

[Annual Report 2013 -2014]

[UNESCO/COL Chair in Open Educational Resources]

[Rory McGreal]

UNITWIN/UNESCO/COL Chairs Programme Progress report

Period of activity: April 1, 2013 to March 31, 2014

Title of the UNESCO/COL/ICDE Chair: UNESCO/COL Chair in OER

Institution/Country Athabasca University, CANADA

Report established by: Rory McGreal

Function / Title: Chairholder & Professor Centre for Distance Education

To be sent by electronic mail to both: unitwin@unesco.org and i.nichanian@unesco.org

or to UNESCO, Division of Higher Education
7, place Fontenoy – 75352 Paris 07 SP
Fax: 33 1 45 68 56 26/27/28

Summary

The Chairholder was awarded an additional Chair in OER by the International Council for Open and Distance Learning (ICDE). He was also the lead editor in a new research book on OER, which has been published by the Commonwealth of Learning along with two other reports and an OER Guidebook. He has been appointed co-editor of the open online scholarly journal IRRODL and is presently converting it to have a more specific focus on OER. His collaboration with the African Virtual University has resulted in their hiring a Canadian OER researcher who has been working closely with the Chair as the head of their OER initiative in Africa. We have also worked with the OER Foundation to promote the success of the OER universitas initiative. The Chair has actively campaigned in Canada and it now has seven Canadian members, out of the +30 in the consortium. The Chair is maintaining the OER Knowledge Cloud website and the OCW site listing in order to support researchers on OER and users. The Open Courseware Consortium (now the Open Education Consortium) recognized the importance of the OER Knowledge Cloud with an Award at their annual meeting. They have also chosen Alberta Canada for the next international conference in April, 2015. We have also worked with Dutch colleagues on re-establishing the UNESCO Graduate network for OER (GO-GN).

The most important development in Canada in OER during this past year has been the tri-province Memorandum of Understanding on OER. This Chair had direct input into this initiative. As part of this, the Alberta government has announced a \$2 million grant to promote OER in the province. This UNESCO Chair has been appointed co-chair of the implementation initiative. This is a consequence of the advice provided by the Chair to the Alberta Ministry of Advanced Education and Innovation, leading to Alberta's leadership at the Council of Ministers of Education Canada meeting in Inuvik, where all the provinces agreed to support the UNESCO Paris Declaration on OER. The Chair is also actively involved in two Europrojects (POERUP and eMundus) to report on OER activity and policies across Canada and build a map for MOOCS, and Knowledge Mobility. Nationally, the Chair was an invited participant at one workshop in BC and four others in Northern Ontario. Internationally,

the Chair has been an invited speaker in 9 countries (keynotes: 5; workshops/panels: 8)

I. Address and Contact

	Address of the Host Institution	Address of the Chairholder
Name	Rory McGreal	Rory McGreal
Function/Title	Professor	UNESCO/COL/ICDE Chair in OER
University/Institution	Athabasca University	
Faculty/Department/Centre	Research Centre Technology Enhanced Knowledge Research Institute	<i>Information is the same</i>
Street	Athabasca University	
Postal Code	1 University Drive T9S 3A3	
City	Athabasca University	
Province	Alberta	
Country	CANADA	
Phone	+1 780 231-0596	
Fax		
E-mail address of the Chairholder or its representative	rory@athabascau.ca	
Website of UNESCO/COL Chair or UNITWIN Network	http://unescochair.athabascau.ca	

II. Available resources

For each type of resource placed at the disposal of the Chair/Network, please specify its source (cf. Annex 1)

1. Human resources

- **Status of the Chair in the organizational structure of the Institution (number of posts contributing to the Chair) 8**
- **Number of academic staff (full time and part time), full professors, researchers, lecturers** Profs: 4 Assoc. Profs: 2; Assistant Profs: 2
- **Number of visiting staff:**
- **If there are other staff or groups contributing to the Chair or Network, please indicate their number and status (postgraduate students, advisors, consultants, experts, NGOs, etc)** Consultants: 1; Postgrad: 1
- **Number of administrative staff: 2**

