

Understanding OERs in Higher Education

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Defining the Concept

- Educational resources that are freely available for use by educators and learners, without an accompanying need to pay royalties or licence fees
- Broad spectrum of frameworks emerging to govern how OERs are licensed for use, some of which simply allow copying and others that make provision for users to adapt the resources that they use

How do CC Licenses Work?

- CC licences are based on four specific conditions:
 - attribution,
 - share alike,
 - non-commercial and
 - no derivative works



Examining The Landscape

OCW Initiatives

- OCW Consortium
- OER Commons
- Merlot
- CORE
- Jorum
- Health Education Assets Library
- Etc

The screenshot shows the OpenCourseWare Consortium website. At the top, the logo "OPEN COURSEWARE CONSORTIUM" is displayed. To the right, a tagline reads "Institutions working together to advance education and empower people worldwide through opencourseware." with a "Learn more..." link. A search bar contains the text "find courses about..." and a "FIND COURSES" button. A navigation menu includes links for HOME, ABOUT US, MEMBERS, HOW TO JOIN, NEWS, CONTACT US, BLOG, and HELP. Below the navigation, three main sections are visible: "USE Find Course Materials", "SHARE Share Your University's Courses", and "SUPPORT Support the OCW Movement". A large banner features the text "OPEN SHARING, GLOBAL BENEFITS" over images of a student in a library, a notebook with a pen, and a university building. A "JOIN NOW" button is present in the banner. Below the banner, two discussion boxes are shown: "PARTICIPATE IN OUR BUSINESS PLAN DISCUSSION MARCH 22 - APRIL 16" and "PARTICIPATE IN OUR STRATEGIC PLAN DISCUSSION APRIL 5 - APRIL 30". A "NEWS" section includes a link to a New York Times article from March 31, 2010. A "NEWSLETTER SIGNUP" section is also visible.

OPEN COURSEWARE CONSORTIUM

Institutions working together to advance education and empower people worldwide through opencourseware. [Learn more...](#)

find courses about... **FIND COURSES**

HOME ABOUT US MEMBERS HOW TO JOIN NEWS CONTACT US BLOG HELP

USE
Find Course Materials

SHARE
Share Your University's Courses

SUPPORT
Support the OCW Movement

OPEN SHARING, GLOBAL BENEFITS

JOIN NOW

PARTICIPATE IN OUR BUSINESS PLAN DISCUSSION
MARCH 22 - APRIL 16
[CLICK HERE TO JOIN THIS DISCUSSION LIST](#)

PARTICIPATE IN OUR STRATEGIC PLAN DISCUSSION
APRIL 5 - APRIL 30
[CLICK HERE TO JOIN THIS DISCUSSION LIST](#)

NEWS

Wed 31 Mar 2010 // As Colleges Make Courses Available Free Online, Others Cash In [New York Times](#)

Mon 29 Mar 2010 // Educational sources: changing landscape

OCWC Global 2010
Hanoi, Vietnam May 5-7, 2010

Registration NOW OPEN!
[click here for more information](#)

NEWSLETTER SIGNUP

* indicates required field

Examining The Landscape

Institutional Initiatives

- MIT OCW
- Open Learn (OU UK)
- UCT Open Content
- UNOW
- University of Michigan
- Etc

The screenshot shows the UCT OpenContent website. At the top, there is a navigation bar with icons for 'Contribute', 'Feedback', 'Help', and 'Login'. The main header features the UCT logo and the text 'UCT OpenContent' with a search bar. Below the header, a banner reads 'Sharing online resources for teaching and learning'. The main content area is divided into several sections: 'Recent posts' on the left, a central 'Faculties' dropdown menu, and 'Popular resources' and 'Tags' on the right. The 'Faculties' menu lists various departments including Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law, and Science. At the bottom, there are links for 'About Us', 'Blog', and 'Terms & Conditions'.

UCT OpenContent

Sharing online resources for teaching and learning • Deelbare onderrig en leer bronne • Ukwabelana ngezixhobo zokufundisa nokufunda

Recent posts

- GIPCA Great Texts / Big Questions Public Lectures 2009 Various Speakers
- Introduction to Microsoft Access 2007 Desiree McKie & Jane Nash
- Faculty of Humanities: Handbook on Citation and Related Matters Karin de Jager
- eMarketing: The Essential Guide to Online Marketing Rob Stokes
- Introduction to Microsoft PowerPoint 2007 Adapted from Wikibooks

All recent posts

The UCT OpenContent directory is the web portal for accessing open teaching and learning content from the University of Cape Town. Read More

Popular resources

- Open Teaching in a Digital Age
- NGO ICT and e-Readiness Assessment Tool
- Building a global teaching profile: OER at UCT
- A Manual of Online Molecular Biology Techniques
- Facilitating Online

