UNESCO IITE Workshop

Mother–language OER for access and quality of education: Pros and cons for non-English speaking communities

The culture of OER use by Portuguese HE teachers: from policies to training

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• Portugal, a little European country
• Portuguese is the official language in ten countries, including Brazil, Mozambique, Angola, Portugal, Guinea-Bissau, East Timor, Equatorial Guinea, Macau, Cape Verde, and São Tomé and Príncipe
• 220 million native speakers
Mother-language OER for Access and Quality in Education

TEACHERS

New kind of teaching

STUDENTS

New kind of learning

OER and OEP
What are the perceptions and practices of higher education teachers in Portugal regarding Open Educational Resources?

A survey to the faculty of all public higher education institutions

- 58% are female
- 71% are between 40 and 59 years of age
- Professional Stability (73.3%) have exclusive contracts
- Category Career most represented is Assistant Professor
- Majority (73.5%) have eleven (11) or more years of service in HE
HE Teachers Perceptions and Practices regarding OER

- The majority of teachers have already heard about the concept of OER
- Existence of OER repositories not unknown

Superficial knowledge of OER

When asked about more specific aspects of OER (institutional policies or initiatives) the lack of knowledge increased
Most respondents self-rated their knowledge as positive.

However, almost half of the respondents are not sure about who owns the copyright of teaching materials they produce at their institution.
OER-related activities

Most frequent activities
- adaptation of OER to the context or needs
- research in OER repositories

Less frequent activities
- Publication in OER repositories

Data shows us that

Those who perform more searches in repositories are the ones who ADAPT OERs the most.

The use of OERs also had a strong association with the knowledge of OER and the publication of teaching materials.
Barriers to the use of OER

MORE Important

Political
• lack of institutional support policies and strategies
• insufficient technical support from institutions

Personal
• lack of time to create or adapt OER

LESS Important

• lack of OER in the user's native language
• lack of hardware / software to create or adapt OER
• lack of culturally relevant OER

Revealing some lack of knowledge regarding specific issues of OER, more precisely in linguistic, technical and quality issues of the resources themselves
Incentives to the use of OERs

MORE Important

Political
• existence of an **institutional platform**
• **OER sharing community**
• training and institutional support (workshops for teachers)
• institutional strategies **should not be mandatory** (reject the idea of compulsory use of Open Educational Resources in their practices)
Some conclusions from the survey

No culture of sharing Open Educational Resources

BUT

the perceptions and predisposition of HE teachers / researchers rearding the value of collaboration, sharing and openness suggest that

there is a desire to overcome the challenges mentioned

SO

it might be possible to move towards Open Educational Practices, which will benefit teachers / researchers but also their institutions and the global community.
How to promote the creation and use of mother-language OER?

Institutional Policies

Training and Empowerment (Teachers and Students)

Research in the area
Institutional OER Policies

1. **Teacher Assessment** – recognize and value the creation/adaptation of OERs

2. **Stimulate and reward the publication** in Open Repositories

3. **Require that the teaching materials in all courses** have a **minimum of 30 %** in the mother language

4. **Offer teachers technical and instructional design support** when needed
Training and Empowerment of HE Teachers

Based on our experience at UAb

• Training of HE teachers for online teaching
• Design of online teaching modules based on OERs
• Design and implementation of MOOCs:
  • Digital Competences for Teachers (only with OERs) – Portugal and Brazil
  • Lisbon and the Sea
  • Climate Changes
• Online training of secondary school teachers for the use of OERs
Training and Empowerment HE Teachers

Based on our experience, we believe that it is important to:

1. **Integrate** different aspects in **the process**
   (Stimulate, Support, Reward)
2. Start at a **small scale**
3. Demonstrate **best practices**
4. Target **voluntary teachers**
5. Give **time to learn**
6. Recognize **professional development**
7. Incentivize **change to their practices**

Training Programs should be

- Intense & Immersive
- Practical
- Reflexive
- Critical
Training and Empowerment of HE Students

Students Empowerment through:

• Students as producers of OER in our online Master’s Courses (prosumers)
• Mandatory Course where the students learn how to use/adapt OERs
• Students as active contributors to Wikipedia in Portuguese

Openness and Transparency
Dialogue within learning class and outside class

Connectedness
Guidance and Modelling (instead of directed instruction)
Support Research Projects in the field

- **PhDs related to OER/OEP** in portuguese (13 Theses)
- **Master theses** about OER/OEP (30)

Integrate European and Portuguese Open Education Projects

- OpenUpEducation
- MOOC Maker; MOOC Quality
- OpenProf
- EMMA, ECO, HOME
- Open Virtual Mobility

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Conclusions

Building and Producing OERs should be supported by institutions, by

- Incentivizing and rewarding teachers and researchers
- Implementing teacher and student training and empowerment
- Building a culture of openness, transparency and sharing in the communities
Thank you!

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Lisbon and the River