2. Other resources

Financial contributions: April 1, 2011 to March 31 2014

Athabasca University contribution

Chair (\$100K /yr) portion of salary:	\$ 100 000
Support staff & costs (\$50 K X 2 @ 10% X 1 yr.)	\$ 10 000
Participating faculty (10% @ \$120K X 5 X 1 yr.)	\$ 60 000

External funding

Open Education Foundation (OEF) in kind contribution of Director	\$ 5 000
Social Sciences and Humanities Council Insight Grant	\$ 22 000
TOTAL	\$ 197 000

New external funding (2013 -2014)

POERUP Europroject:	\$ 35 000
EMundus Europroject:	\$ 10 000
Commonwealth of Learning:	\$ 15 000

Material resources (indicate their nature and use):

Server space for housing OER repository and websites	est.	\$ 2 000
Computers for staff and faculty	est.	\$ 1 000

Space placed at the disposal of the Chair or Network

One office for the Chair and desks for staff and faculty	est.	\$ 12 000
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To facilitate easy handling of data, for each type of resources listed above, please provide the amount whenever available or an estimate sum in US Dollars or Euros.

III. Activities

(Please, provide short information for each activity)

1. Academic activities

Education (leading to certification)

As part of the Chair priorities, the Chairholder continues to maintain a functional OER Knowledge Cloud that can be used to support the GO-GN research network being led by the Dutch Chair. The Cloud now has more than 700 searchable scholarly articles and reports. As part of the OER Knowledge Cloud initiative, an edited book on OER was published by the Commonwealth of Learning (COL). In addition, a special issue of the refereed journal International Review of Research in Open and Distance Learning (IRRODL) was published last summer with more than ten research articles on OER. These will all be added to the OER Knowledge Cloud and released with a Creative Commons attribution licence.

A graduate level course on International Education was delivered by the UNESCO Chairholder.

- ! Duration: four months
- ! Target groups: graduate students; professionals
- ! Geographical: Worldwide

The UNESCO/COL Chair website and blog are being maintained:
<http://unescochair.athabascau.ca> as is the open courseware website”
<http://ocw.athabascau.ca>

Training (short term)

OCL4Ed Workshop an International online OER training workshop led by the OER Foundation and UNESCO and delivered to more than 30 countries. Sept, 2013

- ! Duration: two weeks
- ! Target groups: instructors; professionals (cf. Annex 2) + 100 participants
- ! Geographical coverage for partners and participants: worldwide

Open Access Week Online Seminar: Fun and Fear in Open Spaces. October, 2013

- ! Duration: one week
- ! Target groups: instructors; professionals (cf. Annex 2) + 140 participants
- ! Geographical coverage for partners and participants: worldwide

Open Education Week Online Seminar: Fun and Fear in Open Spaces. March, 2014

- ! Duration: one week
- ! Target groups: instructors; professionals (cf. Annex 2) + 400 participants
- ! Geographical coverage for partners and participants: worldwide

The Chairholder focused on OER research and the goals of the OER Chair by studying and disseminating information both internally and across Canada on copyright and the new copyright Bill C-32. Other research included collaborative work with the OER Foundation on OER for assessment and credit for students, in which we investigated assessment and accreditation practices, including Prior Learning Assessment and Recognition (PLAR) internationally.

The OER mapping has continued with the eMundus Erasmus Europroject

- ! Title: MOOC, Virtual Mobility and OER mapping;
- ! Duration: continuing
- ! Target groups (cf. Annex 2): administrators, instructors, professionals, policymakers
- ! Geographical coverage for partners and participants: world wide (cf. Annex 3)
- ! Intended use of results: Build the open education community

Refereed book chapters

McGreal, R. (2013). Why Open Educational Resources are needed for mobile learning. In Ally, M. & Tsikanos, A. (Eds.) *Mobile Learning*. Commonwealth of Learning. Retrieved from <http://www.col.org/resources/publications/>

Richards, G., McGreal, R., Stewart, B., & Sturm, M. (2013). Cloud computing and adult literacy: How cloud computing can sustain the promise of adult learning. In Kuan Ching Li (Ed.), *Cloud Computing and Digital Media: Fundamentals, Techniques and Applications* (pp. 359 -393). Hong Kong: Datamatics Global Services Limited. Retrieved from <http://hdl.handle.net/2149/3388>. [33% based on a report]

Wasti, R., & McGreal, R. (2013). Mobilising" web sites at open university: The Athabasca University experience. In Kinshuk, R. Huang & J. M. Spector (Eds.), *Reshaping Learning - The frontiers of learning technologies in global context*. New York: Springer.

