

MERCOSUR Meeting on Open Educational Resources, 28-30 December 2018 Brasilia, Brazil

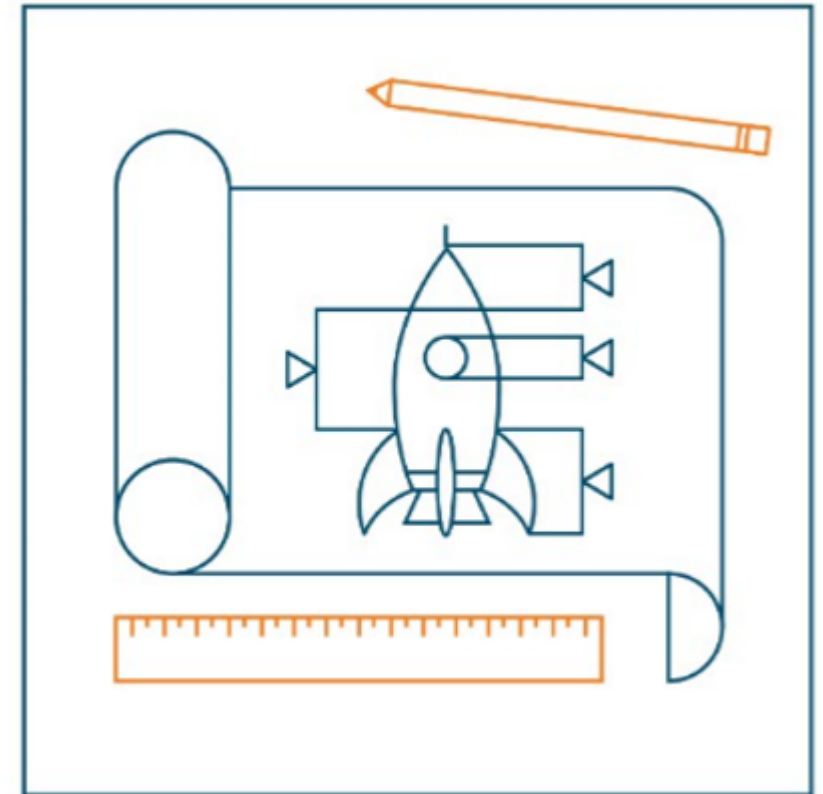
Building a Policy for Open Education Resources

Aligning policy with goals and actions

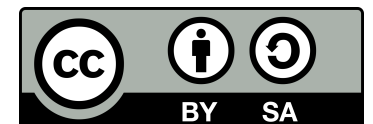


Forschungsinstitut für
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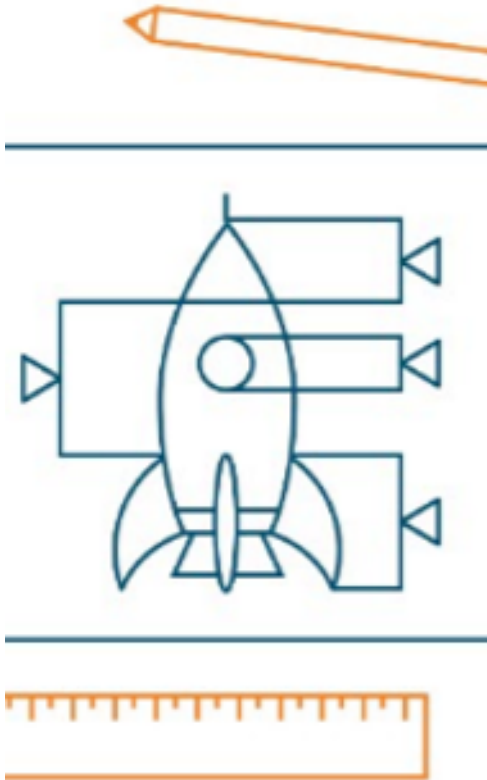
Dr. Dominic Orr - d.orr@fibs.eu
Research Institute for the Economics
of Education and Social Affairs



Originator: @SpareCreative



“Small scale, innovative projects but with little systemic impact, [are] often not continued beyond pilot or funding schemes, without any scientific evaluation on outcomes, effectiveness and efficiency.”



