



Content, tools, and resources for a new learning culture

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Professor Tapio VARIS

University of Tampere, Finland

UNESCO Chair in Global e-Learning

Global change and educational challenges

- Intellectual
- Pedagogic
- Institutional

Open educational resources (OER)

Internet empowered worldwide community effort to create an education commons

The term "open educational resources" was first adopted at Unesco's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries funded by the William and Flora Hewlett Foundation

(Wikipedia)

Global, open learning environments

- UNESCO: Open Educational Resources (OER),
<http://www.unevoc.unesco.org/forum/attachments/>
- MIT: Open CourseWare (OCW)
- www.elearningeuropa.info
- Wikipedia, Wikiversity, Wikieducator
- Media education, digital literacy
- Mobility

Two scenarios

- Open Learning Environment:
 - wikipedagogy
 - open contents
 - global/regional mobility
- Network pedagogy:
 - individual content production
 - class/hour/term thinking

Elements of OER

- *Learning content*: full courses, course materials, content modules, learning objects, collections, and journals.
- *Tools*: Software to support the creation, delivery, use and improvement of open learning content including searching and organization of content, content and learning management systems, content development tools, and on-line learning communities.
- *Implementation resources*: Intellectual property licenses to promote open publishing of materials, design-principles, and localization of content.

The Power of e-Learning

- Traditionally defined courseware is not an effective e-Learning strategy
- eLearningware is more related to pedagogy than an actual product
- It emphasizes computer mediated communication and is student-centred
- Discussion groups, chat, blogs, wikis, webinars
- Tools available through open source

Communication and Digital Literacy

- The most important skills of the future would be communication skills in a multicultural world
- E-learning in a narrow sense seems to have passed its peak and is on the decline. We are now moving towards a more societal or communitarian activity with social web, blogs, and wikipedia
- Digital literacy becomes a right to people

Background

- **Digital literacy:** e-Learning, ICT, e-Skills, digital industry
- **Media literacy:** image education, media education
- **EU:** "a more competitive knowledge economy and a more inclusive knowledge society"
- **cultural diversity**

Digital literacy is key to:

- Learning to learn (lifelong learning)
- Learning to work
- Facilitating job opportunities
- Providing each citizen with skills and knowledge to live and work
- Providing the confident use of new tools for assessing and using knowledge
- Promoting active citizenship, democracy

The Evolution of Digital Literacy in Europe

- Phase 1: Access and connectivity
- Phase 2: Basic internet use and more sophisticated and sustainable digital competences
- Phase 3: Critical thinking, trust, confidence and multiplatform use
 - community building (social web)

Open Educational Resources (OER)

- MIT: OpenCourseWare: self-learners
- Unesco: OER
 - Learning Content
 - Tools
 - Implementation resources

