



UNESCO IITE Workshop

Mother–language OER for access and quality of education: Pros and cons for non-English speaking communities

The culture of OER use by Portuguese HE teachers: from policies to training

Lina Morgado

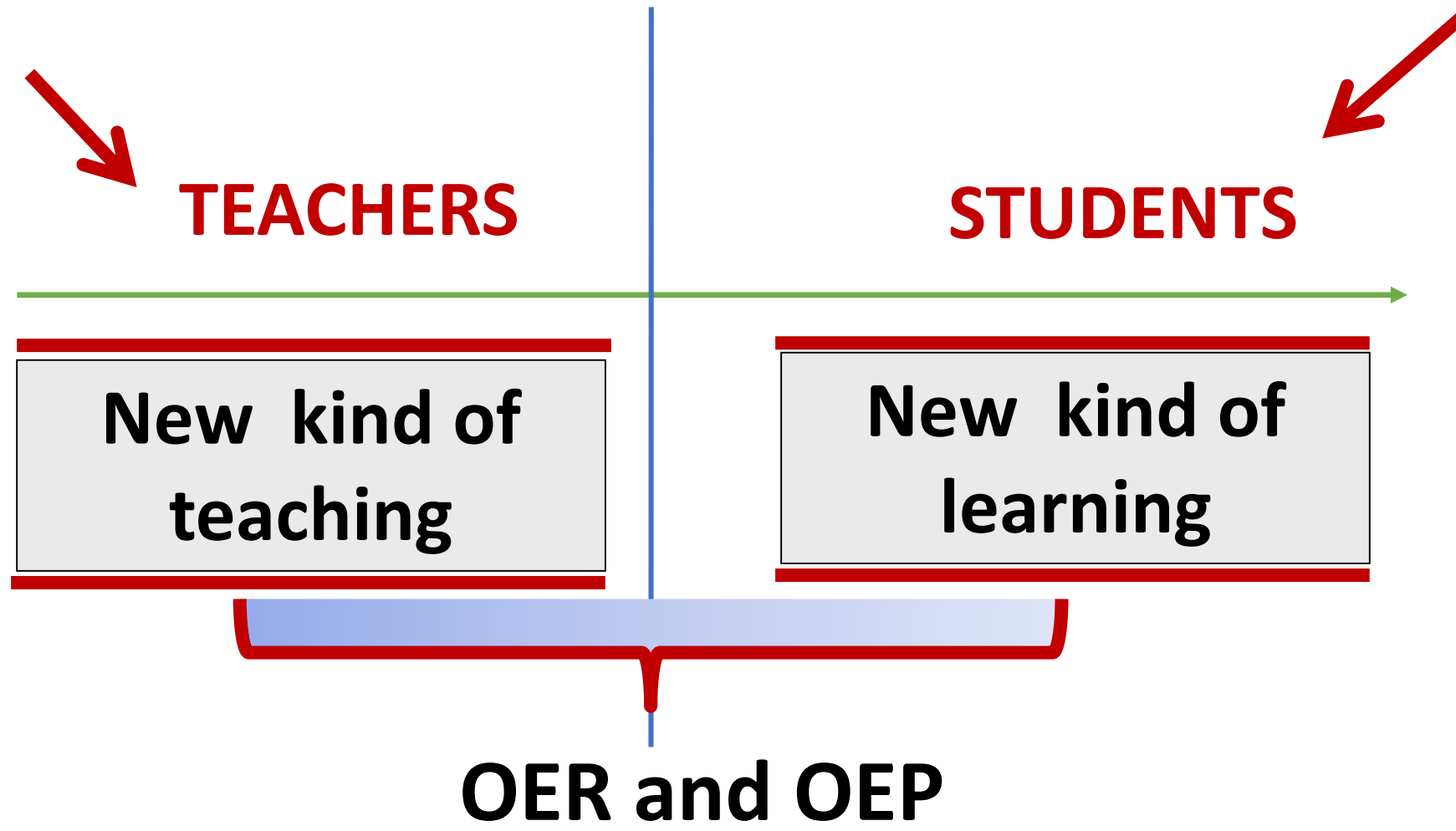
Portuguese Language in the world

- Portugal, a little European country
- Portuguese is the official language in ten countries, including Brazil, Mozambique, Angola, Portugal, Guinea-Bissau, East Timor, Equatorial Guinea, Macau, Cape Verde, and São Tomé and Príncipe
- 220 million native speakers