1. Open Education Resources and the SDGs
2. The importance of policy for OER
3. Key principles for an OER policy
4. Mapping the 7 steps in policy development
5. Choosing the scope and scale of a policy
6. The building blocks of an OER policy
7. Mixing bottom-up and top-down measures to make OER 'happen'
8. Your next steps...



OER – Open learning through licencing and technologies



open textbooks



lecture notes & presentations



multimedia



audio



illustrations



animations



assignments



quizzes

OER are teaching, learning and research materials that make use of appropriate tools, such as open licencing, to permit their free re-use, continuous improvement and re-purposing by others for educational purposes.



Retain

keep the work forever



Reuse

use the work for your own purpose



Revise

adapt, modify, or translate the work



Remix

combine it with another resource to make a new work

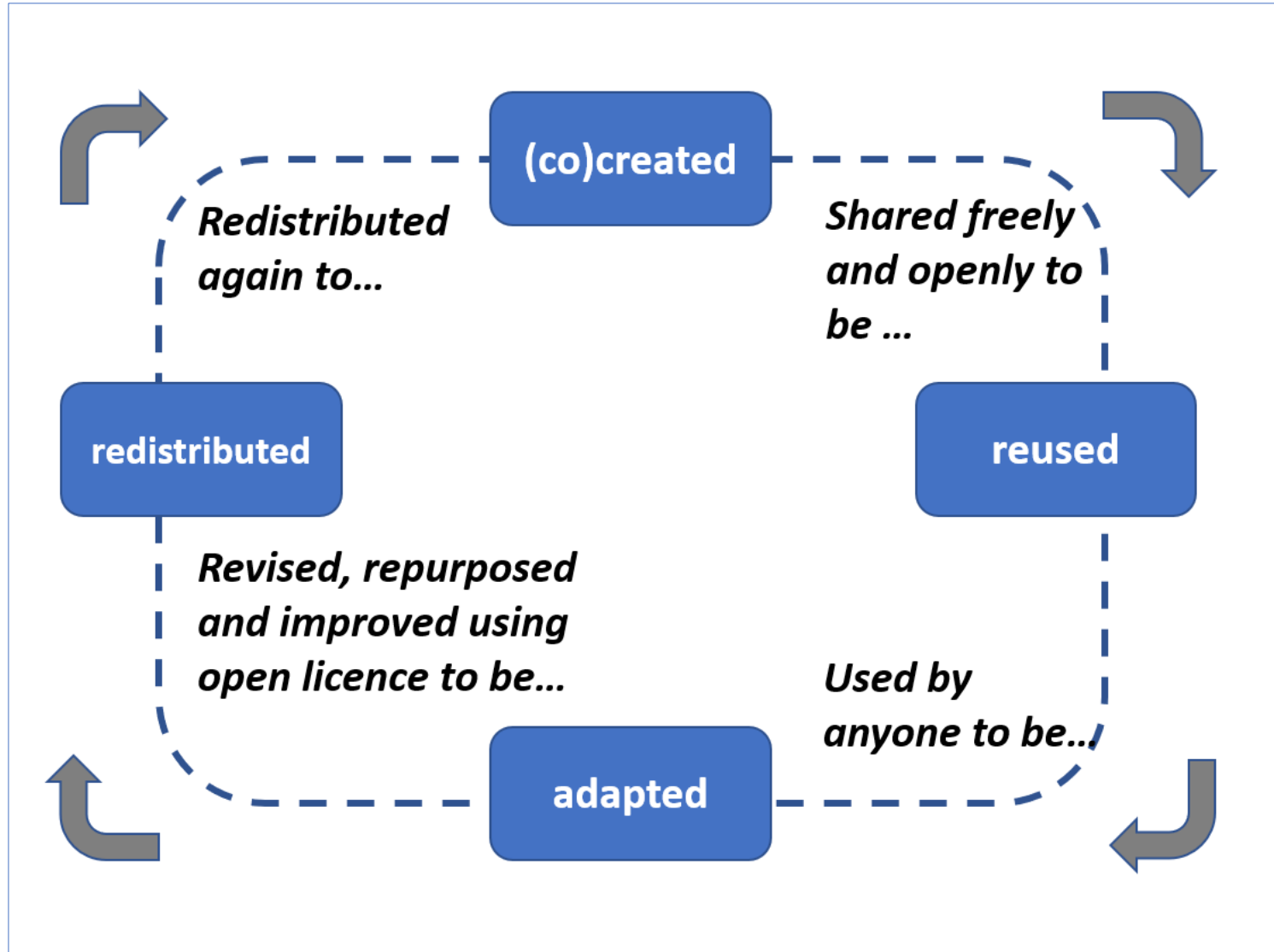


Redistribute

share the work with others



The OER lifecycle made possible through the five freedoms





Aligning OER characteristics to key objectives in SDG4

Reducing costs of access



OER can be implemented to reduce the costs of providing learning materials on a **large-scale**.

Improving relevance of learning content to individual needs



OER can be implemented as a way of creating **new, up-to-date and adaptable** learning content. This should be accompanied by capacity-building for teachers, who are expected to change their teaching and learning practices to make full use of these new learning materials.

Reducing barriers to learning opportunities for underserved groups



