Next step towards Open Education

Open Education: From Open Practice to Open Policy
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MOOC til Norge
Nye digitale læringsformer i høyere utdanning
The first step was Open Access
Why did Open Access succeed?

- Clear enemy
- Focussed process and simple goals
- Defined stakeholder group
- One technical solution for Open Access Institutional Repositories
OER Confusions

• Definitions of OER – so many!
• Licences
• Is there a role for commercial actors?
• Support infrastructure & tools
NoricOER answer

• From Broad Declarations to Localised 10 Points of Action

• Be clear about the Need for Tools Support
10 principles to agree upon
1. Values

In the Nordic countries, we share values of openness and transparency, access for all to education, and commitment to citizen participation. Open Educational Resources (OER) build on these values. Uptake of OER will improve Nordic education.
2. Innovation

OER raises all sorts of unprecedented questions about education. Thus, OER will play an increasingly important role in innovating global educational practices. There is a need to focus the innovative potential of OER for Nordic knowledge economies.
3. Models of education

OER gives organisations an opportunity to redesign their educational and/or financial models. Promoting OER helps identifying opportunities and dismantling barriers to high-quality learning and teaching.
4. Market

Freely shareable OER does not mean the end of commercial markets. Authors, content providers, publishers, school authorities and others should discuss how OER can be integrated into the Nordic educational systems.
5. Awareness

Raising awareness is first priority to promote OER in the Nordic countries. UNESCO’s Paris Declaration, and EU’s Opening Up Education are international initiatives that offer sound foundation. Inspiration should also be sought from emerging policies in our countries on Open Source, Open Access, Open Data, Open Education, Open Research and Open Innovation, as OER is part of these open practices.
Sharing enhances the quality of education, and OER introduces an aspect of peer review in learning and teaching. Quality should be the focus integrating OER in Nordic education.
7. Language and Culture

The Nordic languages and cultures are small and have to find their own position in a OER community dominated by English language and Anglo-American culture. The Nordic countries will benefit from close co-operation when coming up with their own policies on how to contribute to the local and global OER commons.
8. Global responsibility

OER is a global phenomenon with no limits to who can publish or who can use. Through promoting OER, the Nordic countries can strengthen their contribution to global educational development.
9. Institutions

Educational institutions should have a policy and plans for promoting OER. The Nordic collaboration on OER should help schools, colleges, universities, vocational training institutions, and other educational institutions develop their OER strategy, e.g. through knowledge sharing and exchange.
10. Governments

Governments are responsible for providing a favourable framework for OER. Local, regional and national authorities should develop policies and strategies for use of OERs within their remit.
Nordic OER is a network of stakeholders to support uptake, adoption and collaboration around Open Educational Resources in the Nordic countries. You are welcome to join!

Adopting OER for less used languages: We need hard talk on tools and infrastructure!

Embrace of the four Rs of OER is seen as the key to make OER take off. However, we need more than Re-vise, Re-mix, Re-use and Re-distribute for this to happen in less used languages and small cultures. If you don’t have the means to make the good things happen it does not matter it...
Some lessons to take home

• It's not what you share, it's how you create it

• Infrastructure to support process, not just output

• No proprietary software

• Always provide "source code"!
OER for small languages =
Revising what's out there
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Treat OER as Data!
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