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in Education

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



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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



**OPEN EDUCATIONAL RESOURCES
IN NON-ENGLISH-SPEAKING COUNTRIES**



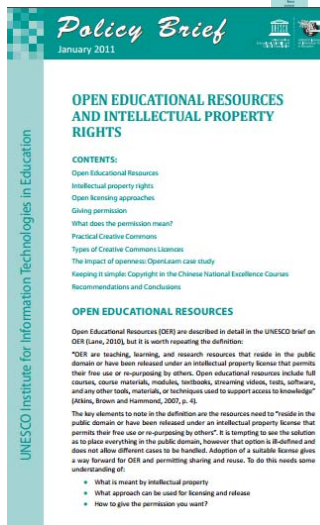
**GLOBAL TRENDS
IN THE DEVELOPMENT AND USE OF
OPEN EDUCATIONAL RESOURCES
TO REFORM EDUCATIONAL PRACTICES**

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 discussion and action within educational circles, particularly those related to higher education. There are a number of names associated with the movement that was initiated in the late 1990s but gained global prominence in 2001 when MIT launched their Open Courseware initiative... names such as open content, open educational content, open learning resources, open educational technologies, open academic resources and open courses are variably used in the literature and in online and face-to-face discussions, but it is the term open educational resources adopted at a UNESCO meeting in 2002, that is most commonly used. There are also a number of definitions but the modification of the original UNESCO definition is often quoted:

OER are teaching, learning, and research materials or resources that are available to all users under a license that permits their free use or re-purposing. OER resources include full courses, course materials, textbooks, streaming videos, tests, software, and techniques used to support access to knowledge. (Hammond, 2002, p. 4)

<http://ocw.mit.edu/index.htm>



**OPEN EDUCATIONAL RESOURCES
AND INTELLECTUAL PROPERTY
RIGHTS**

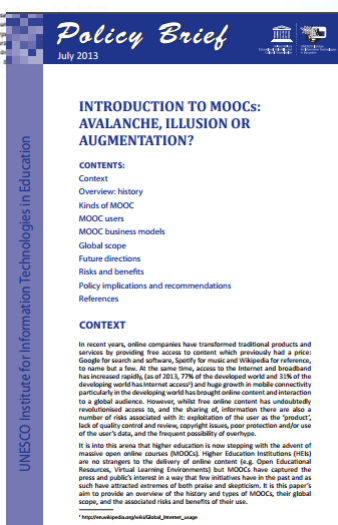
CONTENTS:
Open Educational Resources
Intellectual property rights
Open licensing approaches
Giving permission
What does the permission mean?
Practical Creative Commons
Types of Creative Commons Licenses
The Impact of openness: OpenLearn case study
Keeping it simple: Copyright in the Chinese National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

OPEN EDUCATIONAL RESOURCES

Open Educational Resources (OER) are described in detail in the UNESCO brief on OER (Laine, 2009), 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?



**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, 73% of the developed world and 25% 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 revolutionised access to, and the sharing of, information there are also a number of risks associated with its exploitation: the user as the "product", lack of quality control and review, copyright issues, user protection and/or use of the user's data, and the frequent possibility of overtype.

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 initiatives have in the past and as such have attracted extremes of both praise and derision. 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.