OER should be used to provide new educational content in a **digital online format** to learners. Additionally, it is important to consider how learning acquired in a non-formal setting through OER materials can be **accredited and recognised for future formal learning pathways**.

Providing multi-lingual and localised content



Existing OER learning materials can be **adapted by teachers** and instructors for their own context. This process should be supported by capacity-building exercises to engage teachers to undertake this process.

Adult literacy and gender-sensitivity as cross-cutting issues



Adult literacy can be improved by providing more affordable, **more accessible learning opportunities**, which include a strong didactic-focus to help adult learners. Gender-sensitivity can be improved (amongst others) by **adapting any materials** displaying current gender-bias through revision and remixing original content.



An OER policy which is looking forward to future needs

21st century skills

- Co-creation and creativity
- Working in teams
- Information and web literacy

Professionalisation of teaching

- Guiding learning
- Being a learner
- Collaborating with other teachers

Living in an interconnected world

- Reaching out globally
- Sharing and learning



What is the nature of a policy?

A policy / strategy:

- ✓ sets direction
- ✓ focuses efforts
- ✓ defines the organization
- ✓ provides consistency

(Mintzberg et al, 2009, 16- 18).

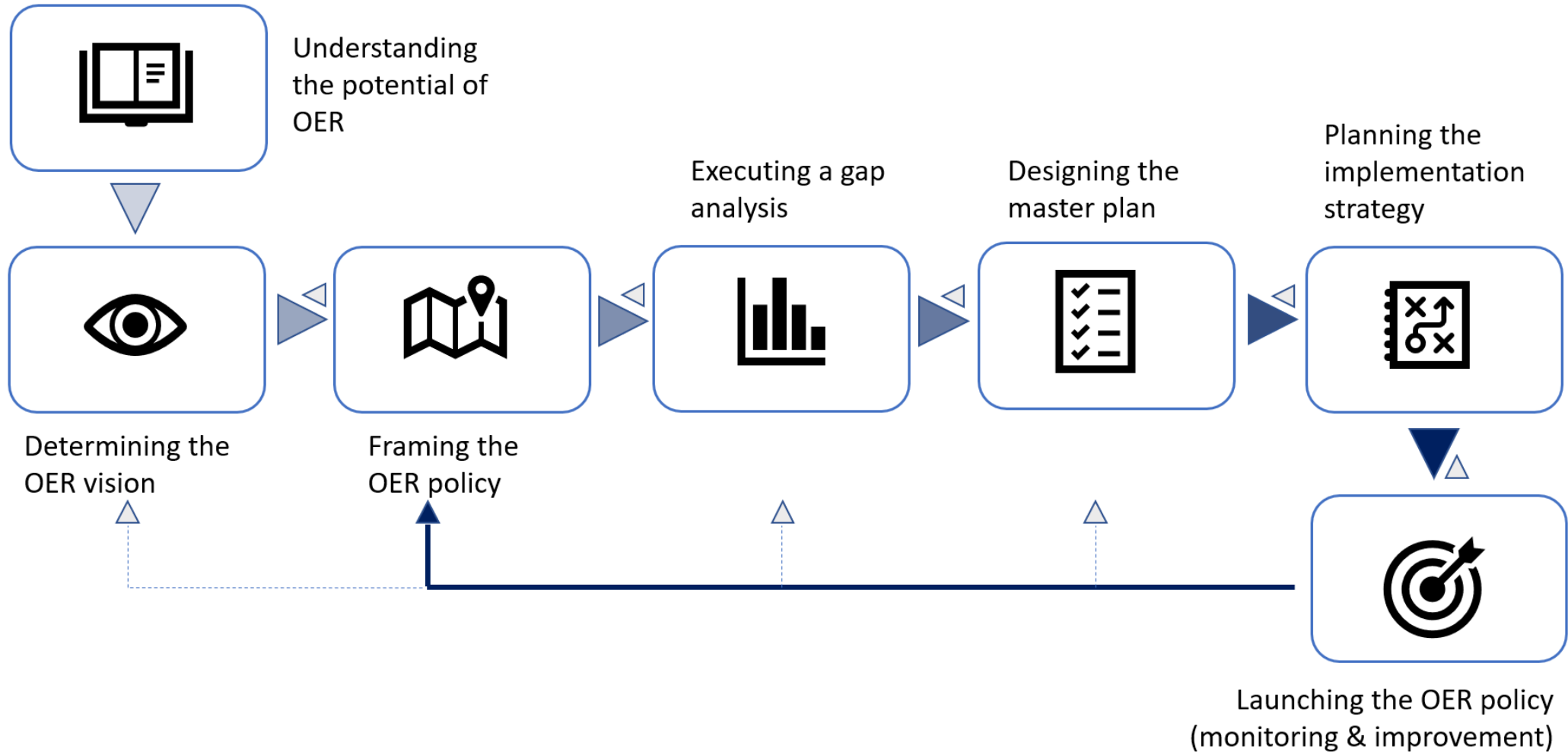
Overarching and comprehensive policies are necessary to take reforms **to scale** and **to integrate them into the 'normal' system**, since any new reform requires existing prioritisation, administrative routines and decision-making structures to be re-assessed and in many cases **realigned** to the new reform.



