OPEN EDUCATIONAL PRACTICES AND RESOURCES IN THE GLOBAL SOUTH: RECOMMENDATIONS FOR GOVERNMENT FROM THE ROER4D PROJECT

Hodgkinson-Williams, C.;

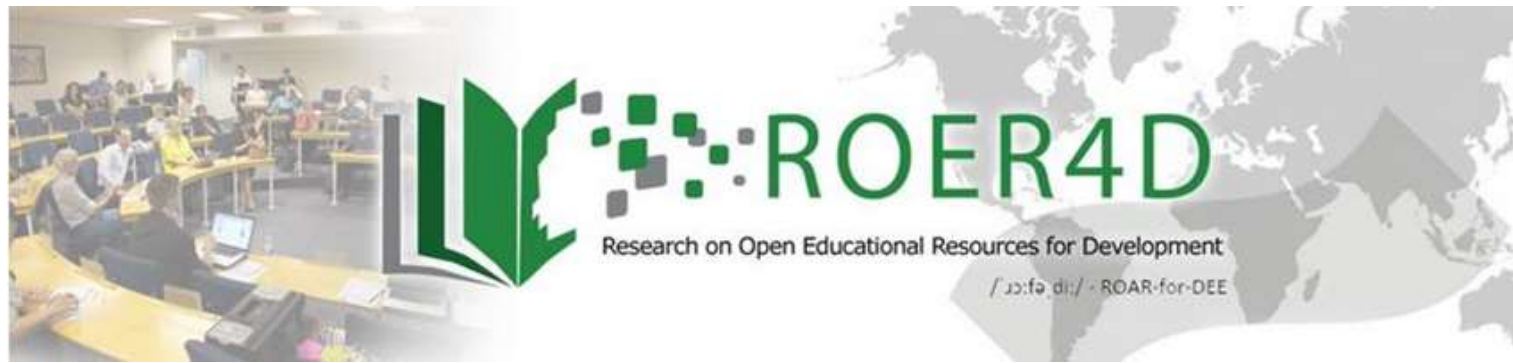;

ROER4D

Research on Open Educational Resources for Development

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**Open educational practices and resources in the Global South:
Recommendations for government from the ROER4D project**

Cheryl Hodgkinson-Williams

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http://www.slideshare.net/ROER4D/

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What are OER and OEP?

Open Educational Resources (OER) are: "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions" (Paris OER Declaration)

Open Educational Practices (OEP) (also referred to as Open Pedagogy) include: collaboration amongst educators, co-creation among learners and educators, the use of open technologies as well as open peer review

For OER to exist there must be prior OEP in the form of individual or collaborative creation, curation, and circulation processes, in order for others to locate, copy, adapt, re-curate, and re-circulate (Hodgkinson-Williams, 2014)

For OER to be optimised and sustainable, there must be subsequent OEP

What is Open Licensing?

Copyright exists automatically in your work, provided that it takes a physical form and is original. It does not need to be registered in any way.

As the copyright holder, **you have the exclusive right to reproduce, modify, and distribute your work.** These activities cannot be undertaken without your permission, unless they occur within the confines of what are known as **copyright 'exceptions' or 'limitations'** – for example, the right to quote a portion of text or to make a copy of it for research purposes, or for private study or use.

In light of new pressures to **leverage investment, contribute to innovation, and facilitate socio-economic development,** academics and institutions are applying open licensing to facilitate reuse. **This does not mean giving up copyright.** Open licensing exists alongside traditional copyright and makes it explicit which forms of reuse are legally allowed.

These licenses are human- and **machine-readable**, and legally recognised internationally.

(Willmers & Czerniewicz, 2015)

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The Open Licensing Continuum

Copyright	Creative Commons Licenses						Public Domain
Most restrictive			← →			Most accommodating	
All rights reserved	Attribution Non-commercial No derivatives	Attribution Non-commercial Share Alike	Attribution Non-commercial	Attribution No derivatives	Attribution Share Alike	Attribution	No rights reserved

Original: Hodgkinson-Williams & Gray (2009), adapted by Cronin (2015)

ROER4D Phases 1 & 2

ROER4D Phase 1: Adoption Studies

ROER4D Phase 2: Adoption & Impact Studies

18 independent sub-projects - **100** researchers & research assistants - **16** time zones - **Aug 2013-Dec 2017**
Hosted by the University of Cape Town, South Africa and Wawasan Open University, Malaysia
Funded by the IDRC & DFID

