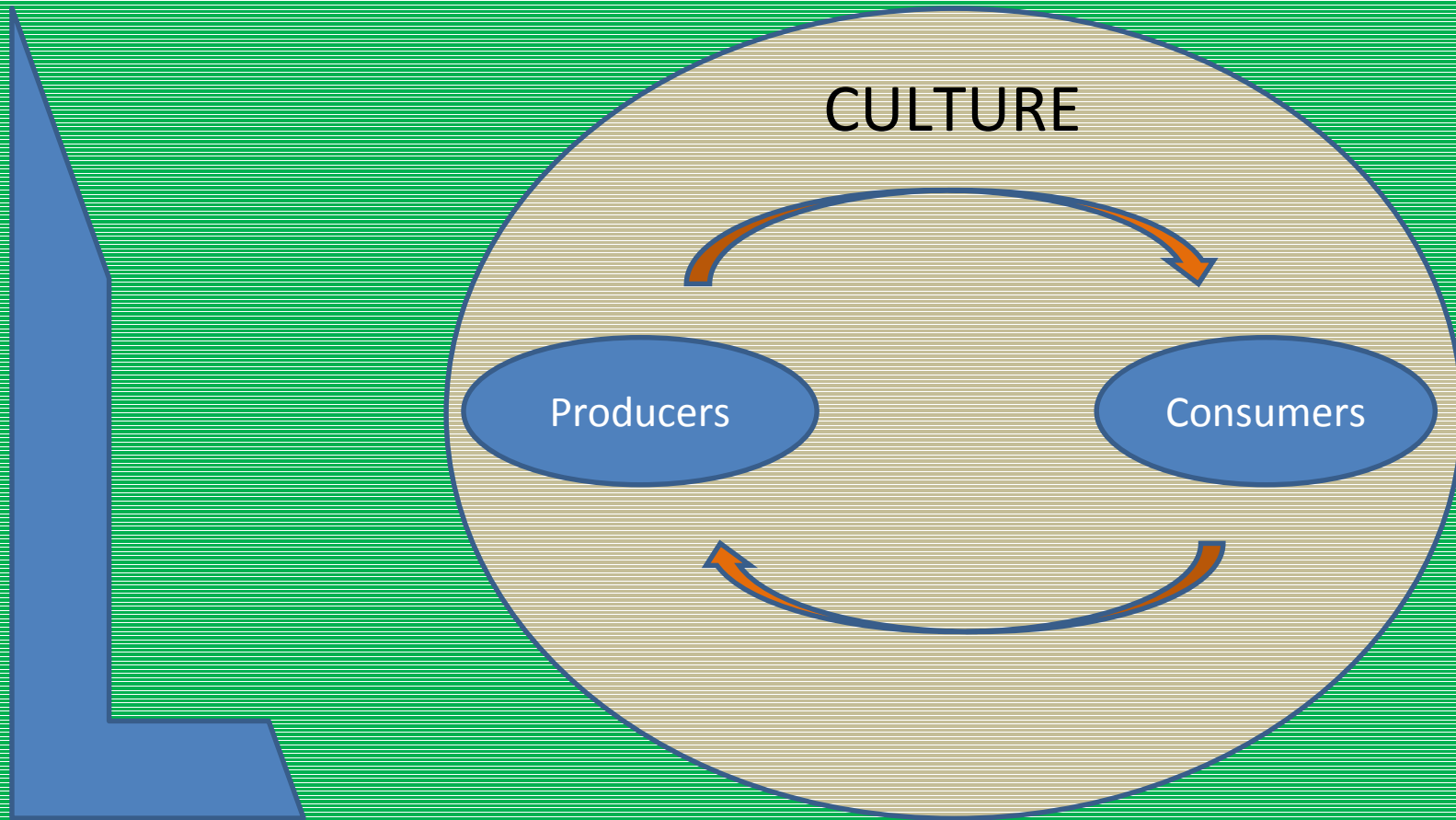
- Developing countries
 - poor infrastructure: water, sanitation
- Poverty
 - lack of food & health care
- Diseases (HIV/AIDS; Malaria)
- Rural vs. Urban
- Lack of technology access

Vygotsky: social cultural theory

Balance Tradition & Progress

- Texture in Communication Geography (Jansson, 2007)
- Modernization Anomie (Atteslander, 2007)
- Glocalization (Weber, 2009)
- Culture Based Model (Young, 2008)
- Knowledge Flow Inequity (Nsamenang, 2005)





Learning Objects vs. Information Objects

* Media Interactivity

- Producers & Consumers share rights for a “narrowcast”

(Jansson, 2007)

* LORI 1.5: Tool for users & designers to influence LOs

(Nesbit, Belfer, & Leacock, 2003)