Principles of an OER policy

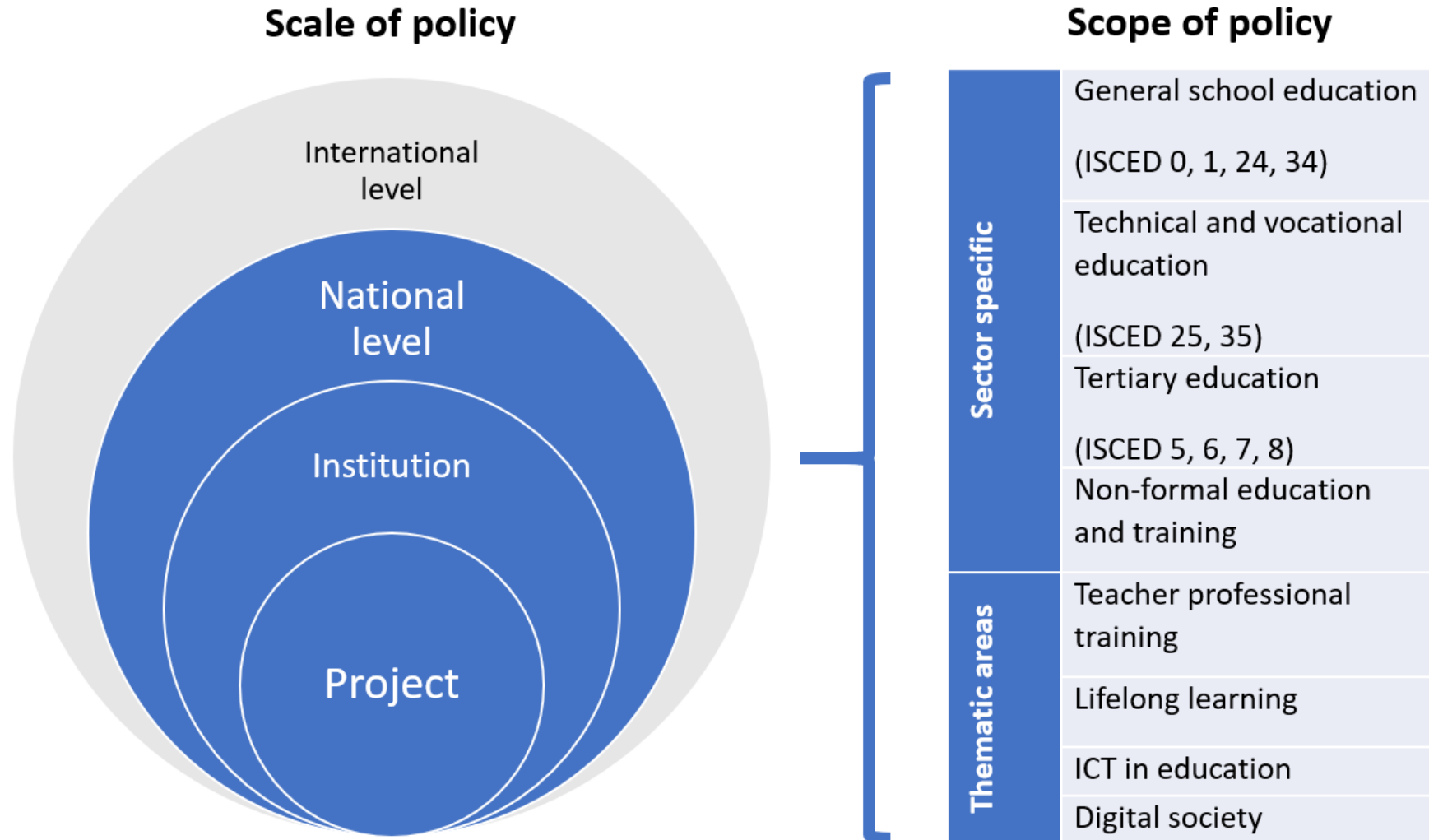
- ... should utilise OER to increase access to higher quality learning
- ... should make every effort to ensure that the policy is equitable and inclusion, i.e. that all members of society, especially the vulnerable, can benefit from its impacts
- ... should lead to quality improvement in teaching and learning
- ... should support innovations in teaching (including teacher training) and learning
- ... should support efficient and sustainable practices around the use of OER
- ... should remain open to discussions and improvement through interactions with key stakeholders and users

