

Appraising the transformative power of OERs for learner-centred teaching at the University of-Mauritius.

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Project Aims and Objectives



Inform stakeholders in developing countries of the potentials of OERs to improve and update curricula



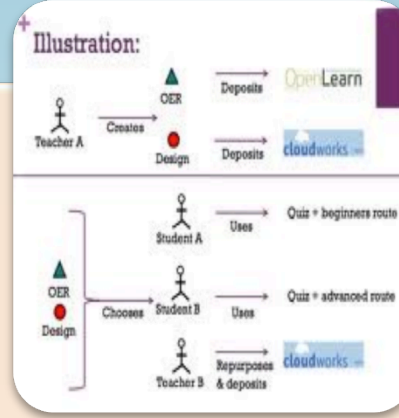
Develop institutional capacity



Manage growing student cohorts with increasingly differentiated and specific learning needs more effectively

Gathering information about OERs and Open educational practices

Project Aims and Objectives



Categorize knowledge gaps w.r.t. Web 2.0 technologies and OERs in developing countries

Identify how OERs are filling-in knowledge gaps and needs in these developing countries.

Develop and refine methodologies and learning designs for research-based teaching using OERs.

Inform stakeholders for the creation of sound policies regarding OERs

Barriers to using OERs include:

- lack of awareness about OERs and intellectual property rights,
- institutional reservations as to opening-up content as public property
- academic resistance and lack of motivation to adopting technologies in their teaching owing to increasingly heavier teaching and administrative workloads
- Searching on the internet and availability of just-in-time and just-in-context alternatives through search engines and self-appropriating/linking these resources under fair-use arguments.

The phrase “Build it and they will come” (from the movie “Field of dreams”) clearly does not relate to repositories for open content. Larson and Murray (2008) more appropriately rephrased it to:

“Build it and they will not come unless you design a system to promote and encourage access”.

Many of the problems with reuse of open content in developed countries can also be found in but are much greater in developing countries.

BUILD IT AND THEY WILL COME
AHHH... IF IT WERE ONLY THAT EASY.

JUST BECAUSE YOU HAVE A WEBSITE DOESN'T MEAN YOUR CUSTOMERS CAN FIND YOU.

GET PROACTIVE. GET SOCIAL.
START BLOGGING.
FIND YOUR CUSTOMERS.

- TARGETED/TRACKABLE
- EMAIL AWARENESS CAMPAIGNS
- SOCIAL NETWORKING/MEDIA
- eNEWSLETTERS & BLOGS
- GOOGLE ANALYTICS
- SEARCH ENGINE OPTIMIZATION

BUILD IT. ENGAGE IT. TRACK IT.

GET YOUR WEBSITE OF DREAMS

ECS PICTURES AND FIRST IMPRESSION ENTERTAINMENT PRESENT AN EFFUSION PRODUCTION/DESIGN

ER EFFUSION RECOMMENDED
Some design assumptions should be avoided.

Open Educational Resources (OER) Task force Launch by ICDE (2006)

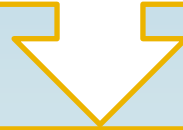
- “One of the main driving forces for efficient and quality e-learning in the future is likely to be OER, which is a tremendous opportunity for everyone to share, use and reuse the world’s knowledge.” (ICDE, 2006). The main assumption here was that e-learning has a major presence in the teaching practices of academics and that the latter are aware of the potential improvement in the quality of the design and delivery of their content.

SO what are the problems we face at UoM?

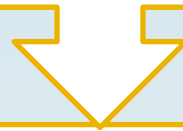
Academics are mainly interested in researching their area of expertise rather than improving their teaching approaches.



They have an already overloaded work schedule and they do not have time for such 'extra' activities.



There is no kind of extra reward or tangible gains in being involved in such initiatives as their promotion criteria are well defined.



They prefer their old traditional way of teaching as they already master that approach. Why would they make extra effort and spend a lot of time learning the basics of things that others (VCILT academics) master..

SO what are the problems we face?

It takes more time to understand other's contents/lectures than to create one's own content/lectures.



.This material is their intellectual property and that they had all the rights on it, while



Under employment and copyright laws, the employer retains copyright of the materials unless the employment contracts state otherwise