Refereed Journal Article

McKerlich, R., Ives, C., & McGreal, R. (2013). Measuring use and creation of open educational resources in higher education. *IRRODL*, 14(4). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1573>

Refereed Conference Presentations

Quirk, D., Anderson, T., & McGreal, R. (2013, April). OER Policies in Canada: A POERUP country report. Retrieved from <http://conference.ocwconsortium.org/index.php/2013/2013/paper/view/371>

Reports

Boga, S., & McGreal, R. (2014). *Introducing MOOCs to Africa: New Economy Skills for Africa Program – ICT*. Commonwealth of Learning: Vancouver. Retrieved from http://www.col.org/PublicationDocuments/MOOCs_in_Africa_2014_Boga-McGreal.pdf

Conrad, D., Macintosh, W., McGreal, R., Murphy, A. & Witthaus, G. (2013). *Assessment and accreditation of Learners using OER*. Commonwealth of Learning: Vancouver. Retrieved from <http://www.col.org/resources/publications/>

2. Conferences/ Meetings

Invited Speaker: Conference Presentations & Workshops

Keynote at Workshop of Univ. Carlos III de Madrid (teleconf.), March 2014.

Keynote: Skills development in Distance Education, PCF7, Abuja, Nigeria, Dec. 2013

Keynote: (with F. Pannekoek) To MOOC or not to MOOC, ICDE Conf. Tianjin, China, Oct., 2013

Keynote: Future of Education and OER. *LINQ 2013*. Rome. May, 2013.

Panelist MOOCs for Development Intl. Conf., Philadelphia, April, 2014

OER workshop, Al Quds Open Univ., Palestine, March 2014.

Panel on MOOCs, reporting on eMundus Project, Euro MOOC Conf., Lausanne, Feb. 2013

Panel Chair on OER, Pan-Commonwealth Forum (PCF7), Abuja, Nigeria, Dec. 2013

Expert consultation, Standing Committee of OU Pres. (ICDE SCOP), Lisbon, (to come) Nov. 2013

OER workshop, Beijing Normal University, Oct. 2013

OER Experts invitation “Think Tank: Mind to MOOCs, Open University of China, Beijing, Oct. 2013

Panel Chair, 25th Intl. Council for Distance Education (ICDE) World Conf. Tianjin, China Oct., 2013

Reviewer for the Institute of Economics, Management and Law, Republic of Tatarstan, Russia

Special online workshop, Open Educational Resources, U. de Monterrey, Mexico, July 13, 2013

Refereed Presentations

McKerlich, R., Ives, C., & McGreal, R. (2013). Ready, Set. Go! Researching Institutional Readiness to Adopt Open Educational Resources (OER). Paper presented at the *Canadian Network for Innovation in Education*, Ottawa. April, 2013.

OER policies in Canada, *OCWC Conference*, Bali, Indonesia, May, 2013 (with T. Anderson)

Assessment and accreditation of OER. *OCWC Conference*, Bali, Indonesia, May, 2013.

Change Management: Using Open content and virtual labs for 21st century education. *The Higher Education Technology Agenda*. Hobart, Australia, April, 2013 (with D. Kennepohl, C. Ives, B. Stewart).

