Building Capacity of Stakeholders on OER and Materials Development in Nigeria: A Workshop Case Study

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Outline

• Background and rationale for workshop
• Aim of Workshop/Statement of Work
• Workshop plan
• Pre-workshop evaluation
• Summary of presentations and highlights from group activities
• Post workshop evaluation
• Recommendations
Background and Rationale

- **Sponsors & Organizers**: The Commonwealth of Learning (COL) & Regional Training and Research Institute for Distance and Open Learning (RETRIDOL)
- **Focus**: OER area of Action 1: Building capacity to create, access, re-use, adapt and redistribute OER
- **Participants**: 42 Staff (23 M / 19 F) - Distance Learning Institute of the Federal University, Oye Ekiti, Ekiti State
- **Date**: 10 – 13\(^{th}\) February 2020
- **Consultant**: Prof. Jane-Frances Agbu, ICDE Chair in OER and Professor at NOUN
- **Support**: Mr Yemi Dahunsi, Mr Nwosu Chukwuemeka
- **Advisers**: Dr Kirk Perris (COL) and Prof Patrick Eya (RETRIDOL)
Statement of Work (COL)

• Support the Federal University, Oye Ekiti, Nigeria on OER and material development workshop
  – Institute a pre and post test questionnaire to ascertain knowledge and subsequent learning outcomes
  – Cover pedagogical aspects of ODL
  – Provide an overview of OER
  – Include an interactive activity exercise for participants to create and assemble OERs

• **Ultimate aim is for FUOYE to acquire accreditation by Nigeria’s National University Commission (NUC)**
Participants
Workshop Plan

• Registration/opening and pre-workshop assessment
• Checking workshop expectations
• Group Formation
• Presentations:
  – Overview of ODL
  – Material development in ODL – approaches, roles, workflow. QA, Publishing and the SDGs, Green publishing
  – Pedagogical issues in material development
  – Overview of OER
  – Designing an inclusive OER
  – Search Tools and Selecting Appropriate OERs
Pre-workshop Evaluation/Expectations

Rationale: This informs how workshop activities may be structured

What are your expectations of this workshop?

• Improve general knowledge and capacity about OER (fundamentals / concepts) so as to:
  – Develop OER modules
  – Incorporate OER into course modules
  – Learn how OER relates to distance learning

• Learn everything about OER and materials development
• Learn about licensing / deploying OER
• Ability to develop the means of interacting with students through online education
• Identify challenges in deploying OER / possible solutions
• To learn more about Open and Distance Learning
• Learn how to upload course materials, tutorial questions on Moodle platform
Pre-workshop Evaluation

What kind of experience have you had in the area of OER and Material Development?

• Overall: Ranged from no experience to some experience with OER

• Overheard in the Evaluation:

  “I have gone through some courses online about OER”
  “Not trained on how to develop OER but I have learnt how to download materials from online to use”
  “Simple online browsing of educational materials for lecture notes and research papers”
  “Training on Moodle online question and answer section”
  “I have experiences on OER licenses, sources and site uploading of course materials but not for ODL”
## Checking Knowledge of ODL

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<th>Group Red</th>
<th>Open and Distance Learning (ODL) implies:</th>
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<td>1</td>
<td>Group Red</td>
<td>1. Access to higher education</td>
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<td>2. Flexibility in education</td>
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<td>3. Affordability in education</td>
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<td>4. No limit in admission</td>
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<td>5. Highly interactive education</td>
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<td>6. Open to everybody regardless of age, religion</td>
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<td>8. No industrial strike</td>
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<th>Group Yellow</th>
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<td>2</td>
<td>Group Yellow</td>
<td>1. Access to higher education</td>
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<td>2. Flexibility</td>
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<td>3. Easy Language</td>
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<td>4. No limitation in admission</td>
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<td>5. No strike</td>
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<td>6. Interactivity</td>
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<td>7. Cordial relation between student/lecturer</td>
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<th>Group Green</th>
<th>Open and Distance Learning (ODL) implies:</th>
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<td>3</td>
<td>Group Green</td>
<td>1. Learning for whoever, whenever, wherever</td>
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<td>2. Classless, ageless learning</td>
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<td>3. Flexibility</td>
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<td>4. Accommodating</td>
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<td>5. No disruption in learning (strike)</td>
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<td>6. Accessibility of learning content</td>
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<td>7. Open access to study materials, prospective students</td>
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Presentation: Overview of ODL

