

# HARMONISING OER RESEARCH ACROSS SOUTH AMERICA, SUB-SAHARAN AFRICA AND ASIA: THE CASE OF THE ROER4D PROJECT

Hodgkinson-Williams, C.;

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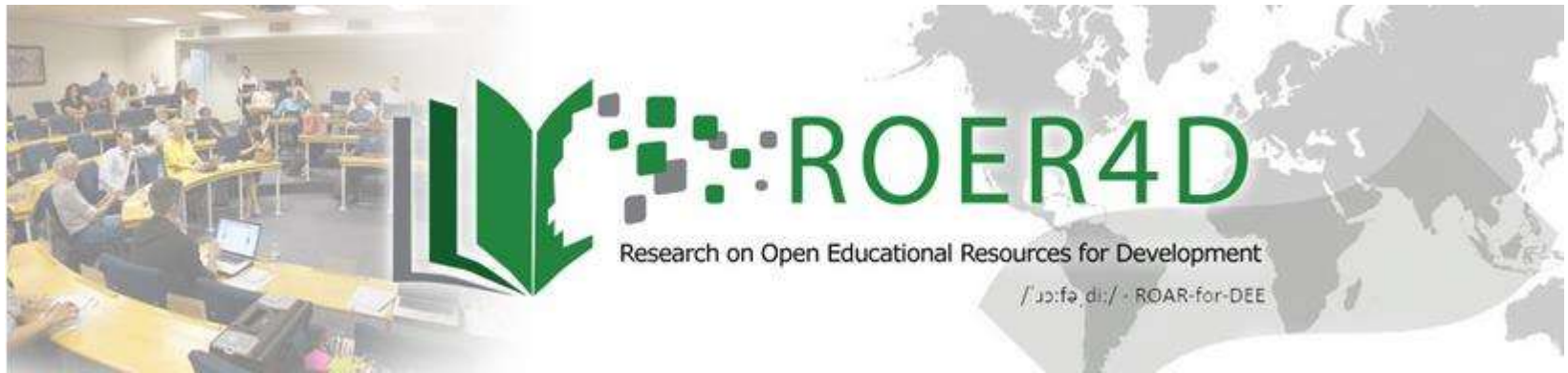
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*IDRC Grant/Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development*



