Mother-Language OER for Access and Quality of Education: Pros and Cons for Non-English-Speaking Communities

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27th EDEN Annual Conference, 18-20 June 2018, Genoa, Italy
Exploring the Micro, Meso and Macro: Navigating between Dimensions in the Digital Learning Landscape
OER in non-English-speaking countries

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Barriers to the development and use of OER

- National/institutional strategies for the ICT use in education are mainly oriented towards infrastructure and seldom encourage the development of educational content
- Educators often lack awareness 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 is non-existent and the provision of OER is not considered during performance evaluation
Barriers to the development and use of OER

Economic Issues
Most of the surveyed countries belong to the categories of developing or transition economies, thus national governments have to take sensitive decisions on prioritising certain items in their budget expenditures. For most of them, education is a priority, but currently there is an excessive skew towards infrastructure.

Legal Barriers
Electronically concluded contracts and licenses are not valid in some countries, waiving some of the rights granted by existing copyright law is perceived as legally impossible. Often the resistance to adopting open licenses was not always related to the fact that national IPR legislation contradicted the terms of CC licenses. Most current legal problems with CC licensing can be overcome through the changes to the relevant laws in the short to medium term.
Lack of knowledge-sharing culture around sharing and reusing learning materials

The biggest barrier for teachers is a cultural one around teaching practices and overcoming academic practices surrounding using, reusing or remixing other people’s material for fear of infringing copyright or being accused of committing plagiarism; or of believing that it is inappropriate for local needs or poor quality. (Andy Lane, 2010)

Often research or producing your own content is valued higher than using other people’s content.

School teachers may be more interested in pre-developed educational resources that directly help them in their teaching than in adapting resources themselves.

OER development is still rooted in the “publish for use as is” mode, where the sharing is one-way rather than reciprocal.
Barriers to the development and use of OER

Regulatory Barriers and Pedagogy

• Formal education is heavily governed by national policies and laws. Institutions and teachers are cautious about changing their policies and practices, including sharing educational resources and adopting and adapting resources from outside.

• There is a tension between the academic values of sharing knowledge and the “commercial” values of selling educational content/services and/or competing for fee-paying students both nationally and internationally.

• Pedagogy still favours face-to-face presentation by a lecturer rather than flexible, resource-based, student-oriented learning.

• A lack of support staff to help teachers adopt new practices is also a serious problem in promoting OER.
Objectives of the workshop

OER should be developed in national languages other than English
THANK YOU!

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