Multilingual Open Resources for Independent Learning (MORIL) --- Next Steps ---

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MORIL so far … Mission

- Stand for a new generation Open Educational Resources (OER)
- Stimulate, extend, and expand the use of OER among the Open and Distance Learning (ODL) universities in Europe
- Provide lifelong learners with a new (OER-based!) gateway to Higher Education (HE)
- Increase and widen participation in HE through this OER-based gateway, in line with the Lisbon agenda
- Make Lifelong Open and Flexible (LOF) learning linked with new generation OER a strong Brand in Europe
- Share and build on scientific and expert OER knowledge
MORIL so far … Goals

Develop and offer new generation OER learning materials in a Lifelong Open and Flexible learning environment

- Learning materials for *independent self-study* (learner-centred instead of teacher-centred; high-quality)
- **Easy accessible** to LLL individuals, *at home or at work*, meeting their circumstances and needs (distance learning)
- **Online learning environment**, supporting various kinds of *learning services* (a virtual rather than residential campus)
- Bridging from *informal learning* to *formal education*
- **Mobility of content** in various *languages* and *virtual mobility of students* towards ODL universities elsewhere in Europe
European Association of Distance Teaching Universities (EADTU)
The Open University (English)
Open Universiteit Nederland (Dutch)
FernUniversität in Hagen (German)
Centre National d'Enseignement à Distance (French)
Network per l'Università Ovunque (Italian)
Universidade Aberta (Portuguese)
Moscow State University of Economics, S and I (Russian)
Universidad Nacional de Educación a Distancia (Spanish)
Universitat Oberta de Catalunya (Spanish/Catalan)
Anadolu University (Turkish)
MORIL so far … Project Scope

- Task Force meetings in 2006 preparing Grant application
- Funding by William and Flora Hewlett Foundation: Planning Grant $200,000 + resources / input from participants
- Project start June 2006, original term 6 months, extended with original Grant money until end June 2007
- Core Team has set out the various activities in the project
- Supplementary funding request for 2007/2008 processed (Hewlett Foundation)
MORIL so far … Achievements

Awareness, commitment, embedding

- Initiate and develop *institutional strategies* and policies
- Explore the *scope of the consortium*
- Experience *ways of working*, sharing, partnering
- *Balance* between *institutional interests* and the associated *diversity* versus the *collective potential*
- Get a good insight in the *pros and cons* of OER
- *Learn* from *early adopters*: UK OU (OpenLearn) and OUNL (OpenER)
- *Extend the commitment* base at the institutions through *dedicated individuals*
Satellite initiatives, spin-offs, and policy infusion

- Institutes touching ground with ‘local’ OER Task Forces
- Positive look-out for further funding opportunities
- Increasing number of professionals knowledgeable and devoted to OER at institutions but also in umbrella organizations like EADTU, ICDE and COL
- Inflow in national bodies, governments and international consortia
- Range of consultations with EC bodies, programmes, stakeholders meetings, Commissioner’s Cabinet
- Recognition ODL as a special branch in OCW Consortium
MORIL so far … Achievements

Widespread dissemination

- **Press, radio, television, blogs**, etc: foregrounding members
- **Forums, conferences, seminars** / national, European and global / R&D, policy, good practice
- Specific responsibility for dissemination among EADTU members
**MORIL so far … Achievements[4]**

**MORIL partners say….**

- "Planning to create at least 10 multilingual courses"
- "Generate no less than twelve 1 ECTS courses"
- "Planning to adopt and to localize in Russian at least 20 courses"
- "Co-production system to realise courses in a multilingual format"
- "Translate French online courses in German, Spanish and English"
- "Number of courses in the portal will increase progressively within time"
- "Make available one or two courses for MORIL activities"
- "Extending beyond Europe to Latin America and the United States"
- "Generate no less than twelve 1 ECTS courses"
- "All OER courses already developed will be made available"

--- Next Steps ---

Multilingual Open Resources for Independent Learning (MORIL)
ICDE = International Council for open and Distance Education / **Membership** includes for example: UK OU, FernUni, UOC, OUNL, and many other HE institutions around the world

- ICDE has an **OER Task Force**, with **UNESCO** involved. This Task Force had its **kick-off** meeting at UNESCO’s Headquarters in Paris (Nov 12-13, 2006)

- The TF has **15 members** around the world / from EADTU: David Vincent (UK OU), Helmut Hoyer (FernUni); **Chair**: Fred Mulder (OUNL)
SCOP = Standing Conference Of Presidents / SCOP 2007 at OUNL in Heerlen (NL), theme:

“Open Educational Resources as an instrument for achieving Education for All”

The OER Task Force reported at SCOP 2007 and received a follow-up agenda, inspired by a composition (music & video) dedicated to OER, and based on external reviews from a variety of outstanding experts (e.g. from OECD, UNESCO, Hewlett Foundation) and an intensive in-depth discussion among the 65 SCOP participants.
SCOP 2007 Conclusions

- Apply openness in broadest sense / Connect the ODL or LOF learning characteristics to OER in order to maximize its potential.
- Open is not equal to ‘no costs’, it is much richer.
- Keep OER away from a fundamentalist approach or a dogmatic view.
- In the global diversity the OER power is to be used diverse regarding e.g. target groups, goals / ambitions, development state, national systems, scale / scope, content portion.
- International prioritization is difficult due to this diversity / Keep at institutional or national level.
At the *international* level it is most worthwhile to *exchange* strategies, policies, best practices, expertise …

The notion *“Knowledge is a public good”* requires *public funding*

*Sustainability* is not for granted and depends on a *change in funding schemes* (change in weights of components or additional money)

It is necessary to *explore Public-Private* interactions, collaborations and even alliances
Explore the primary question: “How can OER contribute to respond to the ‘Education for all’ UNESCO policy, capacity building, widening participation and access?”

And the secondary question: “What role can be attributed to OER in developing or strengthening a knowledge society?”

ICDE should not address all kinds of general OER issues (that is being done by many others already), but rather concentrate on the self-study and learner-centred approach, in other words the ICDE flavour in OER materials.

Make a deeper analysis of the diversity regarding OER, the underlying assumptions or grounds and the required variety in actions (e.g. collaboration ICDE and UNESCO).
SCOP 2007 Recommendations

- Make **practical reports** that relate to ODL / LOF learning about QA, sustainability, adaptation to language / culture, content & services (e.g. assessment), IPR / Copyright. All **based on case studies** (UK OU, OUNL, MORIL, OLCOS, E-xcellence; also from other continents)

- Make a list of **arguments** you can expect from the OER **opposition** and formulate **responses**

- Contribute to OER **awareness raising**

- **Mobilize** political resonance and media exposure for OER using **ICDE as a brand**

- Develop **handbooks for OER**
Beyond the current MORIL

**Supplemental Hewlett Foundation Grant requested**

*For 2008:* $109,000 ($34,000 left over from original grant)

- **OER transfer seminar** for all **EADTU** members
- **OER capacity building seminars**: the first to be held soon in **Europe** as a ‘prototype’, paralleled by **outreach actions** preparing similar **seminars in other continents** around the world (adopting an ICDE TF idea, linking with the Ibero-American AIESAD, the African ACDE, & others)
- **MORIL-OER Portal**: central **referatory portal**, the gateway to the repository portals of the MORIL partners
Thank you ...

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