# Harmonising OER research across South America, Sub-Saharan Africa and Asia: The case of the ROER4D project

Cheryl Hodgkinson-Williams

University of Cape Town

OER15, Cardiff, Wales

14-15 April 2015



# Key challenges facing education in developing countries

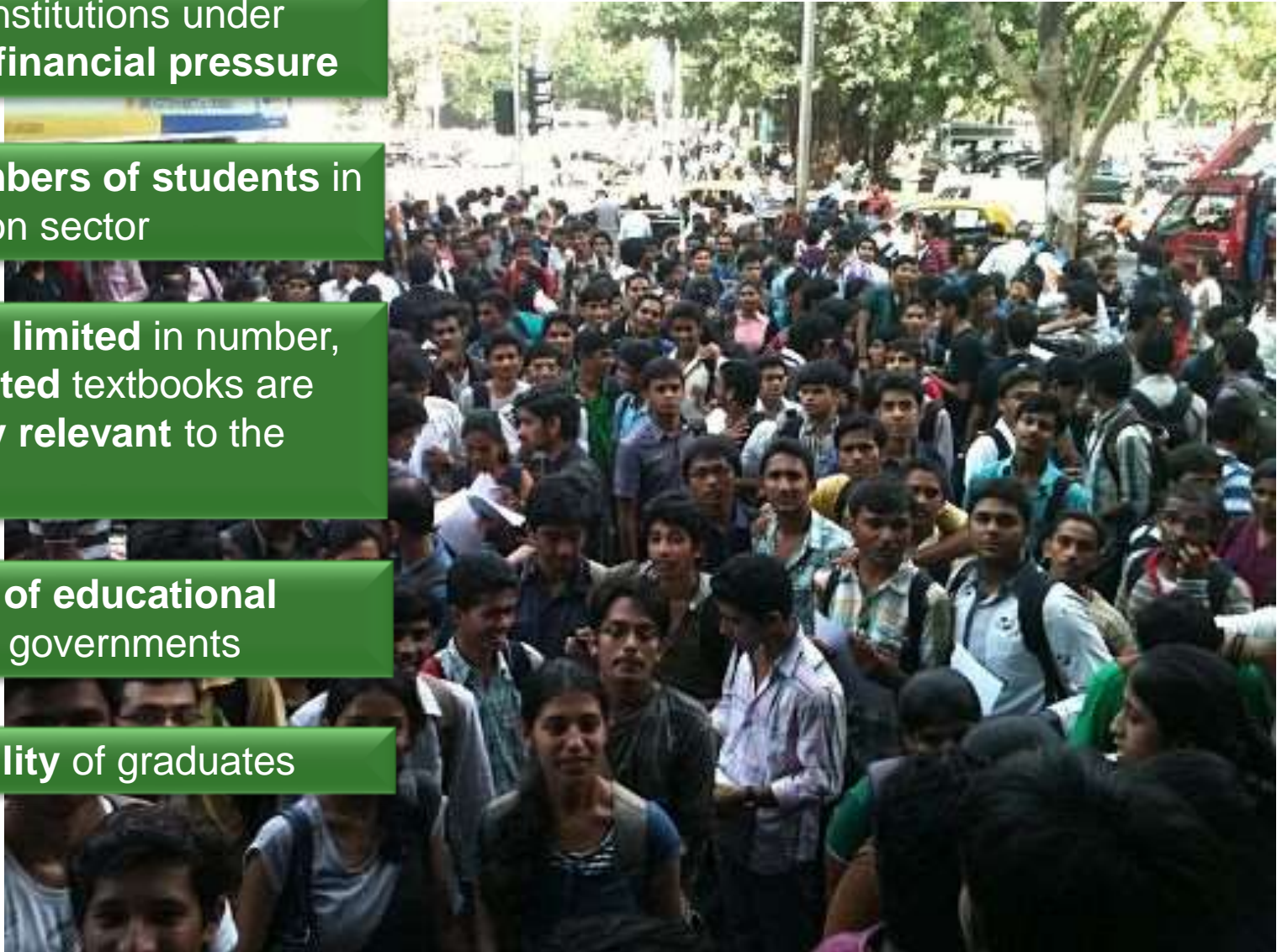
Education institutions under **political & financial pressure**

