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Mother-Language OER for Access and Quality of Education: Pros and Cons for Non-English-Speaking Communities

Svetlana KNYAZEVA

UNESCO Institute for Information Technologies in Education

27th EDEN Annual Conference, 18-20 June 2018, Genoa, Italy
Exploring the Micro, Meso and Macro: Navigating between Dimensions in the Digital Learning Landscape





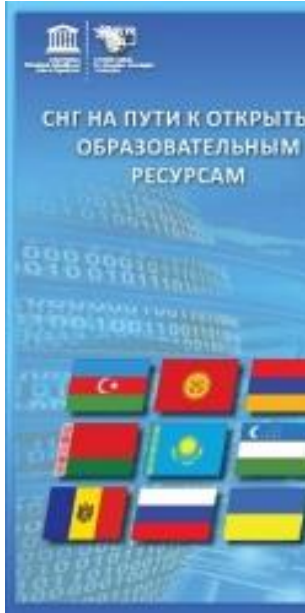
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OER in non-English-speaking countries



OPEN EDUCATIONAL RESOURCES
IN NON-ENGLISH-SPEAKING COUNTRIES



Policy Brief
January 2011

OPEN EDUCATIONAL RESOURCES AND INTELLECTUAL PROPERTY RIGHTS

CONTENTS:
Open Educational Resources
Intellectual property rights
Open licensing approaches
Giving permission
What does the permission mean?
Practical Creative Commons
Types of Creative Commons Licenses
The impact of openness: OpenLearn case study
Keeping it simple: Copyright in the Chinese National Excellence Courses
Recommendations and Conclusions

OPEN EDUCATIONAL RESOURCES

Open Educational Resources (OER) are described in detail in the UNESCO brief on OER (Lane, 2010), but it is worth repeating the definition:
"OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge" (Atkins, Brown and Hammond, 2007, p. 4).
The key elements to note in the definition are the resources need to "reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others". It is tempting to see the solution as to place everything in the public domain, however that option is ill-defined and does not allow different cases to be handled. Adoption of a suitable license gives a way forward for OER and permitting sharing and reuse. To do this needs some understanding of:

- What is meant by intellectual property
- What approach can be used for licensing and release
- How to give the permission you want?

Policy Brief
November 2010

GLOBAL TRENDS IN THE DEVELOPMENT AND USE OF OPEN EDUCATIONAL RESOURCES TO REFORM EDUCATIONAL PRACTICES

CONTENTS:
Introduction
The forces driving publication and use of open educational resources
From open educational resources to open educational practices
Impacts on educational systems
Recommendations

INTRODUCTION

Open educational resources (OER) have become a major focus of action within educational circles, particularly those related to higher education. There are a number of names associated with this movement that in the late 1990s but gained global prominence in 2001 when MIT launched its "Open Courseware Initiative". Names such as open content, open content, open learning resources, open educational technologies resources and open courseware are variously used in the literature and face-to-face discussions, but it is the term open educational resources that has become the most commonly used. This paper provides a number of definitions but this modification of the original UNESCO definition is often quoted:
OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (Atkins, Hammond, 2007, p. 4).
<http://ocw.mit.edu/index.htm>

Policy Brief
July 2013

INTRODUCTION TO MOOCs: AVALANCHE, ILLUSION OR AUGMENTATION?

CONTENTS:
Context
Overview: history
Kinds of MOOC
MOOC users
MOOC business models
Global scope
Future directions
Risks and benefits
Policy implications and recommendations
References

CONTEXT

In recent years, online companies have transformed traditional products and services by providing free access to content which previously had a price: Google for search and software, Spotify for music and Wikipedia for reference, to name but a few. At the same time, access to the Internet and broadband has increased rapidly. In 2013, 77% of the developed world and 31% of the developing world has Internet access and huge growth in mobile connectivity particularly in the developing world has brought online content and interaction to a global audience. However, whilst free online content has undoubtedly revolutionized access to it, and the sharing of information there are also a number of risks associated with it: exploitation of the user as the "producer", lack of quality control and review, copyright issues, poor protection and/or use of the user's data, and the frequent possibility of overuse.
It is into this arena that higher education is now stepping with the advent of massive open online courses (MOOCs). Higher Education Institutions (HEIs) are no strangers to the delivery of online content (e.g. Open Educational Resources, Virtual Learning Environments) but MOOCs have captured the press and public's interest in a way that few institutions have in the past and as such have attracted extremes of both praise and skepticism. It is this paper's aim to provide an overview of the history and types of MOOCs, their global scope, and the associated risks and benefits of their use.