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ROER4D Meta-synthesis (6 studies in SSA)

ROER4D - Clusters of empirical studies	South America	Sub-Saharan Africa (SSA)	South & Southeast Asia
HIgher education			
Survey of students & lecturers' OER adoption	Brazil, Chile & Colombia (De Oliveira Neto et al)	**Ghana, Kenya & South Africa (De Oliveira Neto et al)**	India, Indonesia & Malaysia (De Oliveira Neto et al)
Lecturers' adoption of OER (including MOOCs) & impact on pedagogical practices		**South Africa (Cox & Trotter; Czerniewicz et al)**	India (Mishra & Singh), Mongolia (Zagdragchaa & Trotter)
Teacher educators' adoption of OER & impact on pedagogical practices		**Tanzania, Uganda, Mauritius (Wolfenden et al)**	India (Kasinathan and Ranganathan), Sri Lanka (Karunanayaka) & Naidu
Course developers' adoption of OER in course development			India & Malaysia (Menon et al), Philippines (Bonito et al)
Students' adoption of OER & impact on achievement	Chile (Westermann)		
Institutions' adoption of OER curriculum		**Kenya (Adala)**	
Schooling			
School teachers' adoption of OER & impact on pedagogical practices	Colombia (Sanez et al)		Afghanistan (Oates et al)
School teachers and pupils and higher education lecturers and students' adoption of OER			Pakistan (Waqar et al)
HE &			
Baseline studies of educational expenditure	Chile, Colombia, Uruguay	**South Africa (Goodier)**	

Selected preliminary meta-synthesis findings from countries in Sub-Saharan Africa

In the 3 regions, a higher percentage of **university lecturers** revealed an awareness of OER (indicated by use of OER) **than students**
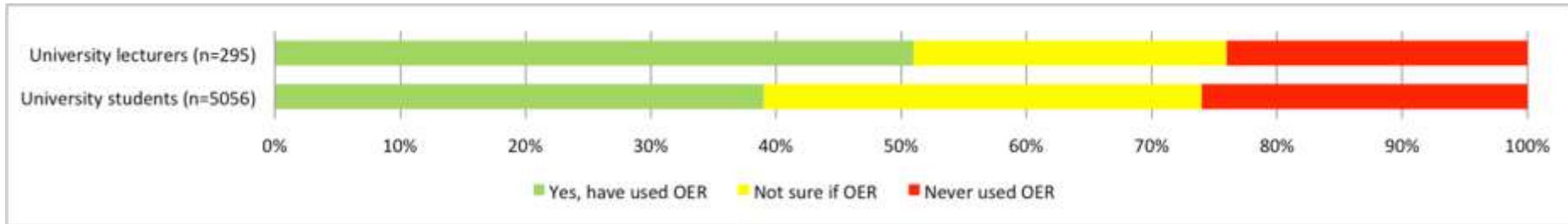
Note:
- **75%** of the 295 lecturers and **65%** of the 5056 students reported that they were aware of OER at some level, in that they were able to say definitively whether they had used OER or not ("Yes, have used OER" or "Never used OER")

de Oliveira Neto, Pete, Daryono & Cartmill (in press) & de Oliveira Neto, Pete, Daryono (research report)