**SDG4**

- “inclusive and equitable quality education and promote lifelong learning opportunities for all

**ODL**

system of learning characterized by separation of teachers and learners in time and or in place.

It utilizes multiple media for delivery of instruction and also involves a two-way communication and occasional face-to-face for tutorials and learner-to-learner interaction.

**Philosophy**

- Aspires to create a lifelong learning society predicated on ongoing education and training for intellectual and professional development;
- Learning process should centre on the learners, build on their experience and encourage independent and critical thinking;
- Learning provision should be flexible so that learners can increasingly choose, where, when, what and how they learn, as well as the pace at which they will learn. This is arguably the biggest challenge. Our understanding of flexible learning is constantly evolving.
ODL institutions make use of quality and self-directed learning materials to bridge the distance between learners and teachers:

Three approaches to material development:

**Development from scratch**

**Adaptation**—changing certain aspects of the original material.

**Adoption:** changes are less than 10%

### Structure of Course Material

- **The Course Guide**
- **The Main Course** - contains the Units and Modules
Presentation: Pedagogical Issues in Materials Development

- Language and Text Style - the course writer must pay attention to the following:
  - Use of words that are easy to understand,
  - Use of short and simple sentences that express ideas and concepts clearly,
  - Refer to the learner in the second person ‘you’ and refer to yourself in the first person ‘I’,
  - Use gender sensitive language such as s/he and third person plural, which is gender neutral e.g.. They, them,
  - Explain new and technical terms and do not assume that the student knows them.
Content presentation:
The presentation of the content should be in a logical order that shows coherence, continuity and consistency. This can be achieved through:

- Use self-contained sections in the body of the Unit,
- Use sub-headings to present sub-topics within sections,
- Present one or two related ideas per paragraph,
- Build bridges or links between sections, and paragraphs,
- Recapitulate main ideas at the end of a section,
- Start from the known to the unknown,
- Explain concepts in concrete terms by giving examples that are relevant to the learner’s experience,
- Ensure that examples and illustrations used are not ethnic biased.

Use of Access Devices: They help learners navigate through the learning material and are generally used at the Unit level of a course. Examples of access devices are contents lists, headings and sub-headings, introduction, objectives, main content, conclusion, summary and references and further reading.

Illustrative Devices – used to clarify concepts and ideas presented in the Unit.
Presentation: OER

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Further discussions:
Recommendations on OER, OER Areas of Action, OER selection, adaptation and redistribution
Presentation: Material Development in ODL: QA, Publishing and SDG, Green publishing

- ODL institutions have been faced with issues of discrimination.
  - Poor perception about quality of their mode of operation, course materials and the quality of graduates abound.
  - Hence, the growing need to ensure quality of instructional materials used in ODL.
  - Quality assurance in course material development refers to the procedure of monitoring the processes of course writing to ensure that the materials meet the set of institutional quality standards (if not national standards by the NUC).
  - This is assured through the following: course team selection, house style, and use of checklists, plagiarism check, and constant refinement (also consider the use of Rubrics).
SDG 15 (protection of life and land) - production of educational materials comes with environmental issues. For example, for print, environmental burden from the consumption of wood and use of chemicals in paper making.

Green publishing introduced as a global initiative to manage publications according to sustainable requirements.

In green publishing, environmental considerations are introduced in the publishing process in order to reduce environmental (and cost) impacts produced during all the phases.