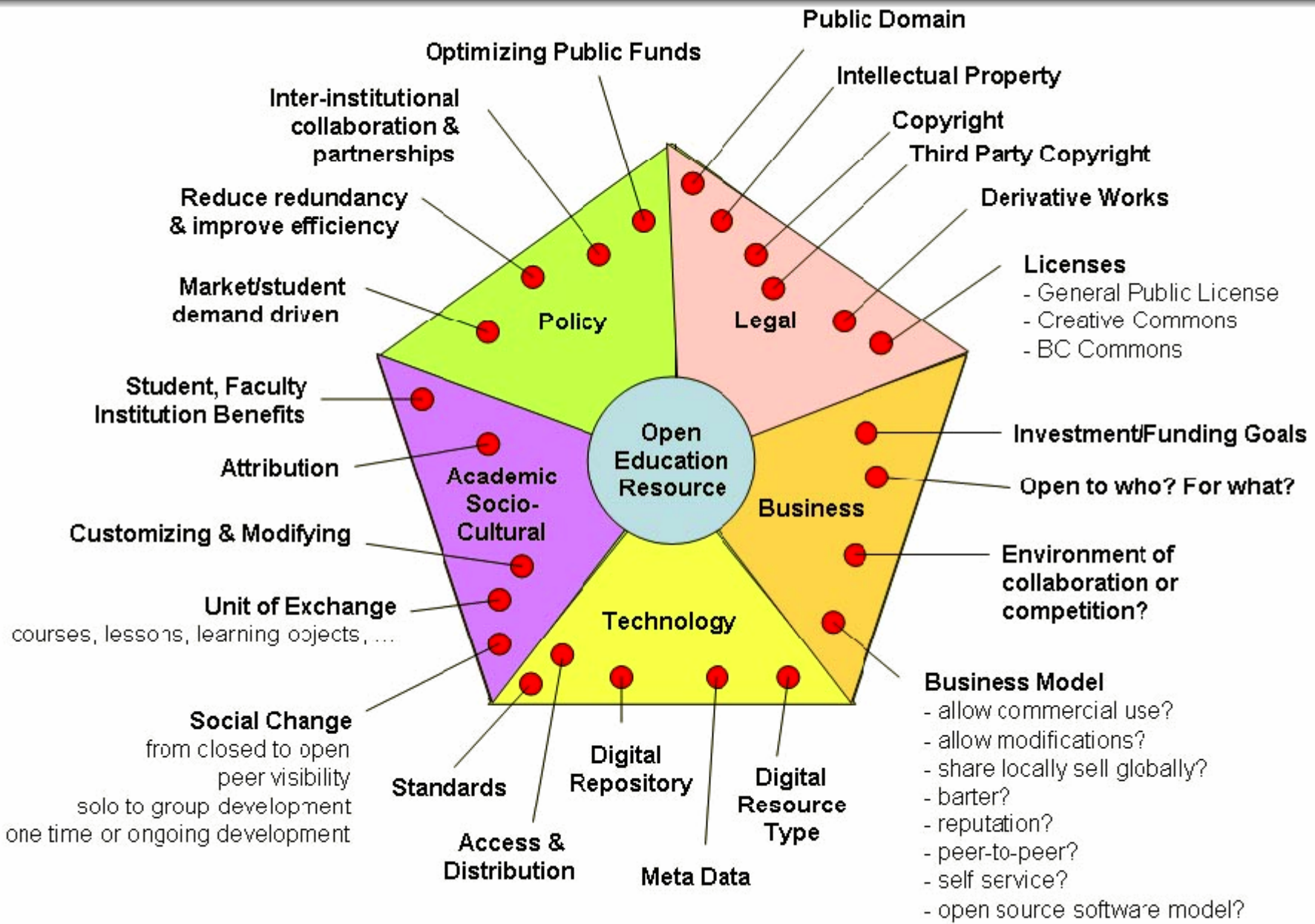


Figure 4. OER attributes and decision points

Different conceptions

UNESCO & ILO:

- Formal education (school etc)
- Non-formal education (workplace etc)
- Informal learning (family etc)
- Learning culture
- Key concepts: Critical awareness, identity, cultural diversity, social media, motivation

Development of Learning Environments

- Information society skills for all (boys and girls)
- Skills of educational staff
- Professionals in information and content industries
- Virtual learning environments (e- & m-learning)
- Electronic publication, data banks, etc

Social Web

- instead of linking documents, the social web will link people, organizations, and concepts
- social networking sites, wikis, communication tools
- online collaboration and sharing
- information and communication are becoming ubiquitous

UNESCO IIEP Internet Discussion Forum 2005

- Technology
- Cultural issues: reservations about publishing content produced by a foreign institution
- Collaborative development rather than "providers" and passive "users"
- Translation and adaptation
- Original content production
- Quality assurance and assessment

Barriers and obstacles to open educational resources

(Unesco 2006)

- lack of time and skill
- a rigid pedagogical culture, with little innovation;
- lack of a reward system for OER production.

What is needed in working life

- Master appropriate tools to gather information
- Understand the context of that information
- Actively shape and distribute information in ways that make it understandable and useful
- Exchange ideas, opinions, questions and experiences

Workplace skills

- Challenges: to acquire the skills necessary to enter an increasingly digital job market, and to continually improve those skills, and learn new ones
- Studies suggest that working people may not be keeping pace
- Schools are failing? Motivational problems?

Workplace training

- Large corporations provide the bulk of employer-managed and employer-delivered technology training
- Small and mediumsized enterprises rely on third-party organizations for such support, or establish partnerships with educational institutions etc

From Industrial Age to Knowledge Age

- Digital literacy is a complicated process that consists of acquiring a new tekne, ability of art or craft
- Creativity and culture become essential base for the knowledge economy
- Cultural values
- Cultural diversity

New Renaissance Education

- The study of complexity has brought science closer than ever to art
- Knowledge has gone through a cycle from non-specialism to specialism, and now back to interdisciplinarity, even transdisciplinarity
- Art deals with the sensual world (media as the extension of senses) and the holistic concept of human being

The Mission of the University (Global University System GUS)



Hame Open Campus

