

# The Growing Importance of Open Educational Resources



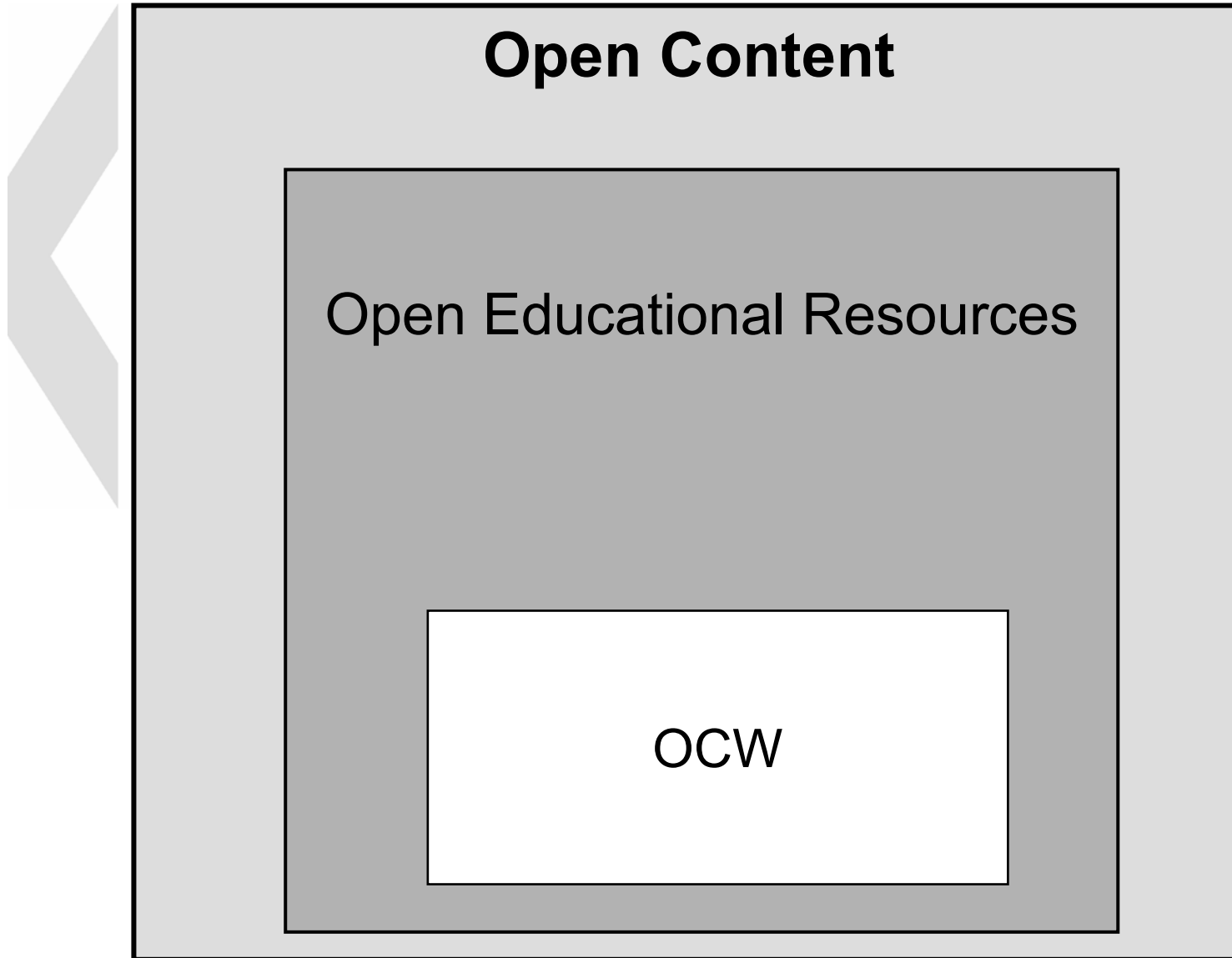
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Centre pour la recherche et l'innovation dans l'enseignement