Armenia	Latvia
Azerbaijan	Lithuania
Belarus	Moldova
Brazil	Mongolia
China	Poland
France	Russia
Germany	Tajikistan
Japan	Turkey
Kazakhstan	Ukraine
Kenya	Uzbekistan
Kyrgyz Republic	Vietnam

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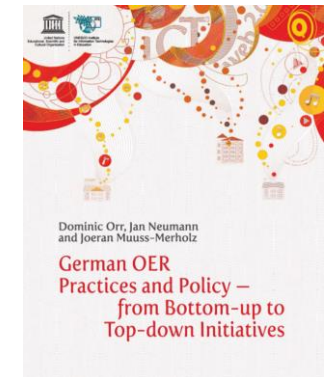
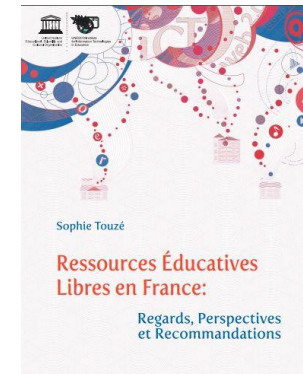
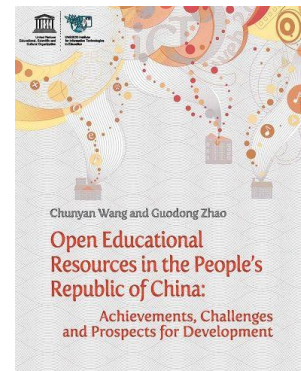
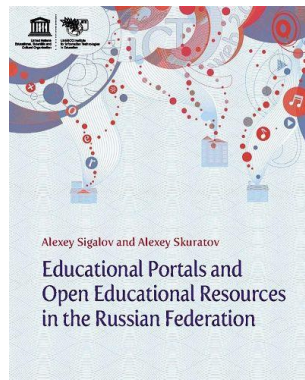
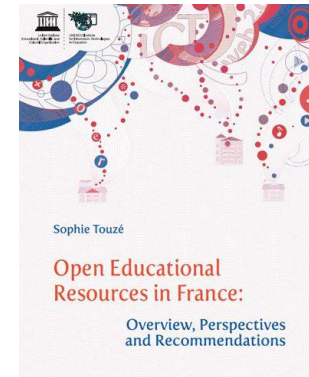
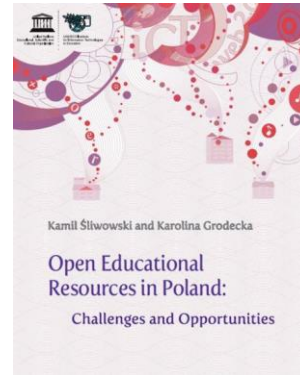
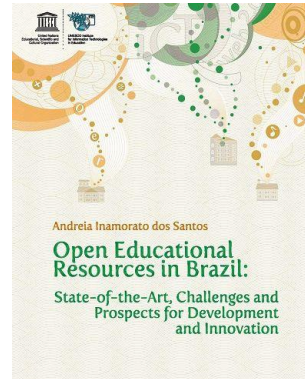
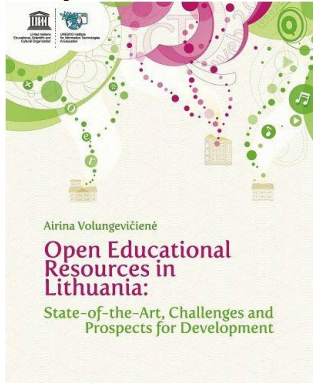