Rising numbers of students in the education sector

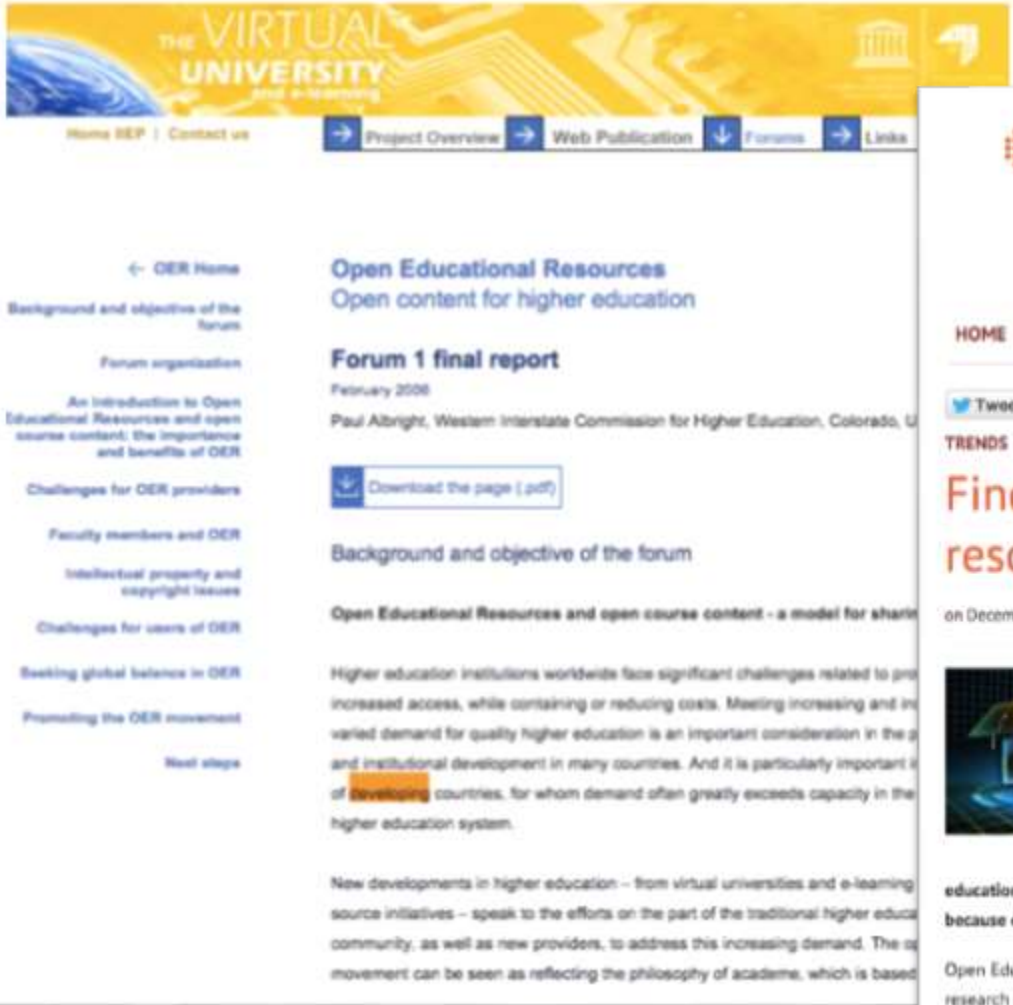
**Expensive, limited** in number, often **outdated** textbooks are **not entirely relevant** to the context

**Reduction of educational funding** by governments

**Employability** of graduates



# OER as a response to some educational challenges facing education in developing countries



The screenshot shows the 'THE VIRTUAL UNIVERSITY' forum page. The header includes navigation links: Home, REP, Contact us, Project Overview, Web Publication, Forums, and Links. The main content area is titled 'Open Educational Resources' and 'Open content for higher education'. It features a 'Forum 1 final report' dated February 2008 by Paul Albright, Western Interstate Commission for Higher Education, Colorado, US. A 'Download the page (.pdf)' button is visible. The page lists various forum topics such as 'Background and objective of the forum', 'Open Educational Resources and open course content - a model for sharing', 'Higher education institutions worldwide face significant challenges related to providing increased access, while containing or reducing costs...', 'New developments in higher education - from virtual universities and e-learning source initiatives - speak to the efforts on the part of the traditional higher education community, as well as new providers, to address this increasing demand. The OER movement can be seen as reflecting the philosophy of academe, which is based on the sharing of knowledge and resources.'

[http://www.unesco.org/iiep/virtualuniversity/forumsfiche.php?queryforumspages\\_id=23](http://www.unesco.org/iiep/virtualuniversity/forumsfiche.php?queryforumspages_id=23) x



The screenshot shows an article from 'eLearning Africa News'. The header includes the site logo and the text 'Perspectives and Development'. Navigation links include HOME, FIELD STORIES, OPINIONS, TRENDS, JOBS, and ADVERTISE WITH US. The article is titled 'Finding the sweet spot: open educational resources in the developing world' and is dated December 17, 2012. It features social media sharing options for Twitter (5) and Facebook (2). The article text discusses the challenges of providing higher education in developing countries and the potential of Open Educational Resources (OERs). It mentions that OERs offer a potential tool for impacting education in developing countries and fast-growing economies, particularly in emerging technology hubs of Africa. However, there is a concern that educational resources created in highly developed countries will be of little use to those in developing countries due to cultural and economic differences. The article concludes by stating that Open Educational Resources are described by UNESCO as being teaching, learning or research materials that are free to distribute or adapt. It also mentions that the MOOC is a great example of an OER, and organizations like Coursera, Udacity, and edX are working in conjunction with top universities in the States and around the world to get university courses online and accessible.