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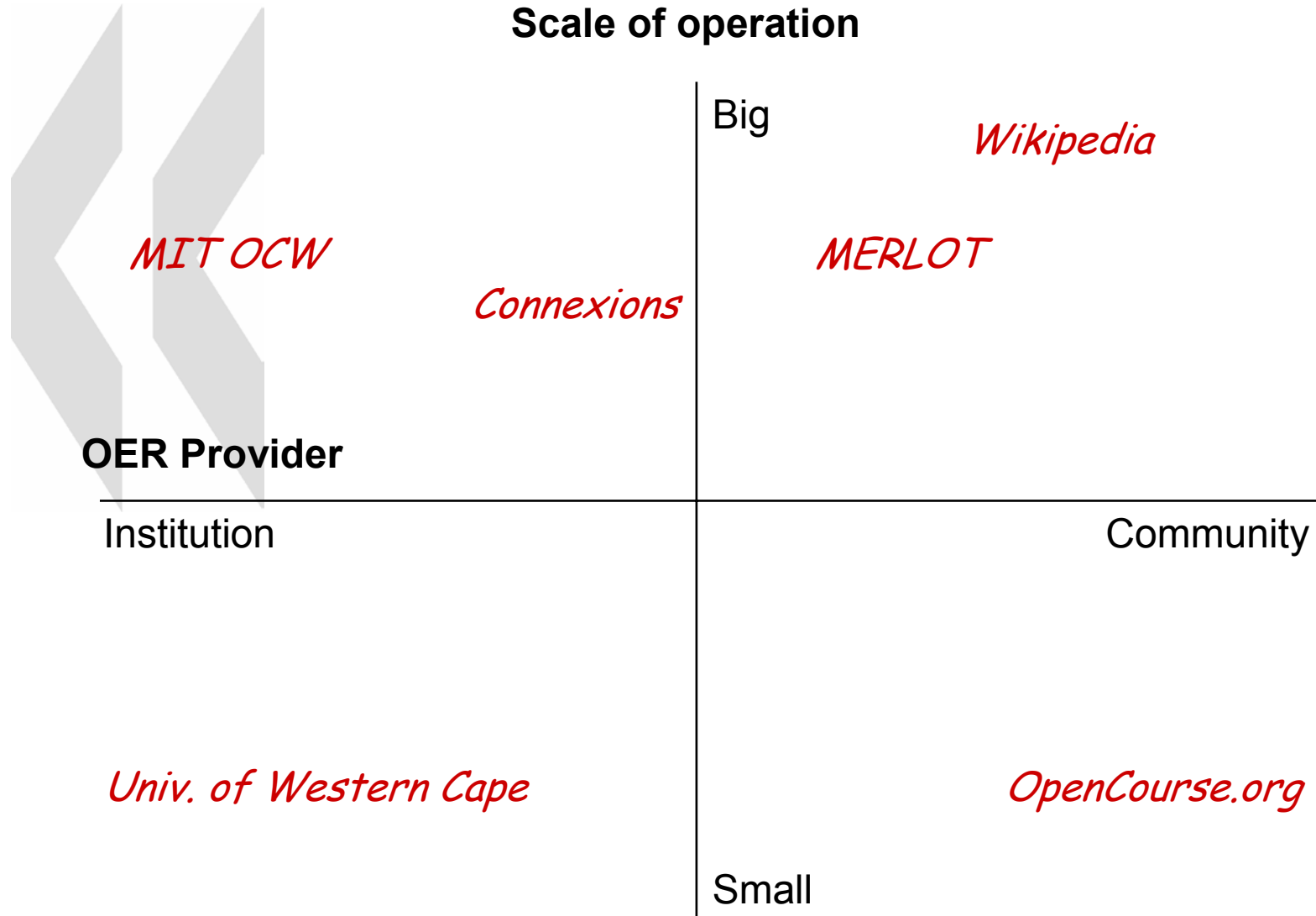


# Mapping the OER movement

- It is a global movement
- Growing number of initiatives and resources – but we cannot give accurate numbers
- The most frequent target group is post-secondary instructors, followed by students and general public
- A growing number of users
- In order to ensure easy access most providers have no registration – consequently: poor user data

# OER initiative models

- Publicly or institutionally backed programmes
  - OCW programmes
  - OU:s OpenLearn and Intute in UK...
  - MORIL – co-op. between institutions in (at least) 9 countries
- Community approach (Open Course, Common Content, Free Curricula Center...)
- In between models: MERLOT, Connexions, ARIADNE



# Use and users of OER

- According to MIT and Tufts, users of OCW are typically:
  - well educated (with bachelors or masters degree)
  - self-learners (MIT 47%, Tufts 43%)
  - from North America (although 57% were non-US visits)
- John Hopkins OCW also reports large numbers of professionals and self-learners
- “Even sites with broad outreach mission (eg OCW sites) recognize that their material are often most useful for faculty preparing new courses” (Harley et al, 2006)

# The use of OER

- Often a supplement used for its flexibility and quality
- Mostly smaller chunks of learning materials
- Lack of time, skills and reward system are reasons for people not to use OER

# Motives for institutions – interplay between altruistic and economic incentives

1. Altruistic reasons
2. Leverage on taxpayers' money by allowing free sharing and reuse between institutions
3. “What you give, you receive back improved”
4. Good PR and show-window attracting new students
5. Growing competition – new business models are needed
6. Stimulate internal improvement, innovation and reuse



# Main Challenges for the OER movement

- Intellectual Property Rights:
  - Practical problems in clearing rights to third party material
  - Lack of knowledge and awareness among faculty staff on IPR issues: everything *not permitted* by the copyright holder is *prohibited*
  - A need to use open licenses such as Creative Commons
- Sustainability – more than economics, but important to find a good revenue model
- Quality and relevance of resources

## Next step for OECD study

- Online discussion organised by UNESCO/IIEP on findings and preliminary conclusions
- Analyses of site visits and papers commissioned to experts
- Final report February/March 2007
- Dissemination activities



Thank you

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