Scoring Sheet

Learning Object _____ Reviewer _____

General Remarks
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Low
→
 High

1. Content Quality: Veracity, accuracy, balanced presentation of ideas, and appropriate level of detail	1	2	3	4	5		NA
2. Learning Goal Alignment: Alignment among learning goals, activities, assessments, and learner characteristics	1	2	3	4	5		NA
3. Feedback and Adaptation: Adaptive content or feedback driven by differential learner input or learner modeling	1	2	3	4	5		NA
4. Motivation: Ability to motivate and interest an identified population of learners	1	2	3	4	5		NA
5. Presentation Design: Design of visual and auditory information for enhanced learning and efficient mental processing	1	2	3	4	5		NA
6. Interaction Usability: Ease of navigation, predictability of the user interface, and quality of the interface help features	1	2	3	4	5		NA
7. Accessibility: Design of controls and presentation formats to accommodate disabled and mobile learners	1	2	3	4	5		NA
8. Reusability: Ability to use in varying learning contexts and with learners from differing backgrounds	1	2	3	4	5		NA
9. Standards Compliance: Adherence to international standards and specifications	1	2	3	4	5		NA

Item and Rating	1	3	5
Content quality			
veracity, accuracy, balanced presentation of ideas & appropriate detail	Any one: * content inaccurate * biased or omit content * inappropriate detail level * lack of key point emphasis * cultural or ethnic differences not represented with balance	Accurate information not completely clear	Content free of error; without bias/omissions to mislead learners; claims supported by evidence/logic; emphasize key points & significant ideas with appropriate detail; Differences among cultural & ethnic groups represented with balance and sensitivity
Learning goal alignment			
Alignment among learning goals, activities, assessments, learner characteristics	Any one for unusable: * no learning goals apparent * assessments, learning activities & other content mismatched	Not enough information to link lesson with assessment	Learning goals declared, either in content or in metadata. Appropriate learning goals for intended learners. Activities, content, & assessments align with declared goals.
Feedback & Adaptation			
Adaptive content or feedback driven by differential learner input or learner characteristics	Lacks: * feedback concerning quality or correctness of student response * no maintenance of response record or learner model influencing instructional presentations * no simulation toolset to vary output according to learner input	No model of the learner; provides feedback on right or wrong & provides correct answer; not use learner responses to adapt future presentations	Has ability to a) tailor instructional msgs/activities to specific needs of learner, or b) simulate/construct phenomena in response to differential input from learner. Learner model/profile maintained that influences behavior of LO.

LORI 1.5 --- simple terms provided by Akpinar (2008)

- 1.Content Quality: free of error & bias; logical arguments; highlight significant ideas
- 2.Learning Goal Alignment: LG stated with appropriate activities/content/assessment
- 3.Feedback & Adaptation: driven by learner input
- 4.Motivation: LO content relevant to personal goals
- 5.Presentation design: clear text/graphics; errorless; screen components support LG
- 6.Interaction usability: implicit interaction; simple navigation; consistent UI behavior
- 7.Accessibility: support for individuals with sensory impairment
- 8.Reusability: LO stand-alone & readily transferred to other courses, L designs, contexts
- 9.Standards Compliance, international codes: SCORM, IEEE, etc.

Learning Object/Information Object Repositories



www.oerafrica.org



www.oercommons.org



www.tessafrica.net

UNDERSTANDING OER
Everything you need to know about OER

FINDING OER
Tools and links to find the best OER

OER IN ACTION
Projects hosted by OER Africa

USING TECHNOLOGY
Using technology in African HE

ABOUT OER AFRICA
More on who we are



HEALTH OER REQUEST FACILITY

OER Africa has launched a request facility for health OER. The purpose of this facility is to provide an online space for Health academics to solicit health related OER learning materials.

READ MORE

OPEN EDUCATIONAL RESOURCES

OER Africa provides you access to all the information you will need to learn about and benefit from Open Educational Resources (OER). In brief, the concept of OER describes educational resources that are freely available for use by educators and learners, without an accompanying need to pay royalties or license fees.

Browse and search OER Africa to find information about OER, health, foundation, agriculture and teacher education resources.

OER THEMES

Resources in this section are grouped into the following thematic areas. Click on each link below to find out more and search for thematic resources.



Agriculture OER

Information Management
Geographical Information
Economics and Policy
Farming Practices & Systems

ALL TOPICS

Health OER

Basic Sciences and Medicine
Internal Medicine
Obstetrics and Gynaecology
Public and Family Medicine

ALL TOPICS

Foundation OER

Research & Referencing Skills
ICT and Information Literacy
Reading Skills
Writing Skills

ALL TOPICS

Teacher Education

Education Studies
Research
School Management
Teacher Education
Journals

ALL TOPICS

NEWS

EVENTS

2011-03-31

Job Opportunity for Post of Chief of Section for Higher Education - UNESCO

2011-03-16

Institutional strategy for OER

2011-03-10

eLearning Africa Photo Competition 2011

OER in Action

ACEMaths

AgShare Planning & Pilot

Health OER Inter-Institutional

Health Informatics Building Blocks

IADP - SADC Digital Resources

Partnership for Higher Education

Skills for a Changing World

OER Africa Publications

OER Toolkits

Find out more about Creative Commons



1. Find existing ‘good enough’ materials and adapt these for immediate use.

2. Identify a single module that can be adapted and used in a variety of programmes, rather than setting out to develop a whole programme.