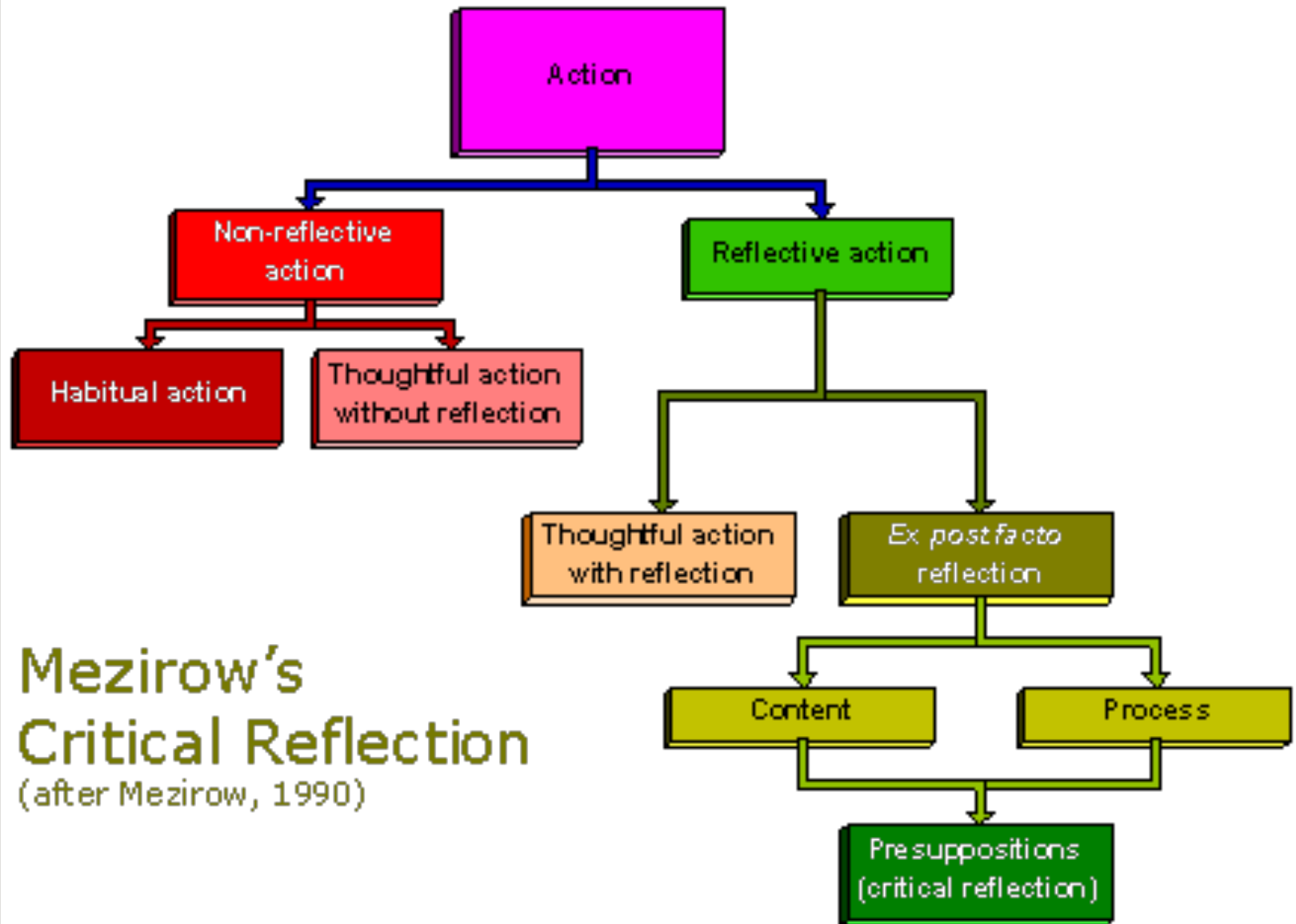


How do we ensure quality of the content that is being downloaded for re-use?
The web is an uncontrolled repository of materials from known, unknown and non-authenticated identities and there is hardly any fool-proof way to get contents with proven authenticity and integrity

Transformative learning (Mezirow, 1991, 1995, 1996; Cranton, 1994, 1996)

The process of effecting change in a *frame of reference*. Adults have acquired a coherent body of experience—associations, concepts, values, feelings, conditioned responses—frames of reference that define their life world.

Frames of reference are the structures of assumptions through which we understand our experiences.



Mezirow's Critical Reflection

(after Mezirow, 1990)

Atherton J S (2011) *Learning and Teaching; Critical Reflection* [On-line: UK] retrieved 10th April 2012 from <http://www.learningandteaching.info/learning/critical1.htm>

OLCOS roadmap

Geser (2007) had warned about the insignificant impact of OER in teacher-centred dominant practices, and emphasised the need to foster open practices of teaching and learning that are informed by an educational framework supported with digital content, tools and services in the learning process based on:

