



OER Africa

Some Lessons Learned

Who we are



The OER Concept



Section Dr. Adanu explains the programme (1:07)



and incision into the lower uterine segment (1:02)
5. Delivery of the baby and placenta and cleaning the uterine cavity (2:32)
6. Closing the uterine incision (3:41)
7. Closing the abdominal incision (8:23)

Self-assessment quiz

Dr. Adanu explains a caesarean section

Who is a “Champion”

- At onset (2008), we believed that for OER to take hold, there had to be an institutional champion – who was also a decision maker.
- Today, (2010) we have found:
 - “I think youth helps... I have a son in IT” – an OER ‘floater’
 - “I thought it was such a waste not to share them” – an 80+ year old ‘retired’ professor.
 - “once people get into it, they become evangelical” – a DVC Academic, T&L

A few things about Policy

- Policy reviews have overwhelmingly illustrated that institution's policy framework are largely supportive of increased collaboration, sharing of course materials, and harnessing of OER
- So why don't people share?

Developing Policy

- Need for clear , unequivocal statements on the IPR and Copyright relating to learning resources developed by staff and students in the course of their work.
 - e.g. does Materials Development explicitly count when considering job re-categorization and promotion, performance-based incentives, and letters of recommendation.
- Useful if **performance appraisal** could include contributions of OER to institution's digital library.
- Important to include **open licences** (such as the Creative Commons framework) when training of staff and course writers on copyright issues and plagiarism.

Show me the money

**Ward Rounds, Korle Bu Teaching Hospital,
University of Ghana**



Or give me a policy...

About sustainability

Policy

- No such thing as a one-stop institutional policy (for African universities)
- Must be aligned to existing institutional policy / philosophy

Funding

- Seed funding is critical and its role differs from one institution to another
- Institutional funding for OER is available in some instances – in others, linking up with like-minded networks may be the key

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What for?

Better teaching & learning

- Research – led OER
- Interactive v didactic

Improved institutional capacity

- Funding has served to expose subject matter experts to technical expertise
- OER pilots have helped institutions think through quality models

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Questions ?

Reflections - A terrace at the School of Public Health
University of the Western Cape



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Thank you

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