[http://www.elearning-africa.com/eLA\\_Newsportal/finding-the-sweet-spot-open-educational-resources-in-the-developing-world/](http://www.elearning-africa.com/eLA_Newsportal/finding-the-sweet-spot-open-educational-resources-in-the-developing-world/)



# OER as a response to some educational challenges facing education in general – NMC Horizon Report 2015

## Proliferation of Open Educational Resources

### Mid-Term Trend: Driving Ed Tech adoption in higher education for three to five years

**D**efined by the Hewlett Foundation in 2002, open educational resources (OER) are “teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.”<sup>53</sup> Momentum behind OER began early on, getting a major boost when the Massachusetts Institute of Technology founded the MIT OpenCourseWare (OCW) initiative in 2001, making MIT instruction materials for over 2,200 of its courses available online, free of charge. Soon after, prestigious universities including Carnegie Mellon University and Harvard University, among others, pushed forward their own open learning initiatives. Understanding that the term “open” is a multifaceted concept is essential to following this trend in higher education; often mistaken to simply mean “free of charge,” advocates of openness have worked towards a common vision that defines it more broadly — not just free in economic terms, but also in terms of ownership and usage rights.

#### Overview

Altogether, OER represents a broad variety of digital content, including full courses, course materials, modules, textbooks, videos, tests, software, and any other means of conveying knowledge. OER uses Creative Commons and alternative licensing schemes to more easily distribute knowledge, media, and

the issue of awareness and accessibility.<sup>56</sup> Babson Survey Research Group published an in-depth exploration of OER uptake in higher education throughout the US and found that among 2,144 faculty members surveyed, the majority demonstrated benevolent attitudes about using OER, unlike other technological advances in teaching.<sup>57</sup> Yet the survey revealed that awareness of OER and related issues was significantly scarce, with only 5.1% of respondents answering that they were “very aware” of OER and its use in the classroom.<sup>58</sup> More than half of the respondents said they were deterred by the lack of search tools or a comprehensive catalog of materials.<sup>59</sup> While understanding about OER is lacking, Babson researchers highlighted why knowledge in this area has the potential to increase greatly over the next three years; more than three-quarters of faculty members indicated that they expected to use OER or would consider using OER in the future.<sup>60</sup>

There are a number of existing OER repositories and search tools in place for the higher education community. Among the first, MERLOT was started in 1997 by California State University, and has since been offering its members a platform to create, share, and curate online learning materials.<sup>61</sup> Similarly, Jorum is a portal for university educators in the UK to collect and share OER.<sup>62</sup> Funded by JISC, Jorum allows users to filter materials based on community, institution, author, keyword, and license, among other search criteria.<sup>63</sup> Mexico’s Tecnológico de Monterrey has been

# Examples of OER initiatives from South America

rea Recursos Educacionais Abertos

Quem Somos Projeto REA.br Notícias Referências Eventos Mão na Massa Perguntas Frequentes

Comunidade REA promove encontro de cooperação em São Paulo

SAIBA MAIS +

1. O que é REA?
2. REA é gratuito?
3. REA são de qualidade?
4. O que é domínio público?
5. O que são repositórios de REA?

VIDEOS +

Assista aos vídeos do nosso canal

POLÍTICAS PÚBLICAS +

Conheça as iniciativas de políticas públicas brasileiras para REA

<http://www.rea.net.br/site/>

## ENCUENTRO COKREA 2015



El 12 y 13 de marzo se realizó en la ciudad de **Popayán** el Encuentro coKREA 2015. Un espacio para el diálogo con expertos, la socialización de experiencias de docentes y el desarrollo de talleres en torno al uso, adaptación y co-creación de Recursos Educativos Abiertos (REA).