Other Publications

McGreal, R. (2013, April). Copyright and the need for Open Educational Resources. *Education Matters@ETMA*, 1(1), 6. Retrieved from <http://punya.educ.msu.edu/wp-content/uploads/2013/05/ETMA-e-Magazine-1.pdf>

International experience

Reviewer for the *International Review of Research in Open and Distance Learning*
Advisory Board for the *International Journal of Distance Education Technologies*
Journal of Technology for Education and Learning, Editorial Board
Editorial board of the *International Journal of Mobile Learning and Organisation* (IJMLO)
25th International Council for Distance Education Conference Programme Committee
Program Committee, International Conference on Computer Supported Education (CSEDU 2012)
OER4Adults Europroject Advisory Board
European Commission Open Education Advisor

3. Interuniversity Exchanges/ Partnerships

Universities:

- ! UNISA, South Africa
- ! Open University of the Netherlands
- ! Open University UK
- ! OER University initiative (20 institutions on five continents)
- ! University of Southern Queensland
- ! University of Leicester
- ! MESI, Moscow, Russia

Organizations:

- ! OER Foundation
- ! African Virtual University
- ! Association of African Universities
- ! Brazilian Association for Distance Education (ABED)
- ! Commonwealth of Learning (COL)
- ! DEHub, Australia
- ! European Association of Distance Teaching Universities (EADTU)
- ! International Association of Universities
- ! Open Education Consortium
- ! SPARC (Scholarly Publishing and Academic Resources Coalition)
- ! UNESCO
- ! UNESCO Canada
- ! International Council for Open and Distance Education (ICDE)

4. Publication and multimedia materials

(Please estimate costs of publications and expected revenues from their sale)

No revenues: These are OER

Publications

Books

McGreal, R., (2013). *Guide to Open Educational Resources*. Commonwealth of Learning, Retrieved from <http://www.col.org/resources/publications/>

McGreal, R., Kinutha, W., & Marshall, S. (Eds.) (2013). *Open Educational Resources: Innovation, Research and Practice. Perspectives on Open and Distance Learning* Retrieved from <http://www.col.org/resources/publications/Pages/detail.aspx?PID=447> [peer reviewed]

See Research section for other publications

Multimedia material

Etextbooks/Courses (mobile enabled)

Berland, A. et al. (in progress). Full BSc in Nursing programme (22 courses). Commonwealth of Learning & Saylor Foundation (use of my COL grant and OER input and experience; not author).

Dewhurst, D. & Zariski, A. et al. (2013) *Legislative Drafting*. Commonwealth of Learning & Athabasca University, (use of my COL grant and OER input and experience; not author).

McGreal, R. & Baker, D. (2013) *Basic English Learning for Information and Computer Technologies*. Commonwealth of Learning and Athabasca University. Available: <https://ictesl.athabascau.ca/> {Update & digitalization of previous work}.

Many modules added as OER on the Open Courseware Organization website: <http://ocw.athabascau.ca>

IV. Outcomes

Please describe shortly (up to 500 words) the major outcomes of the Chair/Network with special reference to their impact on the human, social, economical and cultural development at local, national, regional or international level. Whenever applicable indicate the impact of activities on promoting gender equality, rural development, attaining the Millennium Development Goals, Education For All and Sustainable development etc. We would like also to receive more detailed information on the activities of the Chair or Network at national level for e.g. implication of the Chair/Network in national Policies.

The most significant outcome from the activities of this Chair has been the MOU signed by three western provinces supporting OER. This included a \$2 million grant for OER in Alberta and the Chair is the co-Chair of this initiative. Institutionally and for international researchers, the Chair is maintaining the OER Knowledge Cloud website and the OCW site listing OER created/adapted at Athabasca University. Nationally, I was an invited participant at workshops with college vice presidents in BC and supported the BCcampus in advising the government on their OER initiative (40 new postsecondary courses as OER). We have also re-established the UNESCO network for OER and worked closely with international partners including the OER Foundation on building the OER universitas initiative, where we participated as founding members: and we are continuing the process of mapping the international OER, MOOC and Virtual Mobility communities.

Progress towards outcomes

This was an important year for the OER/COL Chair. The Chair has actively campaigned in the university, provincially and nationally for OER and its significance for universities. As co-chair of the new Alberta OER initiative, the Chair will continue to promote OER provincially, as well as institutionally and nationally. The major impacts of Chair activity are beginning to be realized. At AU, we now have committed ourselves to OER and have removed ourselves from a copyright collective in order to focus on OER and university-licensed materials. In the province, we have been working with the Alberta Rural Development Network, measuring the impact of their certification program and with the Department of Advanced Education and Technology supporting an etext initiative using OER. AU is now in the process of developing OER MOOC-like courses using OER.

