Annual Report 2018 -2019
UNESCO Chair in Open Educational Resources

Rory McGreal

Athabasca University

April 9, 2019

UNITWIN/UNESCO/COL Chairs Programme
Progress report

Period of activity: April 1, 2018 to March 31, 2019

Title of the Chair: UNESCO/ICDE Chair in OER

Institution/Country   Athabasca University, CANADA

Report established by: Rory McGreal

Function / Title: Chairholder & Professor Faculty of Humanities and Social Sciences

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Executive Summary

The OER Knowledge Cloud, a responsibility of this UNESCO Chair continues to grow in the number of scholarly articles and reports and the number of downloads. As of March 31, 2019 the Cloud now hosts more than 2 300 research articles on OER, including 319 reports.

As co-Editor of the open access journal *International Review of Research in Open and Distributed Learning* (IRRODL), the Chair has successfully transformed the journal to include a greater emphasis on open and distributed education. IRRODL is indexed by all the major citation indexing systems. More than 55% of IRRODL articles are cited by authors in other Scopus indexed journals. CiteScore is 2.50 SJR1.034; SNIP 2.018. IRRODL's percentile standing is 93% and it is the highest ranked Canadian Education Journal in SJR. IRRODL has an SSCI impact factor of 0.734 with a H5 index of 36 and a five year impact factor of 1.003. The Scimago (SCOPUS) H index is 40. The ResearchGate Impact factor is 0.69. According to Google Scholar in 2017, IRRODL has a ranking of 5th among Educational Technology Journals and a rank of 9th of all Education Journals (h5 index = 41; h5-median = 68). It is the only fully open access journal in the top 20.

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	Centre for Distance Education Technology Enhanced Knowledge Research Institute	*Information is the same*
Street	Athabasca University 1 University Drive	
Postal Code	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) 1**

- **Number of academic staff (full time and part time), full professors, researchers, lecturers Profs: 1   Assoc. Profs: 1; Assistant Profs: 1**

- **Number of visiting staff: 1**

- **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**

- **Number of administrative staff: 1**

2.   Other resources

Financial contributions: April 1, 2018 to March 31 2019 (USD)

Athabasca University contribution

Chair ($100K /yr) portion of salary:		$	100 000
Support staff & costs ($50 K X 1 @ 10% X 1 yr.)		$	5 000
Participating faculty (10% @ $120K X 2 X 1 yr.)		$	24 000

New external funding (2018-2019)
Social Sciences and Humanities Research Council grant to IRRODL $ 23 500

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
TOTAL		**$**	**155 500**

All sums in US Dollars.

III.   Activities

(*Please, provide short information for each activity***)**

1. Academic activities
Education (leading to certification)

As co-Editor of the open access journal *International Review of Research in Open and Distributed Learning* (IRRODL), the Chair received an extended grant from the Canadian Social Sciences and Humanities Research Council (SSHRC) of c. USD 23500 for the year 2018-2919 to aid in scholarly publishing. In addition, the transformation of the journal to include a greater emphasis on open learning has been successfully achieved. This includes web site and application changes as well as the addition of new members to the IRRODL Editorial Board from five countries.

As part of the Chair priorities, the Chairholder continues to maintain a functional *OER Knowledge Cloud* that can be used to support the *Global OER Graduate Network* (GO-GN) research network now being led by the Dr. Martin Weller at the Open University UK. The Chair is a mentor for the GO-GN doctoral students. *The Cloud* now has more than 2 400 searchable scholarly articles and reports.

The Chair has been leading in bringing together other Chairs (UNESCO, Commonwealth of Learning, International Council for Open and Distance Education) associated with OER activities in the following countries: Brazil, Canada, Holland, Mexico, New Zealand, Slovenia, South Africa, Spain,Tanzania, Tunisia and the UK.

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)

The Chairholder focused on OER research and the goals of the OER Chair by studying and disseminating information both internally and across Canada on OER and copyright issues.