Awareness of OER among **university lecturers** in the 3 regions differs slightly
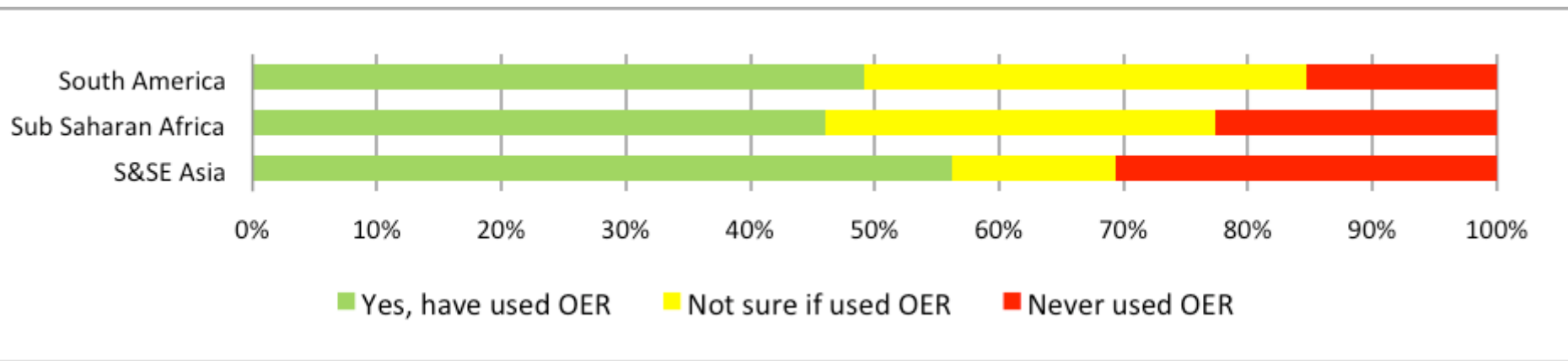
Note:
- **69%** of the **115** lecturers surveyed in Sub-Saharan Africa reported that they were aware of OER at some level, in that they were able to say definitively whether they had used OER or not ("Yes, have used OER" or "Never used OER")

de Oliveira Neto, Pete, Daryono & Cartmill (in press)

Awareness of OER among **university students** in the 3 regions differs very slightly

South America
Sub Saharan Africa
S & SE Asia

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Yes, have used OER ■ Not sure if OER ■ Never used OER

Note:
- **62%** of the **2390** university students in Sub-Saharan Africa reported that they were aware of OER at some level, in that they were able to say definitively whether they had used OER or not ("Yes, have used OER" or "Never used OER")

de Oliveira Neto, Pete, Daryono (research report)

Awareness of OER (indicated by use of OER) among **university lecturers** in SSA countries differs
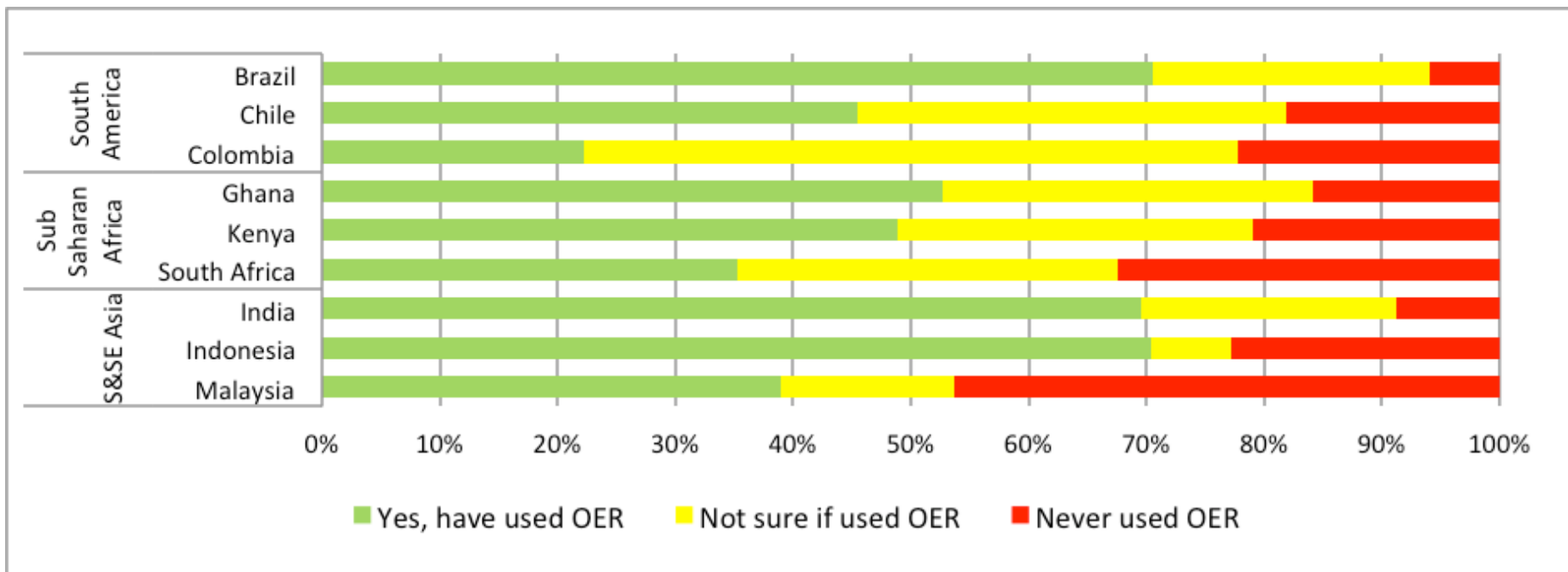
Creation of OER by **university lecturers** is not yet a common practice (majority do not use open licences)

