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


- 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
• Vj g"Œ{"Y c{"U{ pf tqa gŒ"KouwHeKgpy" 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
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)

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 😊

"No, you weren't downloaded. Your were born."