5. Appoint a coordinating agency to manage the process, and ensure that the team is built into a community of practice, and that its work culminates in a usable product.

7. Don’t foreground technology or make it a sine qua non for participation – but stay in touch with new processes and tools that can enhance collaboration and increase efficiency.

(Welch & Sapire, 2009)



OER Materials

[Subject Areas](#)

[Grade Levels](#)

Primary (7883)

Secondary (13139)

Post-secondary (20606)

Topics

[Green](#)

[Browse by Provider](#)

Recommended Resources

[Create OER](#): Build Open Educational Resources collaboratively on the OER Commons Wiki

[Open Textbooks](#): Add your review to these free and open textbooks

[Career and Technical Education](#): Explore these vocational open educational resources to build general skills with software programs like MS Word and Excel, plan your career, and develop marketable skills.

[Classroom Management](#): Try this great selection for setting the tone and rules for your classroom and intentionally designing classroom life connected to student learning, social skills and behaviors.

[Science as Inquiry](#): Teach and learn science by doing active exploration and problem posing

[Art as Inquiry](#): Delve into visualization, creative thinking, and more artistic habits of the mind for arts-integrated learning across disciplines

[Leadership in Education](#): Advance the practice of being a leader, decision-maker, and collaborator in all aspects of education

Featured K-12 Resources

- [Project Noah](#)
- [Improv Activities from ISKME's Teacher Academy](#)
- [Blending Science and Art with Landsat \(Lena River Delta Lithograph\)](#)

Featured Higher Ed Resources

- [Google Code University](#)
- [Open Educational Resources Infokit](#)
- [Listening to Music](#)

Tags

[Afstandsonderwijs](#) [Algebra](#) [Astronomy](#) [Atmospheric Science](#) [biology](#)

OER Commons Tweets

Skype's New Education Platform Connects Classrooms Around the Globe <http://isu.pr/4qwFJ> (@GOOD stuff)

Apr 8, 2011

Check out pics frm #oer2011 via @aegodwin have more 2 share? Tag them #oer2011 & we'll post them 2 the oer

[Follow Our Tweets](#)

Share OER Commons



Conditions of Use

No Strings Attached
Remix and Share
Share Only
[Read the Fine Print](#)

The worldwide OER movement is rooted in the idea that equitable access to high-quality education is a global imperative.

By leveraging our technical infrastructure and developing teacher training models that facilitate participation with OER, the OER Commons project aims to grow a sustainable culture of sharing among educators at all levels.

Karibu Welcome Bienvenue Wamkelele مرحبا

- Getting Started
 - Getting Started
 - TESSA Forum
 - News
 - DETA 2011 Conference and Pre-Conference
 - TESSA Bulletin in French
 - December 2010 Newsletter now available
 - Celebrating International Women's Day!
 - 2011 Education for All Global Monitoring Report
 - DETA Pre-Conference workshop
- TESSA Projects
 - TESSA in secondary schools
 - Malawi: Supporting women into teaching
 - Embedding TESSA activity
 - Widening TESSA participation
 - Open learning fellowships
- Research
 - OLnet fellows announced
 - Developmental User-Testing of the TESSA Website
 - Pride and Light
- TESSA in Use
- TESSA Share
- Useful Resources

About TESSA

Welcome!
TESSA brings together teachers and teacher educators from across Africa. It offers a range of materials (Open Educational Resources) in four languages to support school based teacher education and training.


For an overview of TESSA and our current developments please see the briefing note [here](#).

[Comment Fonctionne](#)

[Membership Form](#)

[Formulaire de demande d'adhésion à TESSA](#)

Join TESSA on Facebook!



Select your Country from the list below to access the TESSA materials

-  Ghana
-  Kenya
-  Nigeria
-  Rwanda
-  South Africa
-  Sudan
-  Tanzania
-  Uganda
-  Zambia



[Pan African version >>](#) [Version panafricaine >>](#)

TESSA Solution:

Templates supplied

Local authors & supported revision process

3 learning outcomes

3 classroom activities

3 case studies with local teacher examples

Threaded narrative linking activities & cases

< 6 resources (subject info; pupil work...)

Max 40% changes to original template

(Wolfenden, Buckler, & Keraro, 2008)

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