The 7 steps in designing an OER policy for better T & L





The policy framework: choosing scope and scale





The 6 policy building blocks

Key building blocks	Key objectives
✓ Adopting an open licencing framework	➡ To enable and simplify the use of open licencing for learning materials
✓ Ensuring development, storage and accessibility of OER	➡ To make OER easily discoverable, accessible and adaptable through digital storage and editing platforms
✓ Aligning quality assurance procedures	➡ To ensure appropriate quality assurance procedures, which encourage continual improvement of learning materials



The 6 policy building blocks

Key building blocks	Key objectives
✓ Supporting capacity building and awareness raising	<ul style="list-style-type: none">➤ To enable users to fully harness the qualities of OER for teaching and learning➤ To ensure that all stakeholders are knowledgeable about the qualities of OER and how they can be used
✓ Encouraging sustainable business models and launching funding strategies	<ul style="list-style-type: none">➤ To ensure that the cycle of OER production and reuse is sustainable over time for those actors involved in their production and reuse
✓ Establishing monitoring and research on the effectiveness of OER use and its learning outcomes	<ul style="list-style-type: none">➤ To ensure that a continual monitoring of progress of the policy is carried out➤ To ensure that adequate levels of research on the impact of OER use exist and can be fed back into OER policy design



Approaching implementation

Bottom-up approaches: These approaches start by supporting practitioners in the field, often through one-off funding for a limited period. The clear advantage of this approach is that it can benefit from the self-directed motivation of the initiators and their networks and is very focussed on specific contexts in the field.