Mother-language OER for Access and Quality in Education





HE Teachers Perceptions and Practices regarding OER

What are the **perceptions and practices** of higher education teachers in Portugal regarding **Open Educational Resources**?

A **survey** to the faculty of all public higher education institutions



- **58%** are female
- **71%** are between **40 and 59** years of age
- **Professional Stability** (73,3%) have **exclusive contracts**
- **Category Career** most represented is Assistant Professor
- **Majority** (73,5%) have eleven (11) or more years of service in HE



HE Teachers Perceptions and Practices regarding OER

- The majority of **teachers** have already heard about the concept of OER
- Existence of **OER repositories** not unknown



Superficial knowledge of OER

When asked about more specific aspects of OER (institutional policies or initiatives) the lack of knowledge increased

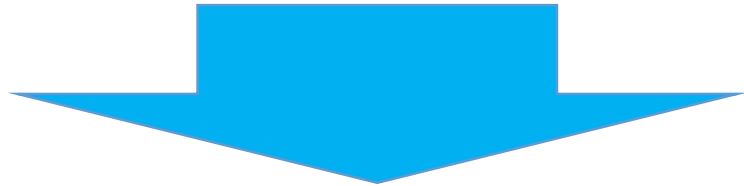
OPEN
EDUCATIONAL
RESOURCES



HE Teachers Perceptions and Practices regarding Copyright general

Most respondents

self-rated their knowledge as positive



However, **almost half** of the respondents

are not sure about who owns the copyright of teaching materials they produce at their institution



OER-related activities

Data shows us that

Most frequent activities

adaptation of OER to the context or needs

research in **OER repositories**

Less frequent activities

Publication in OER repositories



Those who perform **more searches in repositories** are the ones who **ADAPT OERs** the most

The use of OERs also had a strong association with **the knowledge of OER** and the **publication of teaching materials**



Barriers to the use of OER

MORE Important

Political

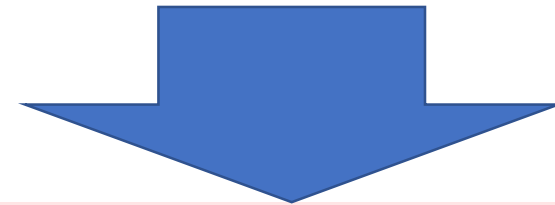
- lack of institutional support policies and strategies
- insufficient technical support from institutions

Personal

- lack of time to create or adapt OER

LESS Important

- lack of OER in the user's native language
- lack of hardware / software to create or adapt OER
- lack of culturally relevant OER



Reveling some lack of knowledge regarding specific issues of OER, more precisely in **linguistic, technical and quality issues** of the resources themselves

Incentives to the use of OERs

MORE Important

Political

- existence of an **institutional platform**
- **OER sharing community**
- training and institutional support (workshops for teachers)
- institutional strategies **should not be mandatory** (reject the idea of compulsory use of Open Educational Resources in their practices)





Some conclusions from the survey

No culture of sharing Open Educational Resources

BUT

the **perceptions and predisposition of HE teachers / researchers** regarding the value of collaboration, sharing and openness suggest that

there is a desire to overcome the challenges mentioned

SO

it might be **possible to move towards** Open Educational Practices, which will benefit **teachers / researchers** but also their institutions and the global community.



How to promote the creation and use of mother-language OER?

