

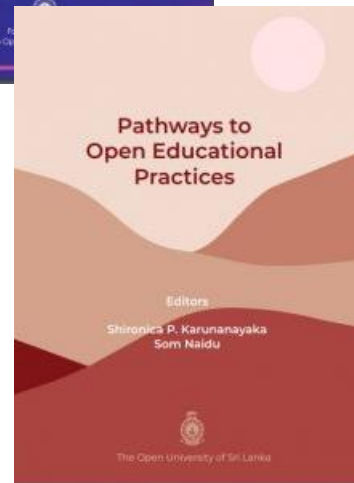
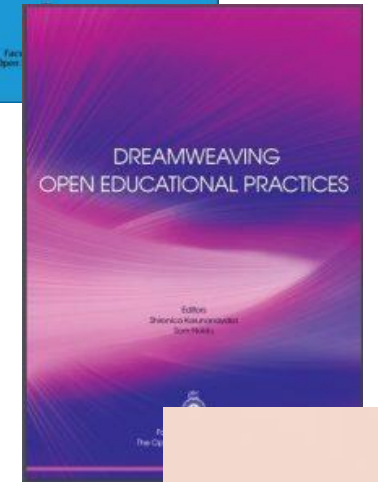
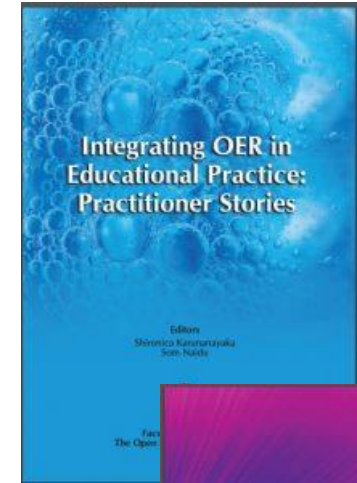


Reengineering Open Educational Practices for Systemic Change

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Introduction



UNESCO Recommendation on OER



Building capacity of stakeholders to create, access, re-use, adapt and redistribute OER;

- Developing supportive policy for OER;
- Encouraging inclusive and equitable quality OER;
- Nurturing the creation of sustainable models for OER; and
- Promoting and reinforcing international cooperation in OER.

Objective 1 emphasizes:

- (a) building awareness on OER
 - (b) providing systematic and continuous capacity building
 - (c) raising awareness concerning the use of copyrighted works
 - (d) leveraging open licensed tools
 - (e) making available easily accessible resources
 - (f) promoting digital literacy skills
- ([UNESCO, 2019](#)).

OUSL Initiatives



1. Integration of ICT and OER into teacher education programs and capacity building of teacher educators at OUSL [2013/2014]
2. Adaptation and implementation of a fully online professional development program on 'OER-based e-learning' for educators at OUSL [2014/2015]
3. Impact Study on Integration of OER in Teacher Education in Sri Lanka [2015/2016]
4. Design, development, implementation, and evaluation of continuing professional development MOOCs on the adoption of OER and OEP by practitioners. [2017/2019]

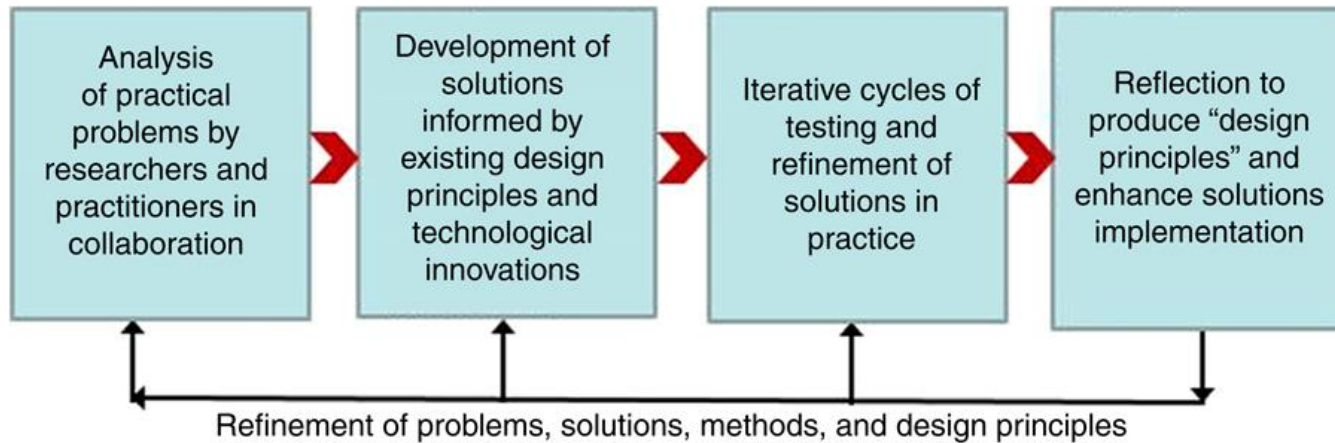
Goal: To develop capacity among practitioners on the adoption of OER and OEP.