de Oliveira Neto, Pete, Daryono (research report)
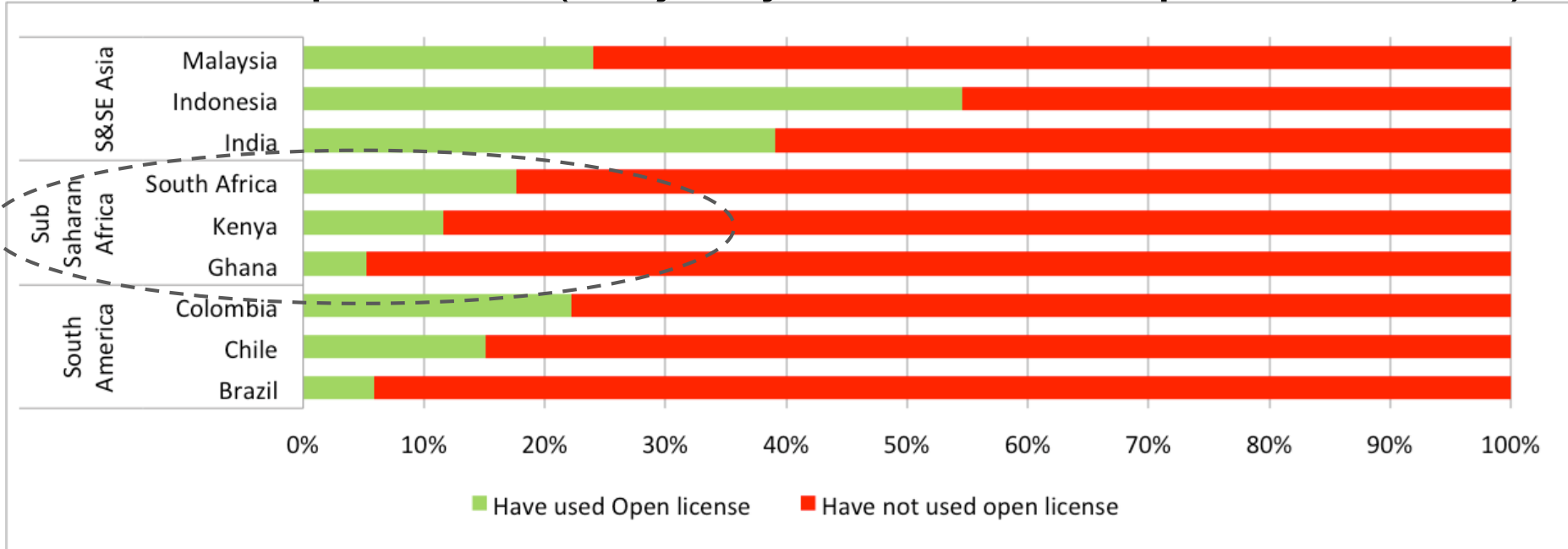
Infrastructural challenges can inhibit the uptake of OER for educators and learners

Almost all research reports on countries in Sub-Saharan Africa report that **unreliable power supply, the lack of devices (computers, tablets) and expensive Internet connectivity inhibits the optimal uptake of OER**.

Although the use of mobile devices can enable "use as-is" (i.e. copying), creation and sharing of original materials, customising (e.g. translating) or combining with other materials and re-sharing is a less easy.

Educators unsure of difference between OER and any other materials

Although the majority of the 58 teacher educators surveyed in institutions in Tanzania, Uganda and Mauritius regularly drew on multiple online resources, **many were unclear which of these resources were "open".** They just used them regardless as the relevance of the resources were more important than their licensing conditions (Wolfenden, Auckloo, Buckler & Cullen, in press).