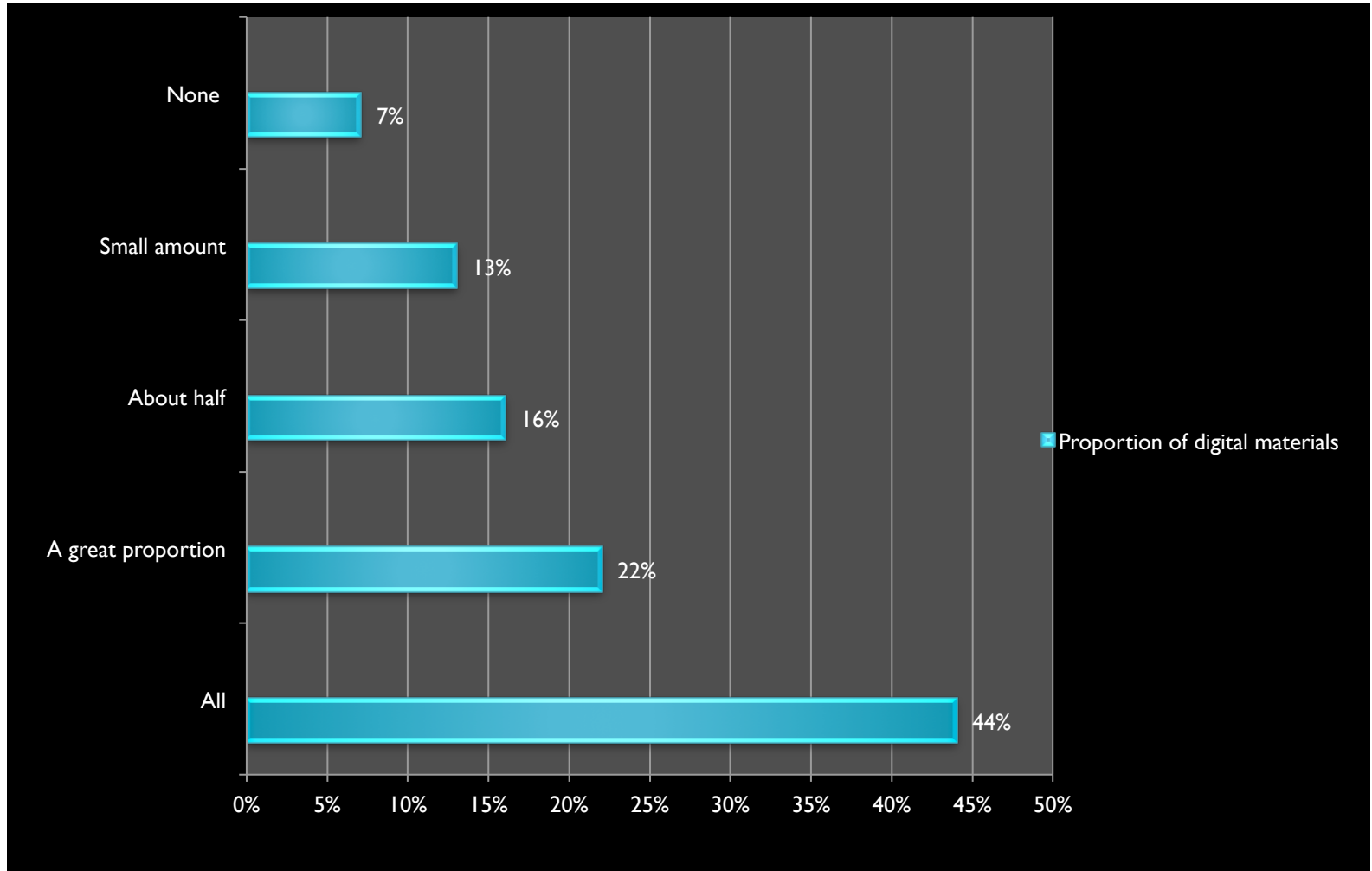
- competency-focus,
- the constructivist paradigm of learning and
- creative and collaborative engagement of learners

The Survey Instrument to evaluate Use of digital resources and faculty penchant for innovative teaching methods.