UNESCO OER Recommendation:
Objective 1 - *Strategically plan and support OER capacity building, awareness raising, use, creation and sharing at the institutional and national levels, targeting all education sectors and levels.*

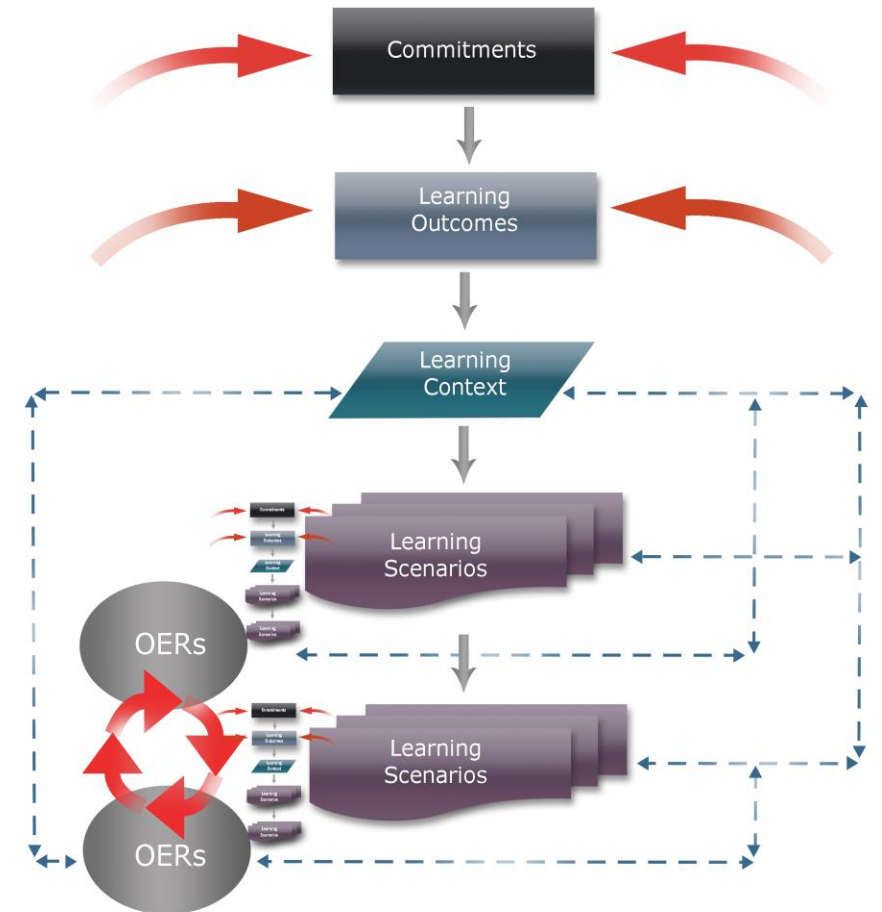
Methodology

Key Research Question: How and to what extent, the capacity development approaches employed to promote the adoption of OER and OEP has resulted in bringing about systemic change?



Source: Adapted from Reeves (2006)

Design-based Research (DBR)



Learning Engine Framework
(Naidu & Karunanayaka, 2014)

Approach

1. Analyzing current thinking and practices of practitioners in relation to their use of instructional methods and materials in the teaching-learning process.
2. Designing a sequence of experiences to enhance pedagogical thinking and practices related to the adoption of OER and OEP.
3. Capacity building, support, monitoring, motivating adoption of OER through interactive workshops and/or online learning environments.
4. Using practitioners and researcher's reflections to find and implement solutions to authentic problems.

- Data collection: surveys, concept mapping, interviews, reflections.
- A more qualitative, realist and a process-oriented approach.
- Compilation of 'lived' experiences of both practitioners and researchers.
- Results of each initiative fed on to the successive initiative.
- Enabled refinement of the design strategies and adapt according to the contextual needs.

Findings: Initiative 1

Aim of the Initiative	Findings
<p><i>Integrating OER in teacher education</i></p> <p>Capacity building of teacher educators at OUSL on the integration of OER to design online courses for teacher professional development.</p>	<p>✓ Significant shifts observed in perspectives and practices of the practitioners towards openness.</p>

Findings: Initiative 2

Aim of the Initiative	Findings
<p><i>OER-based eLearning</i> Professional development of academics at OUSL in OER-based e-Learning via a fully online course.</p>	<p>✓ Educators gradually progressed towards OEP while applying knowledge and practices in the institutional context.</p>

Findings: Initiative 3

Aim of the Initiative	Findings
<p><i>Integration of OER in teacher education</i></p> <p>Capacity building of schoolteachers on OER-integrated teaching and learning and ascertaining impacts.</p>	<ul style="list-style-type: none">✓ Significant shifts observed in teachers' OER use.✓ Shifts in pedagogical perspectives and practices.✓ Shifts in mindsets from conventional practices.

Findings: Initiative 4

Aim of the Initiative	Findings
<p><i>CPD MOOCs</i></p> <p>Capacity building among practitioners on the adoption of OER and OEP via four continuing professional development MOOCs (CPD MOOCs).</p>	<ul style="list-style-type: none">✓ Practitioners developed competencies in integrating OER and adopting OEP.✓ Their thinking and practices changed to become more creative, critical, reflective, and collaborative.

Challenges faced

- The **novelty** of the concepts (**cognitive load**)
- Higher **workload** (created by this engagement)
- **Time constraints** (competing demands from other activities)

Concluding Remarks

1. Interventions started with teacher educators at OUSL, then to other educators in the University, and then moved out of OUSL to teachers in Sri Lankan schools.
2. Despite various challenges, these collaborative, participatory and reflective processes have led to a transformational change in the adoption of OER and OEP.
3. Approaches and strategies adopted ensued gradual changes in thinking and practices towards openness, enhancing development of a participatory and a sharing culture.
4. Change is best achieved through strategic and systematic design of capacity development processes.
5. Our endeavors have made a significant contribution in promoting the adoption of OER and OEP in higher education, teacher education and school education.

THANK YOU



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