Открытые образовательные ресурсы в неанглоязычных странах

Open Educational Resources in Non-English-Speaking Countries

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UNESCO IITE

• Was established in Moscow in 1997 as UNESCO Category 1 institute

• IITE’s mission: to serve as a centre of excellence and provider of technical support and expertise in the area of ICT usage in education

• Main lines of action:
  – Digital Pedagogy and Learning Materials
  – ICT and Futures for Higher Education
  – ICT in Technical and Vocational Education and Training
  – Professional Development of Teachers
  – ICT for People with Disabilities
  – Media and Information Literacy and ICT-Competence for Teachers
  – Mobile, E-learning and Open education
  – ICT in Health Education
Open Educational Resources

• any educational resources that are **openly available for use, adapt and replicate** by educators and students, without an accompanying need to pay royalties or license fees

• can exist as smaller, stand-alone resources (reusable learning objects), that can be mixed and combined to form larger pieces of content or as larger course modules or full courses

• can include curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, simulations, labs, collections, journals, and any other materials that have been designed for use in teaching and learning

• materials are considered open if they are released under an open license such as a Creative Commons License.
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OER in non-English speaking countries
Findings of the project

Internal motivations of producers and users of OER

- An interest in innovative teaching methods and resources
- A willingness to expand the access students and colleagues to their materials
- A desire to enhance the visibility of the university
- An opportunity to gain additional recognition and scores during appraisal

Benefits

1. Potential financial saving due to eliminating the duplication of efforts in the development of teaching materials
2. Positive impact on the quality of the education being offered
Findings of the project

Barriers to the development and use of OER

Language barrier!

• Vast majority of OER is in English and based on Western culture
• The risk of consigning Non-English Speaking Communities to be placed in the role of consumers

Technological, economical, cultural, legal, etc. barriers

• Access to and use of ICT is often low
• Lack of knowledge-sharing culture, particularly around sharing and reusing learning materials
• Lack of ICT competency and media and information literacy
• Formal primary, secondary and tertiary education is heavily governed by national policies and laws, particularly curriculum and qualification frameworks
• Tension between the academic values of sharing knowledge and the “commercial” values of selling educational content/services
Findings of the project

Barriers to the development and use of OER

- National/institutional strategies for the ICT use in education: infrastructure, not the educational content
- Lack awareness of educators often 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 into educational practice is non-existent and the provision of open educational content is not considered during instructors’ performance evaluations
Findings of the project

Main recommendations

• Awareness raising and promotion of OER and open licenses

• Education strategy with adequate provisions for open education practices

• Allocation of public funding for ICT infrastructure and production of educational content, maintenance of OER repositories, and acquisition of adequate ICT and media and information literacy skills appropriate to producing and sharing OER

• Revising pedagogical approaches, curriculum and quality standards

• Assessment and credentialing

• Fostering the concept of “openness” — the philosophy of sharing, reusing, adapting, readapting, translating and localising educational resources — amongst educators, learners and the general public
THANK YOU!

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