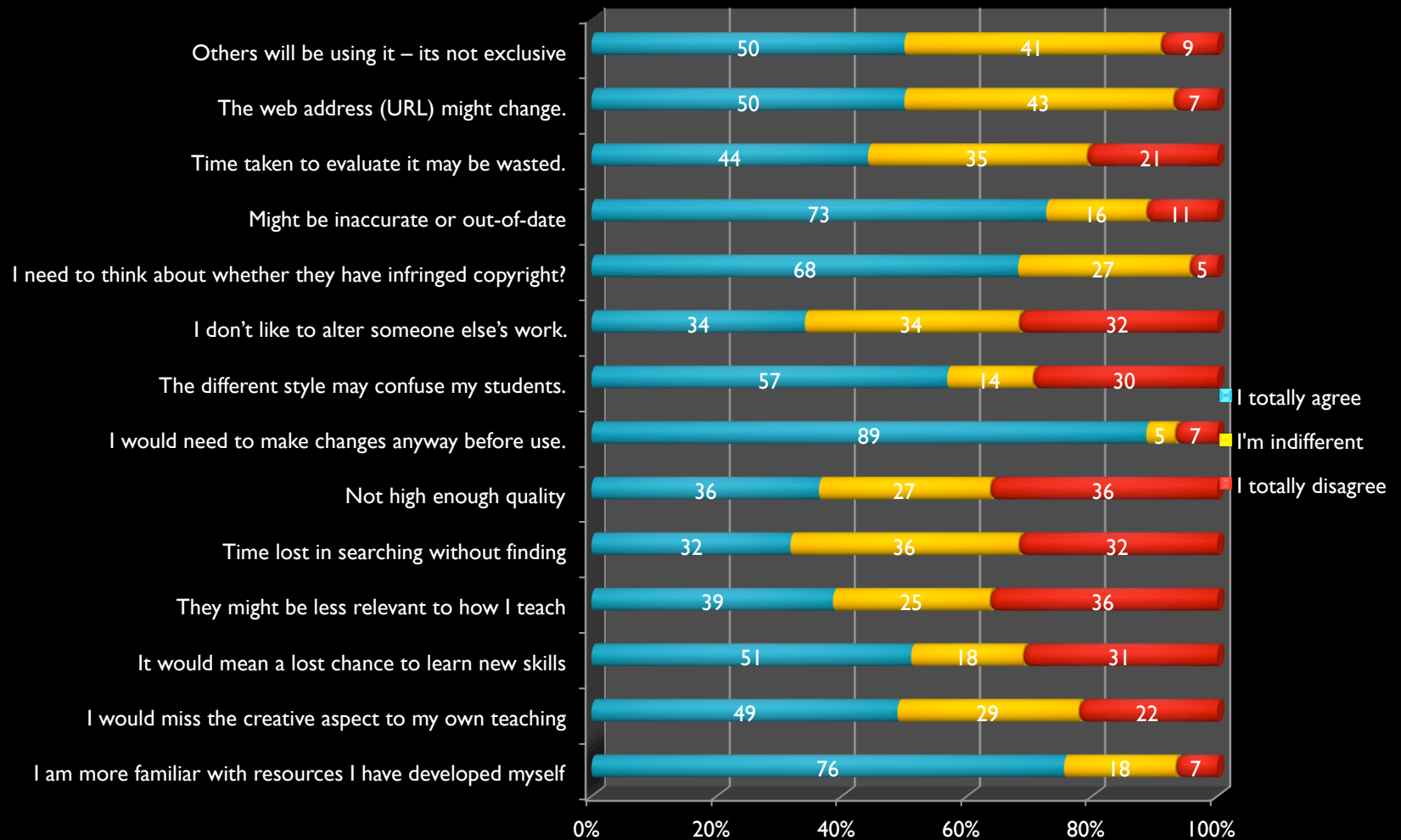
Following dimensions were investigated:

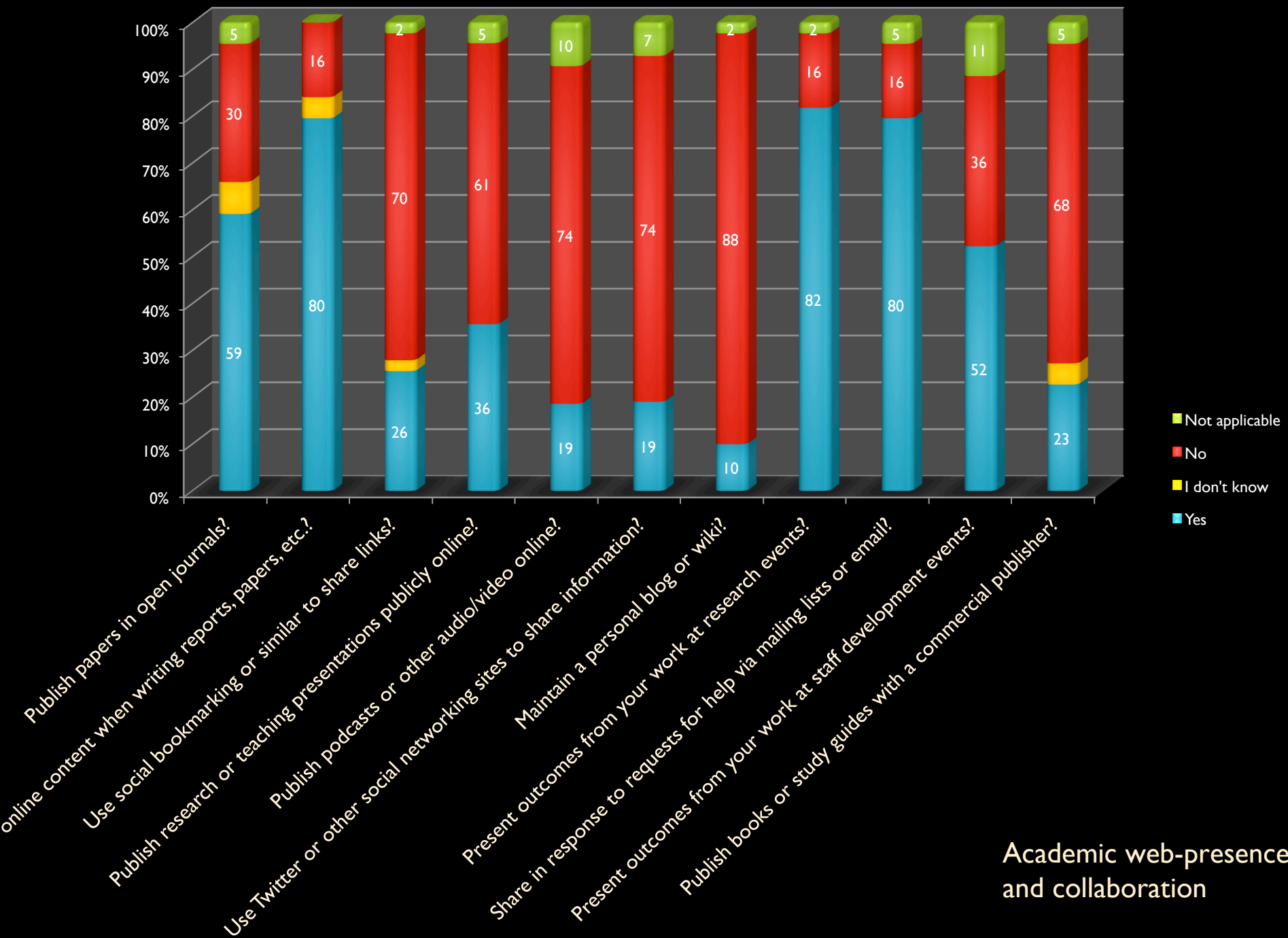
- Extent of using and repurposing OER.
- Availability of a process for OER creation.
- Degree of sharing of OER and OEP
- Extent of working with open learning architectures
- OEP usage: This dimension describes the degree to which open educational practices are embedded as a reality in the organization's teaching, learning, and other everyday processes
- Quality concepts for OEP: 'Value' of teaching (in comparison to research activities in the institution)
- Level of knowledge and skills:
- Digital literacy