Green publishing recommends the adoption of the best available techniques and the best environmental practices, taking into account the complete life-cycle of a product from design to production, distribution, use, reuse and end of life.
Presentation: Key issues in re-using, re-designing and re-purposing existing OERs

- **Relevance:** Does the information directly address one or more of the class objectives?
- **Accuracy:** Is the information accurate? Are there major content or spelling errors or omissions? Has the material been peer-reviewed?
- **Production quality:** Is the information clear and understandable? Is the layout and interface easy to navigate?
- **Accessibility:** Is the resource available in alternative formats? For audio or video, is there a transcript or sub-title?
- **Interactivity:** Does the resource encourage active learning and class participation? If not, are you able to add that to the resource?
- **Licensing:** Does the license allow for educational reuse of the materials? Does the license allow modification or adaptation of the material? If so, can you modify the resource to better-fit class objective or encourage active learning?
- Also consider institutional policies that for any new course, OER should be sourced first & to consider open textbooks: [https://www.universityworldnews.com/post.php?story=20200406074143993](https://www.universityworldnews.com/post.php?story=20200406074143993)
Presentation: Search Tools and Selecting Appropriate OERs in Material Development

• Flicker
• Fotopedia
• Encyclopedia of Life
• Public library of science
• Youtube, Vimeo
• TED
• Aljazeera CC repository
• Jamendo
• CC mixer
• Free music Archive, etc.
• Educational search tools include:
  • OER commons
  • Orange Grove Digital Repository
  • Open Yale courses
  • MIT Open courseware
  • MIT YouTube channel
  • Webcast
  • Berkely
  • Openstax college
  • PHET
  • Wikieducator, etc.
## Checking Unfinished Business

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<th>Group Red</th>
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<td><strong>Group members expected to learn and understand:</strong></td>
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<tr>
<td>- Issues of licensing and copyright as it relates to OER</td>
<td>- OER</td>
<td>- Counseling in ODL</td>
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<td>- QA in ODL</td>
<td>- Steps in development of course materials</td>
<td>- Accessibility and inclusiveness in ODL</td>
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<td>- Local content in the development of OER</td>
<td>- Sourcing and utilization of OER</td>
<td>- QA in material development.</td>
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<tr>
<td>- Benefits for academics</td>
<td>- Importance of OER to education</td>
<td>- Practical components in ODL</td>
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<tr>
<td>- Details and sources of OER</td>
<td>- Utilization of OER in the education of others</td>
<td>- Feedback from students as regards to teaching</td>
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<td><strong>Group members confirmed that workshop expectations were met</strong></td>
<td><strong>Group members confirmed that workshop expectations were met</strong></td>
<td>For Group Green, the issue bothering on counseling in ODL was clarified, thus the need for robust counseling unit, managed by qualified Student Counselor was stressed. All other expectations outlined were met.</td>
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• Post Workshop Assessment
1. Which of the following topics were most useful to you?

2. Majority indicated “Mostly”
Which of the following topics were most useful to you?

- Overview of ODL: 23 responses
- Overview of OER and Open Licensing: 24 responses
- Course Material Development in ODL: 18 responses
- Pedagogical Issues in Course Material Development: 24 responses
- Rationale for choosing a license for OER: 23 responses
- Key issues in Re-using and Re-purposing OER: 25 responses
- Search tools for selecting OERs: 25 responses
- Designing institutional template for OER: 19 responses

All categories were deemed useful demonstrating a lot of growth in the workshop. There is also MUCH more needed to be done. This training is only a first step.
1. **Will the knowledge and information gained from the workshop be useful/applicable in your work?**

- **Excellent**
- **Good**
- **Satisfactorily**
- **Needs improvement**
That more workshops are needed is essential, but often does not happen. This is about building political will and CHANGING the culture of the University. FUOYE is well positioned with an active VC, but time and resources will continue to pose problems. This is all exacerbated by Covid-19.
Recommendations

• Building Political Will
• Sustaining Practice
• Achieving Results (that are also recognized and rewarded in some form)
• Sharing, sharing, sharing
• Searching, searching, searching
• Never being finished, nor satisfied. Course development is an ongoing process, and this needs to be better modeled in general
Thank you

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