En el evento participaron más de 200 docentes de Educación Preescolar, Básica y Media del país, logrando ser un escenario para visibilizar las posibilidades de los REA en el ámbito educativo, sobre todo desde el trabajo que vienen liderando y desarrollando los docentes vinculados al proyecto coKREA.

### Encuentro coKREA 2015 en imágenes



<https://karisma.org.co/cokrea/>

# Examples of OER initiatives from Africa (1)



<http://oer.avu.org/>

<http://open.uct.ac.za/>



<http://www.oerafrica.org/>



# Examples of OER initiatives from Africa (2)



## Veterinary Open Educational Resources Uniquely African Context

Home About Educational Resources CPD Academic programmes Research News and

Home > open-education-resources >

- >> Partners
- >> Meet the Team
- >> Contribute
- >> Open Educational Resources
  - license
  - USB
  - CDB
  - share
- >> Contact

### Open Education Resources

#### Open Educational Resources (OER)

The internet and digital technologies are transforming how adaptable and widely available, allowing educational insti

- OER are free and openly licensed educational materi
- OER may freely be used, remixed, and redistributed a
- OER often have a Creative Commons licence that stat

#### Creative Commons licences:

- Help creators to retain copyright while allowing others
- Ensure licensors get the credit for their work they dese
- Serve as the baseline, on top of which licensors can c

<http://www.afrivip.org/open-education-resources>

TESSA

log in | contact us | site map | facebook | twitter

Home News Publications and Reports Projects Research themes TESSA share Forums Useful links

Welcome Bienvenue Karibu أهلا وسهلا

TESSA is an international research and development initiative which brings together teachers and teacher educators from across sub-Saharan Africa. It offers a range of materials (Open Educational Resources) in four languages to support school based teacher education and training. For an overview of TESSA and our current developments, please see the [briefing note](#) here. Clicked to your file to make into TESSA an Français.

Projects

Research themes

Resource share  
Share your materials

Forums  
Talk to us and others

Primary Education Materials  
Generic Versions English Français

Country specific materials  
Select a country...

TESSA News

International Women's Day: TESSA Reports  
Women and Girls Education in sub-Saharan Africa: Shortcomings, the Push ...

Latest TESSA Newsletter available now  
Read full story

Commonwealth of Learning Forum 2013  
TESSA is represented at the Commonwealth of Learning's Seventh Pan-Commonwealth ...

<http://www.tessafrica.net>



# Examples of OER initiatives from Asia



<http://www.oerasia.org/>



<http://nptel.ac.in/>



<http://www.tess-india.edu.in/>

# Slow uptake of OER in South America & Africa, better in South East Asia

The screenshot shows the MIT OpenCourseWare website's 'Site Statistics' page. The header includes the MIT OpenCourseWare logo, a newsletter subscription button, and social media icons. The navigation menu has 'About' selected. The main content area features a world map with regional visitor percentages: North America (44%), South America (4%), Africa (2%), Europe (17%), Asia (20%), and Australia (9%). A 'World Impact' section offers a PDF report. A 'Donate Now' button is prominent, and a testimonial from an independent learner is featured at the bottom right.

**MIT OPEN COURSEWARE**  
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Subscribe to the OCW Newsletter

Help | Contact Us

Home » About » Site Statistics

## Site Statistics

**OCW is accessed by a broadly international population of educators and learners.**  
MIT OpenCourseWare averages 1 million visits each month; translations receive 500,000 more.  
Visitors from all over the world use OpenCourseWare:

Region	Percentage
North America	44%
South America	4%
Africa	2%
Europe	17%
Asia	20%
Australia	9%