Proportion of digital material used for classes

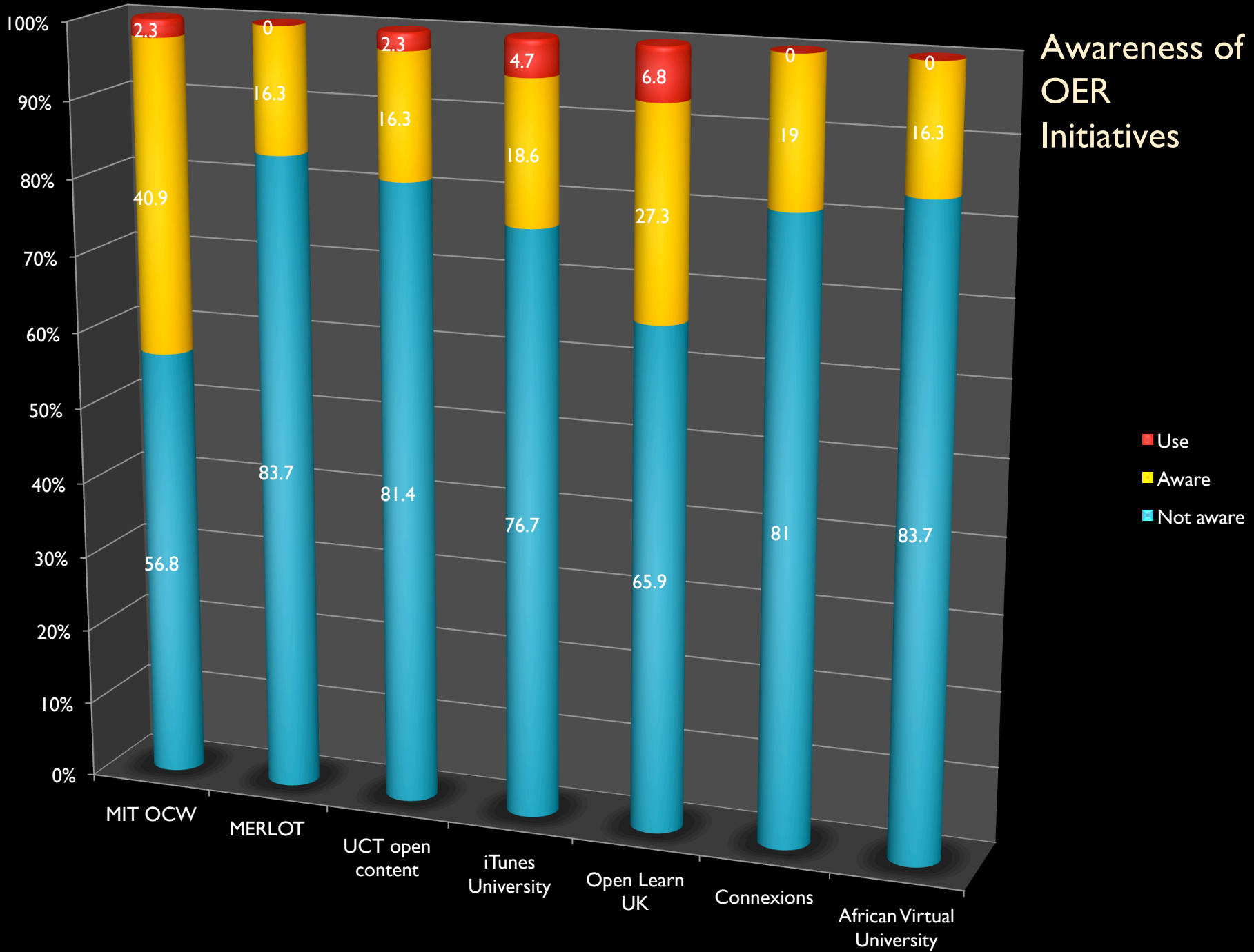


Perceptions of repurposing Online material





Awareness of OER Initiatives



Some reflections on collaborative learning

- *First of all, I must admit that after 8 years of lecturing, it's only during the past few days that I read extensively about collaborative learning. During 8 years, I had my own opinion about collaborative learning. Right now, there are so many things just crammed, and which I'd like to put into action, experiment, and see the results...I found this extremely enriching:*
- *“Teachers activate students' prior knowledge by asking them what they already KNOW; then students (collaborating as a classroom unit or within small groups) set goals specifying what they WANT to learn; and, after reading, students discuss what they have LEARNED. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor progress toward their goals.”*

The shift towards providing more authentic learning experiences and giving more ownership to the learner as a reflexive thinker and active participant in the learning process were captured in the following reflection:

“As I went through the toolbox, one activity titled ‘fairy tale letter’ caught my attention. I was also impressed by the detailed illustration about how students can be familiarised with rubrics so that they can carry out self-assessment tasks. I am planning to introduce a combination of both activities in one of my oral skills session. I would like to ask students to ‘write to your favourite theorist letter’. Then, similar to the toolbox, I would like to provide them with simplified rubrics that should help firstly in peer assessment and secondly in self-assessment. At the end of that session, tutor assessment, peer assessment and student assessment can be compared to each other. The tutor can then explain the implications of the findings. I’m hoping that this activity will give rise to a degree of reflexivity in my students’ performance.”



On the topic of increasing collaboration, participants mentioned:

“ Heterogenous groups work better... (I was not fully convinced about that before tackling this activity)... We need to ensure that problems which arise from within a group are tackled as quickly as possible before they get out of proportion and spoil the group dynamics. This can be ensured by informal meetings with the members.”

Some nice surprises during OER week

- Presentations by faculty on OER
- Agriculture
- Engineering
- Management
- Medical Sciences

AgShare - Moi University : Case Study 3 - Dairy Value chain as an Example of Commoc

oerafrica

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Uploaded by [oerafrica](#) on Jul 22, 2011

This video illustrates how dairy marketing is handled at various stages of the marketing system, the functions performed at every stage and institutions that perform those functions as well as the major bottlenecks in the dairy marketing system as perceived by the different market stakeholders.

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More from kam

- 7:13
- Join us. Sign the petition at... 0:31
- Task 2- Test Video 0:05

Suggestions

- 19:13
- 27:03
- 8:33

University of Southern Queensland



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About USQ OCW

The University of Southern Queensland (USQ) is a learner-focussed and community-oriented university which is committed to flexible learning, both on-campus and off-campus. We are highly regarded for our learning and teaching excellence.....

[click to read more](#)



Welcome from the
Vice-Chancellor and
President of USQ

Welcome to USQ OpenCourseWare

The University of Southern Queensland's OpenCourseWare (USQ OCW) provides access to free and open educational resources for faculty members, students, and self-learners throughout the world. USQ OCW does not grant credits or degrees, and does not provide access to faculty members.

USQ is initially offering sample courses from each of the five faculties and also courses from its Tertiary Preparation Program. We hope the content will be a valuable resource for learners and educators.