OER Regional workshop
> !   Duration: 6 hours March 2019
> !   Target groups: instructors & faculty; 60+ participants Univ. Kebangsaan Malaysia
> >   OER Presentation to + 300 students and faculty
> *!   Geographical coverage: Malaysia & Indonesia*

OER Regional workshop
- ! Duration: 2 hours March 2019
- ! Target groups: instructors & faculty; 10+ participants Univ. of South Pacific
- *! Geographical coverage: Samoa, South Pacific*

OER Regional workshop
- ! Duration: 8 hours March 2019
- ! Target groups: instructors & faculty; 60+ participants Univ. of South Pacific
     OER Presentation to + 80 students and faculty
- *! Geographical coverage: South Pacific*

OER workshop,
- ! Duration: 2 hours: February 2019
- ! Target groups: instructors; 8 participants, Vanuatu Campus of Univ. of South Pacific
- *! Geographical coverage: Vanuatu*

OER workshop,
- ! Duration: 3 hours April 2017
- ! Target groups: instructors; 15 participants Norquest College, Edmonton AB
- *! Geographical coverage: Alberta*

OER workshop,
- ! Duration: 2 hours October 2017
- ! Target groups: 12 students & faculty: Tsinghua University, Beijing, China
- *! Geographical coverage: Beijing*

OER workshop,
- ! Duration: 2 hours February, 2018
- ! Target groups: Faculty; 20 participants; Univ. San Marcos Medical School; Lima Peru
  Geographical coverage: Peru

OER workshop,
- ! Duration: 2 hours March 2018
- ! Target groups: faculty; 30 participants at Univ. de Piura, Peru
- *! Geographical coverage: Northern Peru*

2.   Conferences/ Meetings

Invited Speaker:

Canadian
Invited presenter: REL et l'avenir de la recherche. *Numerique 2018*. May, Montréal. (téléconference)

International
Visiting professor Faculty of Education, Universiti Kebangsaan Malaysia (UKM), March, 2019.
Invited presenter: University of South Pacific, March 4, 2019, Suva, Fiji
OER Workshops in Vanuatu, Fiji and Samoa for Univ. of South Pacific, March, 2019.
Keynote: Open Education in Technical and Vocational Skills Development. Hanoi, Vietnam, Oct. 2018
Research workshop presentation. Beijing Normal University. Beijing, Oct. 2018
Keynote: MOOC-Maker Conference. Lisbon Portugal April 2018

Refereed Journal Articles

Henderson, S., McGreal, R., & Vladimirschi, V. (2018). Access Copyright and Fair Dealing Guidelines in
    Higher Educational Institutions in Canada: A Survey. *Partnership: Canadian Journal of Library and*

Information Practice and Research, 13(2). Retrieved from
doi:https://doi.org/10.21083/partnership.v13i2.4147

McGreal, R. (2018). Special Report on the role of Open Educational Resources in supporting the UNESCO Sustainable Development Goal 4:Education for All. *Journal of Open Learning.* 2018 (2). (Chinese translation – reprint).

McGreal, R. (2018). Hearables for online learning. *International Review of Research in Open and Distributed Learning, 19*(4). Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/4142/4716 (Research Notes)

Refereed Conference Presentations

OER for Vocational Educ.. Aus. Council of Deans of Ed. Vocational Education Group Conference. Dec.. 2018
Why OER? *ISAN Conference,* Sydney, December, 2018
OERuniversitas: A Trans-National Consortium. ISANA Intl. Education Conference. Sydney, NSW. Dec.. 2018
Impact of OER, *Open Ed Conference,* Niagara Falls NY, Oct. 2018
Participant *COASP (Open Access Publishing) Conf.* Vienna, September, 2018
Open access in Canada. *22ⁿᵈ International Conference on Electronic Publishing*, Toronto, June, 201
Access Copyright in Canada, *ABC Conference*, Vancouver, ay, 2018
13 Case Studies on OER, *Festival of Learning Conference*, Vancouver, May, 2018
Impact of OER at *Open Ed Global Conference*, Delft, Holland, April, 2018
Why OER for Blended Learning, *Blended Learning Conference,* Warsaw, April, 2018.
Fair Dealing in Canada. (with S. Henderson & V.Vladimirschi). *ABC Conf.* Vancouver, May 2018.
UNESCO and Education for All. *BCcampus Festival of Learning*. Vancouver, May. 2018
OER and Future of Learning. *Computer Supported Education (CSEDU) Conf.*, Madeira, Portugal**,** March 2018
Why OER for Mobile Learning. *Mobile Learning Conference.* Lisbon, Portugal, April 2018
Why OER for Blended Learning. *Blended Learning Conference*. Warsaw, April 2018

Report/Questionnaire
McGreal R. (in press) Understanding the impact of OER: Canada. UNESCO Institute of Information Technologies in Education (IITE).