Tags

- ar biology OER cell open educational resources soft Office microbiology ral surgery academic obstetrics ology occupational more tags

Faculties

- Centre for Higher Education Development
- Commerce
- Engineering and the Built Environment
- Health Sciences
- Humanities
- Law
- Science

Ear, Nose and Throat Tutorial (Video) Dr Graeme Copley

Procedures in Obstetrics and Gynaecology Dr Stephen Jeffery (ed)

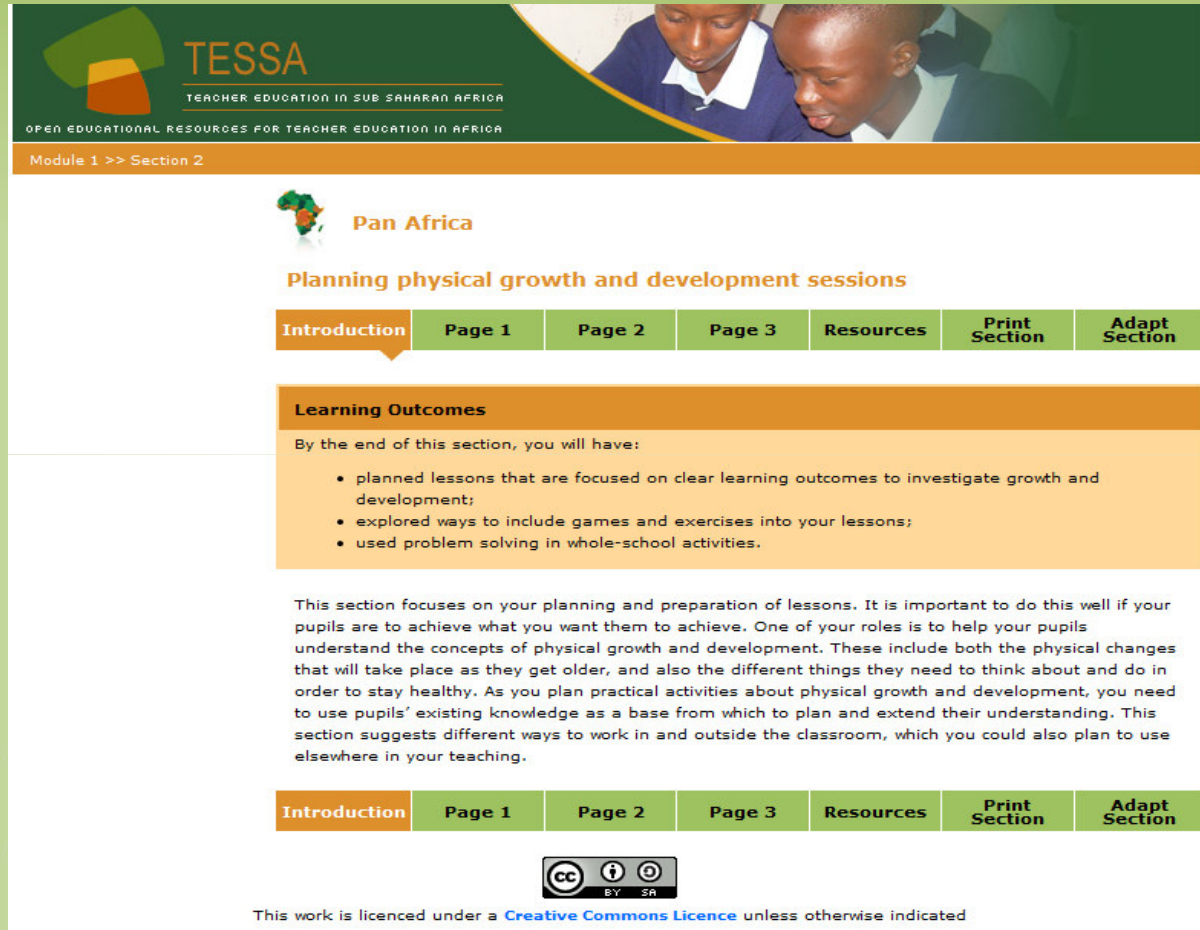
Faculty of Humanities: Handbook on... Karin de Jager

