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Open Educational Resources: Policy implications

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Topics in my presentation

- Current situation in Norwegian (Higher) Education
- Strategies
- Policy implications



Some ICT trends in Norwegian Education

- Curriculum Reform (K-13): Digital Skills embedded in subject curricula from 2006-2007.
- Higher Ed
 - Quality Reform in Higher Ed: Stronger emphasis on student-active learning
 - High penetration of digital learning platforms in Higher Ed
 - Good infrastructure (PC access, Internet, networks)
 - Uneven use of digital learning resources (DLR). Scale and scope of OER activities have not been mapped.
 - Lack of re-use of digital learning resources

Possible reasons for lack of re-use of DLR in Higher Ed

- Learning resources are context-bound. Inhibits re-use
- Lack of ICT competence in own organisation
- The "My Way Syndrome". Insufficient culture of sharing
- IPR issues

Portal strategy (2005-2008)

- Coordination Group for Educational Portals
- Advocates a Culture for Sharing
- Avoid overlapping content and target groups
- Technology development and interoperability:
 - Course Description Management (CDM)
 - Technological Interoperability for digital learning resources
- Content sharing and dissemination projects

Strategy for Digital Learning Resources (to be launched late 2006)

- Cross-sectoral and demand-side oriented
- Acknowledges DLR as a driver for ICT integration
- Based on a holistic view on learning resources as a means to support methodological diversity
- National heritage on the Internet
- Interoperability issues
- IPR and tax issues
- Digital portfolios
- Higher and Adult Ed are addressed

Towards....World 2.0 ☺

- Web 2.0 and social software give our students new tools for production, interaction and sharing online. -> Challenge to the educational system
- Computer games: Engages children in complex learning situations requiring the ability to master different set of modalities (J P Gee 2005)
- OECD 2006 ("New Millennium Learners") and others: How will the gap between home and school use of ICT affect education? Risk of marginalisation?
- New students are more ICT-savvy than before. HEIs have to grasp this challenge

Policy implications: General issues

- Do we need a policy framework for OERs? Yes, but not only for Higher Ed
- OECD and EU should encourage OER policy discussions
- Government: Policy and infrastructure frameworks
- Legislation and licensing regimes
- Government should take its own medicine
- We are looking into the concept of the Public Digital Domain -> OER-policy must be mainstreamed
 - Access
 - Competencies
 - Content

OER: Policy implications (I)

- Need to secure a plethora of digital resources for learning -> Digital Public Domain
- Open Standards and OSS must be included in governmental ICT policy (Norway: White Paper late 2006)
- Coherent policy on incentives and funding is a big challenge
- Need to strengthen the knowledge base on digital learning resources (incl. OER)

OER Policy Implications (II)

- Technology Issues: Crossroads in terms of metatagging vs semantic search technologies
- Issues in Higher Ed ->Incentives and HE culture
- Pedagogical innovation -> e.g. include Web 2.0 and social software in teaching and learning. Piece of cake?
- Business models for OER: Naivety? Important?

A complex but wonderful World ☺