Available Courses

CSC2402	Object Oriented Programming in C++	i
CMS2016	Communication, Technology and Policy	i
EDU5322	Teaching Students with Special Needs: Behaviour Management	i
ENG2002	Technology and Society	i
FET5622	Creating Interactive Multimedia	i
TEA5101	Exploring Teaching and Learning in Tertiary Contexts	i

OCW
CONSORTIUM

Visit other [OpenCourseWare sites](#) from around the world.

OER in South Africa: University of the Western Cape



Free Courseware Project
University of the Western Cape

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Free Courseware at UWC



UWC

UWC has a long history of supporting the use, development and diffusion of free/open source software and educational resources. In 2005 UWC's Senate passed an ambitious [Free Content, Free/Open Courseware Policy](#), which removed institutional obstacles to publication of open educational resources. The Free Courseware project is part of a broader move towards implementation of this strategy.

The project is driven by a small and motivated team. Click [here](#) for more information.

News

- **2010 OCWC board meeting in Cape Town:** The first 2010 board meeting of the OpenCourseWare Consortium will be held at UWC in Cape Town on 11/12 February.
- **OER Workshop:** On 12 February, UWC invites all interested in open education in South Africa to join us for a half-day conference on Open Educational Resources and OpenCourseWare in South Africa.

Contact us:

Web: free.uwc.ac.za

Email: pschmidt@uwc.ac.za

OCW Consortium Member

UWC is a Board member of the [Open Courseware Consortium](#).

Projects

We run a range of research and implementation projects, including:

- [Rip Mix Learn](#) - Using Web2.0 tools in teaching and learning



Knowledge Management Processes for Open Education

I. Vencatachellum

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7th March 2012

University of Manchester - Teaching Innovation (List of OERs)

www.elearning.eps.manchester.ac.uk/blog/2011/open-educational-resources-list/

The screenshot shows a web browser window with the URL <http://www.elearning.eps.manchester.ac.uk/blog/2011/open-educational-resources-list/>. The browser's address bar and menu bar are visible at the top. The website header includes the University of Manchester logo and the text "Teaching Innovation in the Faculty of Engineering & Physical Sciences". A search bar is located in the top right corner. The main navigation menu includes links for Home, Groups, Events & Training, Showcase, Resources, Funding, and Awards. The main content area features an article titled "Open educational resources (OER) list" by Mark Jasper, posted in the Resources category. The article includes a photograph of a network graph with nodes and edges, and a sidebar with sections for "Engage to enhance", "eLearning support", and "1-to-1 bespoke training". The Windows taskbar is visible at the bottom of the browser window.

MANCHESTER 1824
The University of Manchester

Teaching Innovation

in the Faculty of Engineering & Physical Sciences

Search...

Home Groups Events & Training Showcase Resources Funding Awards

Open educational resources (OER) list

By Mark Jasper
Posted in: Resources

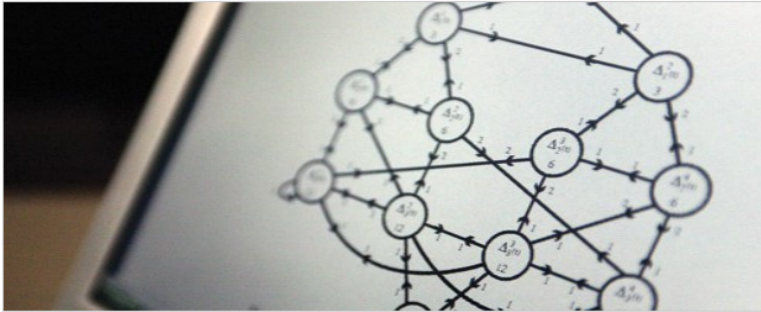


Image © 2011 University of Manchester

The following list aims to provide a brief introduction to some of the materials and repositories available for open educational resources (OER). If you would like to recommend a useful link then please use the reply feature at the end of the page.

Open educational resources handbook 1.0

Engage to enhance

Created for staff in EPS with an interest in enhancing their teaching, and an enthusiasm for the Scholarship of Teaching and Learning (SOTL). We welcome your contributions to this collaborative space, your comments are welcome, or if you would like to submit a feature, please get in touch.

eLearning support

To request our support for elearning projects, training or advice, contact us via elearning@manchester.ac.uk.