http://www.unesco.org/education/tefl/tefl_presentation

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

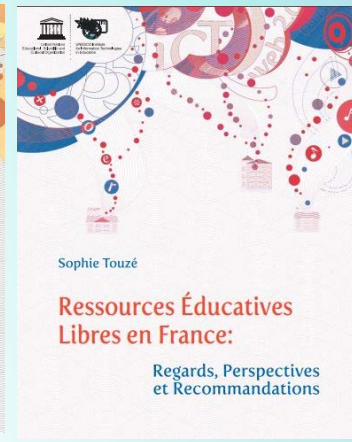
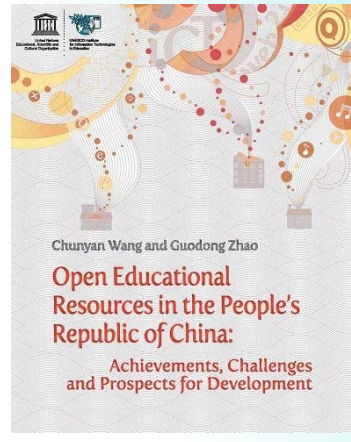
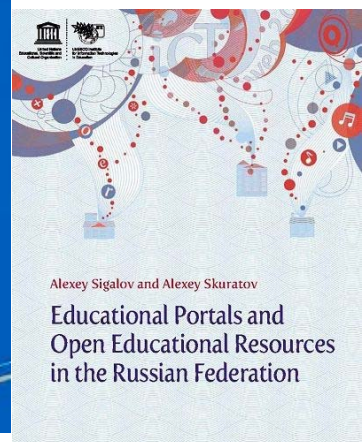
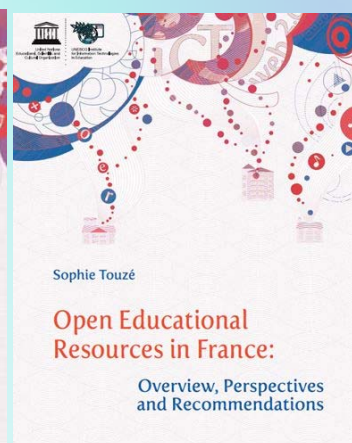
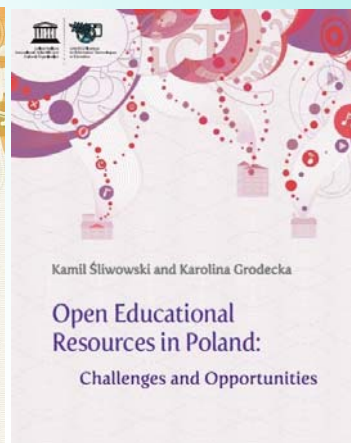
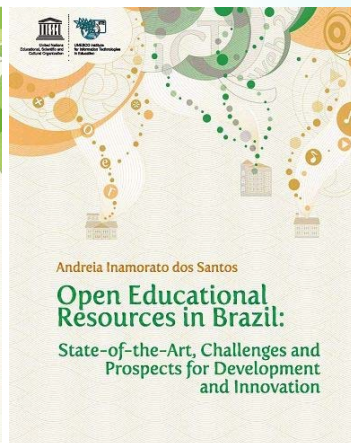
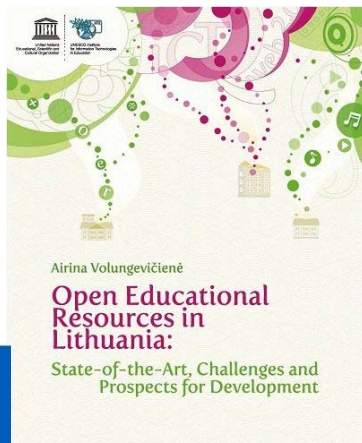
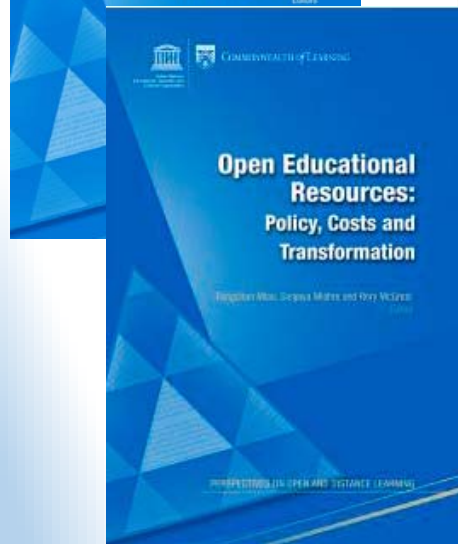
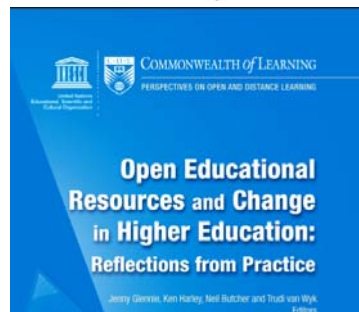


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Findings of the project

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



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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



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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



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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



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THANK YOU!

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