About Us | Blog | Terms & Conditions

Examining The Landscape

Content Development Projects

- TESSA
- Health OER
- AVU
- SAIDE AceMaths
- University of Malawi
- Etc



The screenshot shows a web page from TESSA (Teacher Education in Sub-Saharan Africa). The header includes the TESSA logo and the text 'TESSA TEACHER EDUCATION IN SUB SAHARAN AFRICA OPEN EDUCATIONAL RESOURCES FOR TEACHER EDUCATION IN AFRICA'. Below the header, there is a navigation bar with 'Module 1 >> Section 2'. The main content area is titled 'Pan Africa' and 'Planning physical growth and development sessions'. It features a navigation menu with 'Introduction', 'Page 1', 'Page 2', 'Page 3', 'Resources', 'Print Section', and 'Adapt Section'. The 'Introduction' section is highlighted. Below the navigation menu, there is a 'Learning Outcomes' section with a list of outcomes. The text below the outcomes states: 'This section focuses on your planning and preparation of lessons. It is important to do this well if your pupils are to achieve what you want them to achieve. One of your roles is to help your pupils understand the concepts of physical growth and development. These include both the physical changes that will take place as they get older, and also the different things they need to think about and do in order to stay healthy. As you plan practical activities about physical growth and development, you need to use pupils' existing knowledge as a base from which to plan and extend their understanding. This section suggests different ways to work in and outside the classroom, which you could also plan to use elsewhere in your teaching.' At the bottom of the page, there is a Creative Commons Attribution-ShareAlike (CC BY SA) license logo and the text 'This work is licenced under a Creative Commons Licence unless otherwise indicated'.

TESSA
TEACHER EDUCATION IN SUB SAHARAN AFRICA
OPEN EDUCATIONAL RESOURCES FOR TEACHER EDUCATION IN AFRICA

Module 1 >> Section 2

Pan Africa

Planning physical growth and development sessions

Introduction Page 1 Page 2 Page 3 Resources Print Section Adapt Section


Learning Outcomes

By the end of this section, you will have:

- planned lessons that are focused on clear learning outcomes to investigate growth and development;
- explored ways to include games and exercises into your lessons;
- used problem solving in whole-school activities.

This section focuses on your planning and preparation of lessons. It is important to do this well if your pupils are to achieve what you want them to achieve. One of your roles is to help your pupils understand the concepts of physical growth and development. These include both the physical changes that will take place as they get older, and also the different things they need to think about and do in order to stay healthy. As you plan practical activities about physical growth and development, you need to use pupils' existing knowledge as a base from which to plan and extend their understanding. This section suggests different ways to work in and outside the classroom, which you could also plan to use elsewhere in your teaching.

Introduction Page 1 Page 2 Page 3 Resources Print Section Adapt Section



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Examining The Landscape

Web Eco-Systems

- Connexions
- Wikieducator
- iTunesU
- DiscoverEd
- Folksemantic
- COL
- Etc

The screenshot shows the Connexions website interface. At the top, there is a navigation bar with the Connexions logo and links for Home, Content, Lenses, About Us, Help, and MyCNX. A search bar is located in the top right corner. Below the navigation bar, the main content area is divided into several sections:

- Connexions is:** A section describing the platform as a place to view and share educational material made of small knowledge chunks called modules. It lists three roles: authors, instructors, and learners.
- FEATURED CONTENT:** Two featured items are shown: "Advanced Algebra II" and "Collaborative Statistics". Each item includes a small image and a brief description of the content.
- FIND CONTENT:** A section with a search bar and a "Go" button. Below the search bar, there are options to "or browse by ..." with a list of subjects: Arts, Business, Humanities, Mathematics and Statistics, Science and Technology, and Social Sciences.
- CREATE CONTENT:** A section titled "Creating content in Connexions is as easy as 1, 2, 3:" with three numbered steps: 1. Get an account and log in to your workspace. 2. Make a module from scratch or convert it from a Word doc. 3. Publish your works, sharing them with the world. Below the steps, there are links for "Jump right in" and "Guides and tutorials".
- MY ACCOUNT:** A section with a login form (Username and Password) and a "Log in" button. Below the form, there are links for "Get an account" and "Forgot your password?".
- Support:** A section with the Connexions logo and the text "with a donation."
- SPOTLIGHT:** A section with the Connexions Consortium logo and a description of the consortium as a group of organizations and individuals working together to advance open source educational technology and open access educational content.

An Economic Shift

- Free sharing of educational content is not really a question of choice
- The wave is building, and the key question is: how do we ride it rather than being drowned by it?

Shift question from

- ‘why should I share my educational content?’
- to
- ‘how can I stay in control of the process of my educational content being shared?’

Institutionalizing Openness

- Increase investment in creating more effective teaching and learning environments
- The most cost-effective way to do this is to embrace open licensing environments
- To be effective and sustainable, such strategic decisions will likely need to be accompanied by review of institutional policies

Unlocking the Potential

- Vast quantities of educational material are already available from which no-one is generating any meaningful commercial return
- These represent a common intellectual capital that should be unlocked to drive and support education rather than kept hidden away from sight

Unlocking the Potential

- Initial results of sharing are and will be messy – and there will be many problems to solve (storage, discovery, QA, etc)
- But online communities have demonstrated the now indisputable power and value of lots of people working collaboratively towards a common cause
- Doing this in education has potential to restore core values of building and sharing knowledge that underpin good education, and systematically encourage us to work with and learn from each other