For urgent issues, call the Virtual Service Desk:
65544 (internal)
0161 306 5544 (external)

1-to-1 bespoke training

- 1-to-1 Bespoke Training**
Wed 7th Mar 2012
4:00 PM - 5:00 PM
Sackville Street Building

13:02
06/03/2012

iBerry – The Academic Porthole

- www.iberry.com – compiles a list of sites

Front Page | [iBerry - Home](#) | [OPEN COURSEWARE \(OCW\)](#) | [OCW Category Browser](#) | [OCW Search](#) | [LEARNER SUPPORT](#) | [Other Resources](#) | [contact us!](#) | [jobs](#) | [news](#) | [about iBerry](#)

iBerry

The Academic Porthole

Home

Engineering & Technology

Open Courseware and Resources (general)

- **Engineering**: discipline of acquiring and applying scientific and technical knowledge to the design, analysis, and/or construction of works for practical purposes
(Wikipedia)
- **Technology**: a broad concept that deals with a species' usage and knowledge of tools and crafts and how it affects a species' ability to control and adapt to its environment
(Wikipedia)

Engineering and Technology (general) - Resource Page

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Google™ Custom Search

Search

News

- ▼ [news aggregator & conferences](#)
- ▼ categories
 - [educational technology](#)
 - [higher education news](#)
 - [miscellaneous](#)
 - [open educational resources](#)
 - [sources](#)

Bookmark iBerry!

Engineers - can they lead a normal life?

www.tagxedo.com

12:53
06/03/2012

JISC – UK digital technologies for education and research

- <http://www.jisc.ac.uk/>
- – JISC is the UK's expert on information and digital technologies for education and research



The screenshot shows a web browser window displaying the JISC website. The browser's address bar shows the URL <http://www.jisc.ac.uk/>. The website features a navigation menu with links for Home, About JISC, Supporting your institution, Projects, programmes & services, Funding, Publications, Blog, News, Events, and Contact us. A search bar is located at the top right. The main content area includes a featured article titled "Old maps, new tech" with a historical map image, a "Latest funding opportunities" section, a "News" section with three articles, a "Supporting your institution" section with four orange buttons for "Institutional management", "Reducing costs", "Research excellence", and "Sustainable futures", and an "Events" section with two upcoming events. A "What is JISC?" section is also visible on the left. The browser's taskbar at the bottom shows various application icons and the system clock indicating 12:57 on 06/03/2012.

http://vcampus.uom.ac.mu/uommoodle/course/view.php?id=21

File Edit View Favorites Tools Help

Lectures notes - Cartography principles
Lectures notes - Metadata

6 You are advised to consult the following web sites for selecting a topic of interest: Land Information System:
<http://www.gisdevelopment.net/proceedings/lis/2000/index.htm> Disaster Management:
<http://www.gisdevelopment.net/proceedings/mapindia/2006/disa.htm> Transportation:
<http://www.gisdevelopment.net/proceedings/mapindia/2006/tran.htm> Environment and Forestry:
<http://www.gisdevelopment.net/proceedings/mapindia/2006/envi.htm> Water Resources:
<http://www.gisdevelopment.net/proceedings/mapindia/2006/wat.htm> Environmental Planning:
<http://www.gisdevelopment.net/proceedings/mapindia/2003/ep.htm> Education, Demographic studies:
http://www.gisdevelopment.net/proceedings/mapasia/2007/TS7_EDS/index.htm YOU WILL NEED TO FIRST IDENTIFY A TOPIC OF INTEREST, THEN READ AT LEAST 5 PAPERS IN THIS TOPIC AND DEFINE YOUR METHODOLOGY. YOU WILL HAVE TO SUBMIT THE FOLLOWING: The Methodology by the 20th September 2011.

Referencing the Harvard Way
Harvard System of Referencing
Urban spatial growth
Determination of Best Locations using GIS analysis
Spatio-Temporal Design for Urban Planning
Submission box - Urban Sprawl
Submission Box - Best Locations
Spatio-temporal analysis
SUBMISSION BOX - Methodology

POSTING YOUR REPORT ON MAURITIUS GIS CLEARING HOUSE Edit the site: <http://mauritiusppt.dyndns.org/Portal/index.jsp>
SUBMISSION BOX - OBJECTIVES,LITERATURE REVIEW,LAYERS
Map India 2010 Proceedings

7 Weeks 9 to 13 - Creating your own database using IDRISI

Ref A



Ref B



Ref C



Discussion Points

- ✓ free us from the burden of constant creation of lec notes
- ✓ allow us to concentrate on contextualising and integrating these new resources into effective teaching and learning.
- ✓ Enrich and support existing or recently starting training and educational activities.
- ✓ Discover how others are teaching the same course or something similar

Challenges

- ✓ Wide range of OER but shortage of materials in some disciplines (e.g Agriculture)
- ✓ Mainly US dominated but Africa is coming up!!!!!!
- ✓ How to discover good contents
- ✓ Its an engaging process and requires spending time to search for these resources
- ✓ How do you make use of these learning materials?
- ✓
- ✓ Change in Teaching Methods
- ✓ How do you organise and keep all these learning materials

References

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- Mezirow, J. *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass, 1991.
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- Schweisfurth, M. (2011). Learner-centred education in developing country contexts: From solution to problem? *International Journal of Educational Development*, 31(5), 425-432. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0738059311000472>