Institutional Policies

**Training and Empowerment
(Teachers and Students)**

Research in the area





Institutional OER Policies

Policies

1. **Teacher Assessment** – recognize and value the creation/adaptation of OERs
2. **Stimulate and reward the publication** in Open Repositories
3. **Require that the teaching materials in all courses** have a **minimum of 30 %** in the mother language
4. Offer teachers **technical and instructional design support** when needed



Training and Empowerment of HE Teachers

Based on our experience at UAb

- Training of HE teachers for online teaching
- Design of online teaching modules based on OERs
- Design and implementation of MOOCs:
 - Digital Competences for Teachers (only with OERs) – Portugal and Brazil
 - Lisbon and the Sea
 - Climate Changes
- Online training of secondary school teachers for the use of OERs





Training and Empowerment HE Teachers

Based on our experience, we believe that it is important to:

- 1. Integrate** different aspects in **the process**
(Stimulate, Support, Reward)
- 2. Start** at a **small scale**
- 3. Demonstrate best practices**
- 4. Target voluntary teachers**
- 5. Give time to learn**
- 6. Recognize professional development**
- 7. Incentivize change to their practices**

Training Programs should be

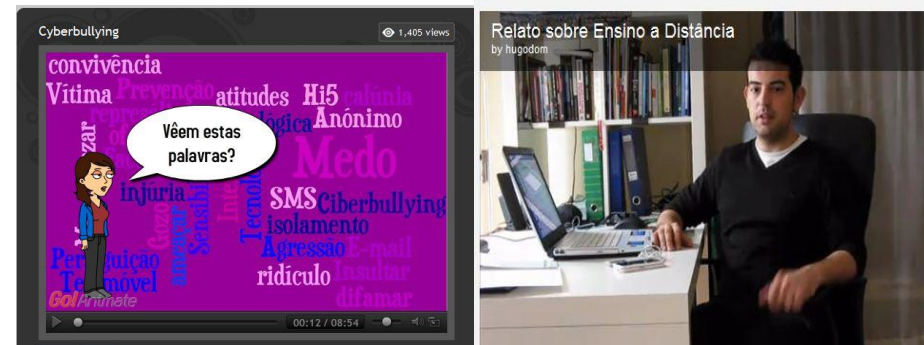
Intense & Immersive
Practical
Reflexive
Critical



Training and Empowerment of HE Students

Students Empowerment through:

- Students as producers of OER in our online Master's Courses (*prosumers*)
- Mandatory Course where the students learn how to use/adapt OERs
- Students as active contributors to Wikipedia in Portuguese



more STUDENT EMPOWERMENT

Openness and Transparency
 Dialogue within learning class and outside class
 Connectedness
 Guidance and Modelling (instead of directed instruction)





Research field

Support Research Projects in the field

- **PhDs related to OER/OEP** in portuguese (13 Theses)
- **Master theses** about OER/OEP (30)

Integrate European and Portuguese Open Education Projects

- OpenUpEducation
- MOOC Maker; MOOC Quality
- OpenProf
- EMMA, ECO, HOME
- Open Virtual Mobility

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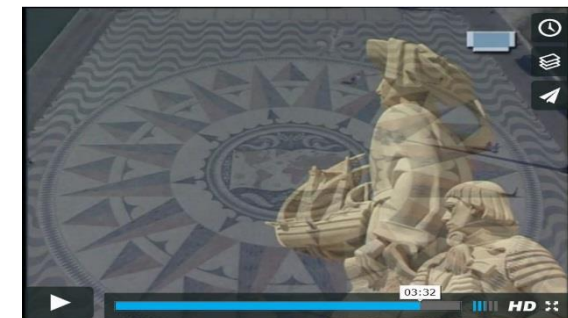
Conclusions

Building and Producing OERs should be supported by institutions, by

Incentivizing and rewarding teachers and researchers

Implementing teacher and student training and empowerment

Building a culture of openness, transparency and sharing in the communities



Thank you!

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Lisbon and the River