McGreal, R. (2018). Pockets of Innovation: OER implementations. Contact North/Contact Nord. Available from https://teachonline.ca/tools-trends/open-education-resources-oer-applications-around-world/taxonomy-term

Other publication

McGreal, R. (2019, March 4). Open Data Interview. Retrieved from
https://www.ruralopendata.ca/articles/interview-rory-mcgreal/

Refereed Journals
Guest Editor, special edition on OER of the journal *Smart Learning Environments*, 2019.
Editorial Advisory Board Indian Journal of Open Learning 2018 -2020
Special Edition Co-Editor, *Comunicar*, Columbian open access journal 2017-2018
Editorial Board:
The International Journal of Interactive Multimedia and Artificial Intelligence – IJIMAI
Revista Ingeniería e Investigación
INNOQUAL, International Journal for Innovation and Quality in Learning 2013-
Journal of Technology for Education and Learning, Editorial Board, 2012 -2014
IEEE Transactions on Learning Technologies, 2011-
In Education Journal (formerly Policy & Practice in Education) 2010-
International Journal of Distance Education Technologies 2011-
International Journal of Distance Education Technologies
Journal of Technology for Education and Learning,
International Journal of Mobile Learning and Organisation (IJMLO)

Other relevant experience

Canadian Legal Information Institute, 2018 - https://www.canlii.org/en/
Coalition Publi.ca (PKP, Érudit) Stakeholder Advisory Committee, 2018 - <https://www.coalition-publi.ca/>

Co-supervisor, Doctorate in Open Networked Education, Universidad Aberta, Portugal
Advisory Board of Hamdan Bin Mohammed Smart University Dubai (HBMSU), 2017 -
Advisory Board for Saylor.org, 2017-

Doctoral theses supervisor (6 students at Athabasca Univ.) ongoing
Doctoral thesis evaluator, University of Malaya, 2 students 2018

3.   Interuniversity Exchanges/ Partnerships

Universities:
- ! Hamdan bin Mohammed SMART University, Dubai, UAE (Advisory Board)
- ! Universidad Tecnologico de Monterey, Mexico
- ! Open University of Tanzania
- ! OER universitas initiative (30 institutions on five continents)

Organizations:
- ! OER Foundation
- ! Brazilian Association for Distance Education (ABED)
- ! Commonwealth of Learning (COL)
- ! European Association of Distance Teaching Universities (EADTU)
- ! European Distance Education Network (EDEN)
- ! International Association of Universities
- ! Open Education Consortium
- ! SPARC (Scholarly Publishing and Academic Resources Coalition)
- ! International Council for Open and Distance Education (ICDE)
- ! Saylor.org Advisory Board

IV.   Outcomes

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. We have also re-established the UNESCO network for OER and worked with international partners including the OER Foundation on building the OER universitas initiative, where we participated as founding members. The OERu is now actively online delivering the first Mini-MOOCs to more than 1 000 students in +60 countries.

Progress towards outcomes

The Chair continues to actively campaign in the university, provincially and nationally for OER and its significance for universities. 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. AU is now developing and delivering OER MOOC courses using OER in collaboration with the Commonwealth of Learning. The MOOC on Online Learning has now reached more than 6 000 students in over 60 countries.

 The OER Knowledge Cloud continues to be a major success with thousands of researchers visiting the site and using the database, for which we received an international award in 2016. Internationally we are continuing to be active participants in the OER Foundation–led assessment and accreditation for students, collaborating on initiatives.

V.   Forthcoming activities

(Please outline the action plan for the current biennium)

Background

This workplan for the UNESCO Chair in OER continues to focus 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 Global OER Graduate Network (GO-GN), essentially moving from a Community of Interest to develop a Community of Practice,   recognizing the priority areas (SDGs) 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 promoting IRRODL as 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.
- ! Support the development and implementation of policies promoting OER

National Capacity Building

- ! Raise awareness of OER in Canada.
- ! Promote inter-provincial collaboration in OER creation and use.
- ! Liaise 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;
- ! Collaborate on a decentralized international OER Network to promote North-South-South triangular collaboration;
- ! 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;
- ! Support a network of OER researchers through online seminars and face to face meetings;
- ! 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 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 new researchers.

Mobilization of resources: Include partners in proposals to funding agencies and make effective use of digitalI equipment and internet connectivity.