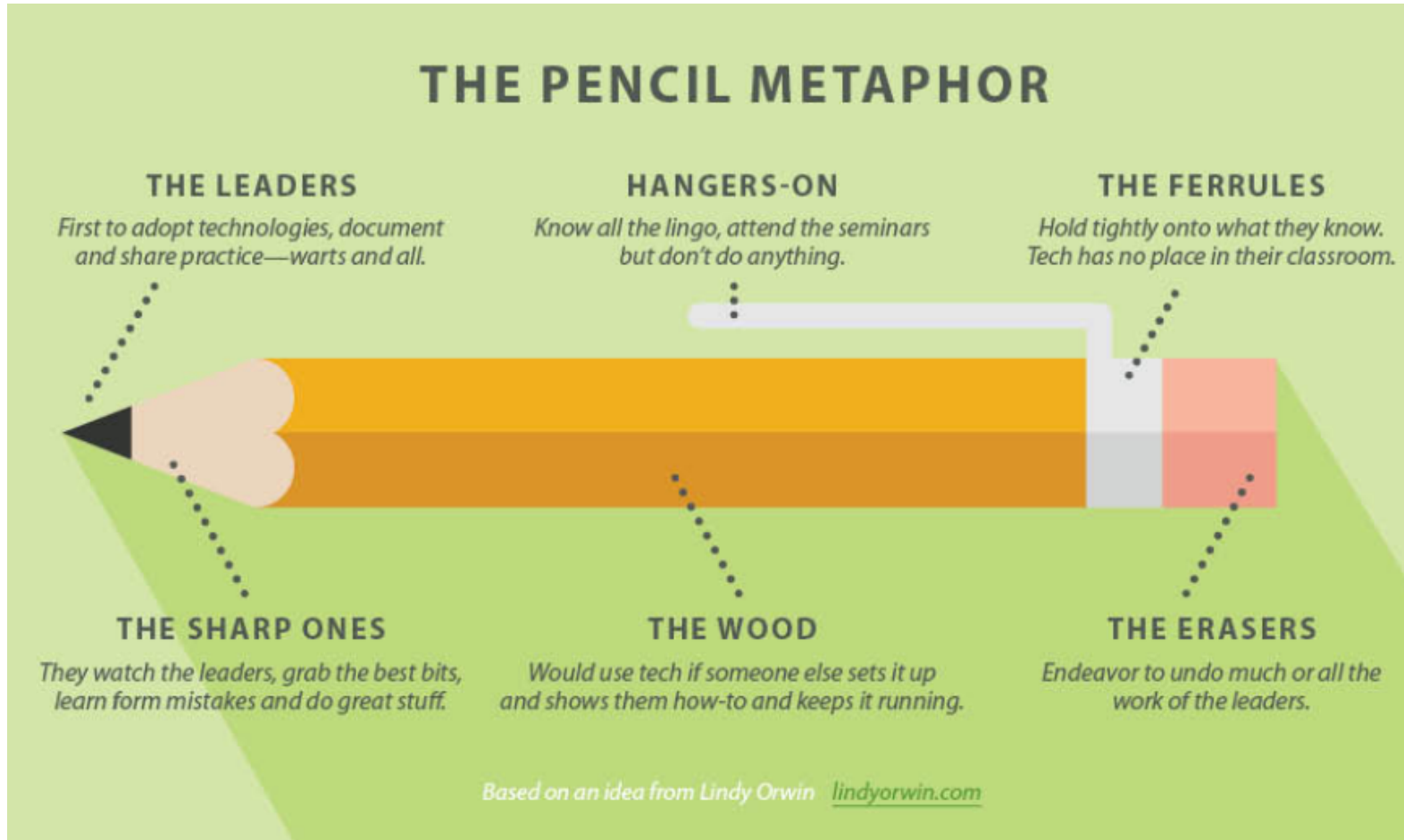
Top-down approaches: A top-down approach to public policy can take into account all the success factors considered necessary for good practice, so it should afford a more systemic approach. It also has the advantage of being able to use the tools of regulation, coercion and resource-allocation to push certain activities and behaviours.

Managed approaches: A third approach will take account of the advantages and disadvantages of each approach. This attempts to ensure two things:

- ✓ That the process of change must be coordinated and controlled, so that all elements of the masterplan can work together to the benefit of policy success
- ✓ That the key stakeholders feel ownership for the policy implementation and are motivated and engaged to act, partly through changing their own behaviours



Approaching implementation



- What is going to be **enforced** in this building block (e.g. through a legal regulation)?
- What is going to be **enabled** in this building block (e.g. through improving the infrastructure or offering new support structures)?
- What is going to be **encouraged** in this building block (e.g. through rewarding or making certain actions more visible)?

(The William and Flora Hewlett Foundation, 2015)

The 7 steps in designing an OER policy for better T & L