University lecturers do not necessarily hold copyright over created materials

A study of three universities in South African concluded that **educators do not necessarily hold copyright over created materials because this is assigned to their home institution**. Identifying and engaging with the agent who holds legal copyright over the materials (the individual or the institution) is essential for sustaining OER practice (Cox & Trotter 2016).

Educators at one South African university were confronted with the challenges of copyright and open licensing when needing to make decisions around access to the resources of their MOOCs (including their own articles over which they did not have copyright), and had to make some difficult decisions about what to include and exclude in their MOOC (Czerniewicz, Deacon, Walji & Glover, in press).

Institutional support is instrumental in university lecturers' adoption of OER

In a study at one South African university, lecturers expressed the value of institutional support for adopting OER. For instance, this **support – in the form of OER creation grants, legal support personnel (for licensing), an institutional OER platform, and an on-campus unit with OER specialists who are available to staff for help** – has been instrumental for a number of lecturers to engage with OER and produce MOOCs with the materials released as OER (Czerniewicz et al, in press).

Government support for OER in progress in Mauritius

At national level the adoption of OER and ICTs was discussed at the Commonwealth Conference for Education Ministers held in Mauritius in 2012 and followed up with support from the Commonwealth of Learning (COL) in 2014. Following this the **Mauritius Tertiary Education Commission proposed an OER policy for the country and a national OER repository; there have been expressions of support for these suggestions but this is work still in progress.** The University of Mauritius has been involved in several OER initiatives including hosting a mirror site of the Massachusetts Institute of Technology- Open Course Ware (MIT-OCW) making available the MIT open contents across the campus, contributing to the European Union 'SIDECAP' project which focussed on the repurposing of OER for distance learning programmes and to the VUSSC project. (Wolfenden, personal communication, 28 Feb 2017)

Government currently not supporting OER in Tanzania

At national level planning policy documentation such as '*Vision 2025, the National Strategy for Growth and Reduction of Poverty*' (United Republic of Tanzania, 2010) and the '*Education Sector Development Programme 2008 - 2017*' (United Republic of Tanzania, 2008) promote education as a key driver for socio-economic development. Teacher education is guided by the *Teacher Development Management Strategy* (TDMS, 2007) which sets targets for teacher education but these **do not include use of ICT or OER.** More recently the 'Tanzania Beyond Tomorrow' strategy aims to integrate ICT into teaching and learning in basic education (MoEVT, 2011) building on an ongoing ICT training programme for secondary teachers established in 2010 in line with the *Tanzania National ICT Policy, 2003*. The latter also includes Higher Education and this has been taken forward in the more recent *Higher Education* Development Programme 2010-2015 (HEDP) (MoEVT, 2010), where there is a focus on 'taking advantage of ICT enhanced approaches to improve teaching and learning '(p30) but again **mention of OER is absent**. (Wolfenden, personal communication, 28 Feb 2017)

Government indicates aspiration for adoption of OER in Uganda

The national ICT policy was revised in 2014 (Ministry of ICT, GoU, 2014) and points to the importance of ICT training and use in education, in particular that teachers should be trained in the use of computer skills and how to make use of ICT in lesson preparation and in making teaching materials but contains no reference to the use of open content although it **does indicate an aspiration for the sharing of educational resources and for digital content to be translated into local languages**. (Wolfenden, personal communication, 28 Feb 2017)

Recommendations

- **Awareness of open licensing**: Continue awareness-raising initiatives with educators and learners

- **Advocacy wrt to enabling legal content sharing:** Engage with governments and higher education institutions to develop an overarching copyright framework in which individual academics and lecturers have the legal rights to create and share educational materials (where this is not currently possible due to restrictive IP policies).

- **Open Access publishing:** Support academics to publish articles in Open Access journals to optimise access to original research for teaching and learning.

- **Engagement in Open Educational Practices:** Encourage OEP through building capacity, fostering communities of practice, and giving educators sufficient recognition and resources to create, share, and adapt OER.

- **OER repositories and services:** Support the development and uptake of contextually-specific OER repositories and platforms for teachers and students through which they can contribute original and adapted OER, and receive support services around legal issues and learning design.

- **Policy support from government:** Consider the including strategies for optimising OER take-up in HE policy.

- **Research**: Commission research on uptake of OEP and OER in higher education institutions in other SSA countries, in the schooling sector and for informal learners in SSA. Encourage release of open data from

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