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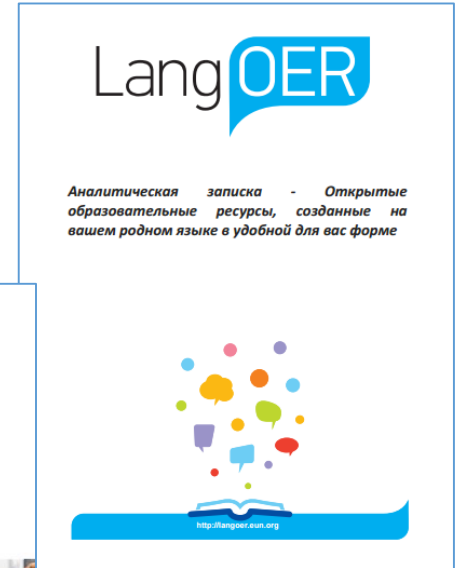
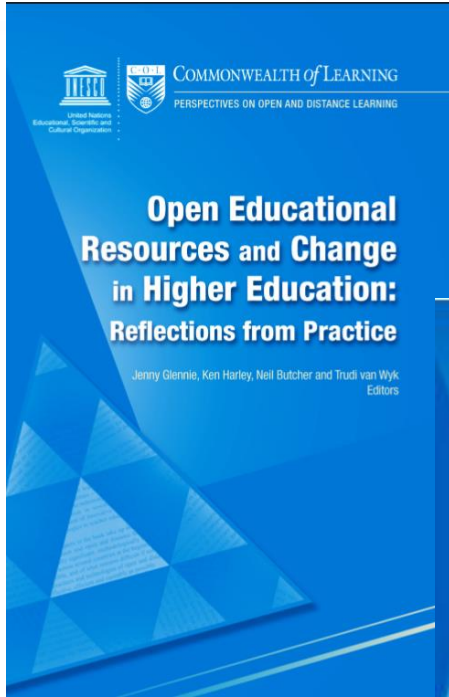




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Barriers to the development and use of OER

- National/institutional strategies for the ICT use in education are mainly oriented towards infrastructure and seldom encourage the development of educational content
- Educators often lack awareness about the availability of OER and the opportunities they provide
- Most people are not familiar with intellectual property rights; national IPR regulations are often incompatible with open licenses
- Emerging pedagogical approaches suggesting the use OER are yet to be adopted by educators and HEIs
- Quality assessment and assurance provisions for ensuring OER to be academically and/or pedagogically sound do not exist
- The reward/encouragement system for introducing OER is non-existent and the provision of OER is not considered during performance evaluation

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Barriers to the development and use of OER

Economic Issues

Most of the surveyed countries belong to the categories of developing or transition economies, thus national governments have to take sensitive decisions on prioritising certain items in their budget expenditures. For most of them, education is a priority, but currently there is an excessive skew towards infrastructure.

Legal Barriers

Electronically concluded contracts and licenses are not valid in some countries, waiving some of the rights granted by existing copyright law is perceived as legally impossible. Often the resistance to adopting open licenses was not always related to the fact that national IPR legislation contradicted the terms of CC licenses. Most current legal problems with CC licensing can be overcome through the changes to the relevant laws in the short to medium term.

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Barriers to the development and use of OER

Lack of knowledge-sharing culture around sharing and reusing learning materials

The biggest barrier for teachers is a cultural one around teaching practices and overcoming academic practices surrounding using, reusing or remixing other people's material for fear of infringing copyright or being accused of committing plagiarism; or of believing that it is inappropriate for local needs or poor quality. (Andy Lane, 2010)

Often research or producing your own content is valued higher than using other people's content.

School teachers may be more interested in pre-developed educational resources that directly help them in their teaching than in adapting resources themselves.

OER development is still rooted in the "publish for use as is" mode, where the sharing is one-way rather than reciprocal.

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Barriers to the development and use of OER

Regulatory Barriers and Pedagogy

- Formal education is heavily governed by national policies and laws. Institutions and teachers are cautious about changing their policies and practices, including sharing educational resources and adopting and adapting resources from outside.
- There is a tension between the academic values of sharing knowledge and the “commercial” values of selling educational content/services and/or competing for fee-paying students both nationally and internationally.
- Pedagogy still favours face-to-face presentation by a lecturer rather than flexible, resource-based, student-oriented learning.
- A lack of support staff to help teachers adopt new practices is also a serious problem in promoting OER.

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Objectives of the workshop

OER should be developed in national languages other than English





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THANK YOU!

Dr. Svetlana KNYAZEVA
UNESCO Institute for Information Technologies in Education
s.knyazeva@unesco.org
<http://iite.unesco.org/>



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