In Canada, we are involved in Europrojects (POERUP & eMundus) to report on OER activity and policies across Canada and to map the OER landscape. The OER Knowledge Cloud has been a major success with thousands of researchers visiting the site and using the database, for which we received an international award. Internationally we are continuing to be active participants in the OER Foundation-led assessment and accreditation for students, collaborating on initiatives including submitting OER proposals to funding agencies. We also are supporting the new UNESCO OER list.

V. Forthcoming activities

(Please outline the action plan for the current biennium)

Background

This workplan for the UNESCO/COL Chair in OER focuses on maintaining the international OER Community and enabling an international OER Network. The objective is to build the capacity of institutions, particularly those in the developing countries to create, adapt, modify, localize and reuse OER, and to conduct research into the benefits and problems associated with introducing and deploying OER in institutions. Building on the present OER Community, the Chair will continue to complement it, collaborating with the international OER Graduate Network, essentially moving from a Community of Interest to develop a Community of Practice, recognizing the priority areas identified by UNESCO - Africa and youth, as well as the need for gender equity.

Outputs and outcomes will include sustaining the international OER Community; building the international OER Graduate Network; mapping OER initiatives worldwide; maintaining a significant online presence; and converting IRRODL into a journal that includes OER research for information sharing and dissemination.

Institutional Capacity Building

- ! Train AU faculty and staff in the creation, development, adaptation and use of OERs to promote high quality learning at lower cost;
- ! Undertake collaborative research on OERs and priority issues, such as quality and cultural appropriateness through the Technologically Enhanced Knowledge Research Institute (TEKRI);
- ! Conduct research on current problems in creating and using OERs in a cost effective and efficient manner;
- ! Conduct and assemble scholarly research on OERs, disseminate it actively to other Canadian institutions and those in other countries via online lectures and publish research findings online in open access scholarly and popular journals.
- ! Initiate policies promoting OER

National Capacity Building

- ! Raise awareness of OER through appropriate national entities such as the Canadian Virtual University and the Canadian Commission for UNESCO;
- ! Promote inter-provincial collaboration in OER creation and use.
- ! Work with provincial educational ministries to inform them of the need for OER and help in the formulation of policies in support of OER.

International Capacity Building

- ! Support interaction and information exchange in the international OER Community;
- ! Enable a decentralized international OER Network to promote North-South-South triangular collaboration;
- ! Continue a collaborative mapping exercise of open education initiatives worldwide;
- ! Undertake an awareness raising discussion across the entire network of UNESCO/COL Chairs and UNITWIN Networks;
- ! Conduct research on the use of OER and related issues, such as access;
- ! Collaboratively develop or use post-secondary programs as OER, with partners in the South and in fields relevant to the concerns of the South;
- ! Maintain an online presence, enabling collaboration and information sharing.

Goals

Specific goals include:

- ! Build the international OER Network of institutions and organizations;
- ! Sustain a map of the landscape of OER initiatives worldwide;
- ! Develop and support a network of OER researchers through online seminars and face to face meetings;
- ! Train teachers in developing countries in the coming year (using OER), who will become empowered and capable of instructing others online;
- ! Undertake and disseminate research on OER;
- ! Provide consultancy and advisory services.

VI. Development prospects

Action aimed at obtaining a stable permanent status of the Chair/Network in the structure of the Institution

Short and medium term:

Raise the profile of the UNESCO/COL/ICDE Chair and include relevant institutional partners

Long term:

Secure sustainable funding for the Technology Enhanced Knowledge Institute (TEKRI) with the OER Chair as an integral component.

Expanding activities: Include interdisciplinary institutional partners.

Broadening partnerships: Widen the scope of OER activity to include non-TEKRI researchers in Nursing, Computer Science, the Arts and Sciences.

Mobilization of resources: Include partners in proposals to funding agencies and make effective use of the CFI equipment that has been awarded.