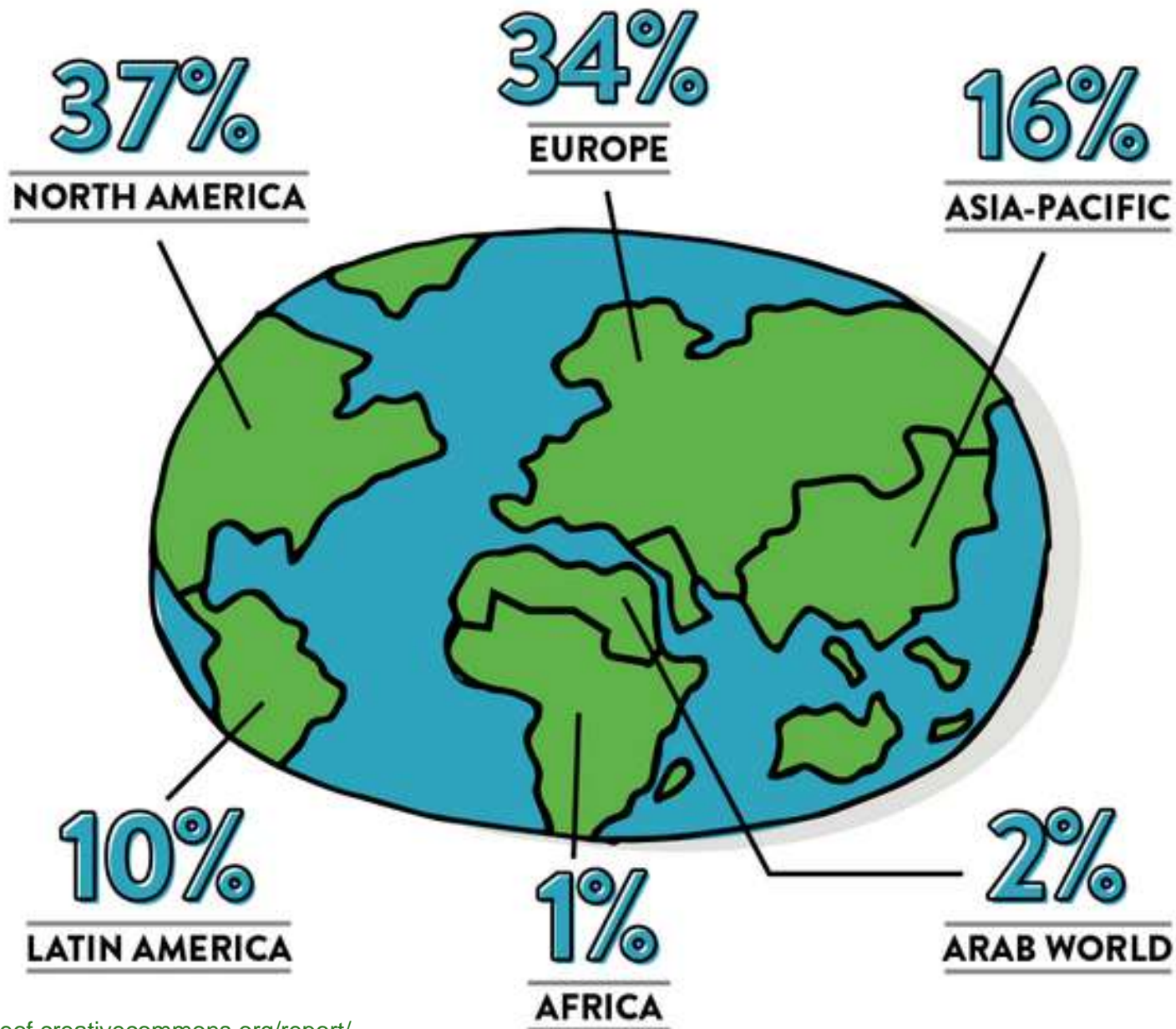
**World Impact**  
[Download our evaluation report \(PDF - 15MB\)](#)

**Donate Now**

**Why I Donate**  
"I'm teaching myself with OCW. I may never get a degree, but I'll never be denied access to these resources."  
- Moses, Independent Learner, Canada  
[READ MORE](#)

<http://ocw.mit.edu/about/site-statistics/>

# Where CC-licensed works are published





# New OER map initiatives might assist

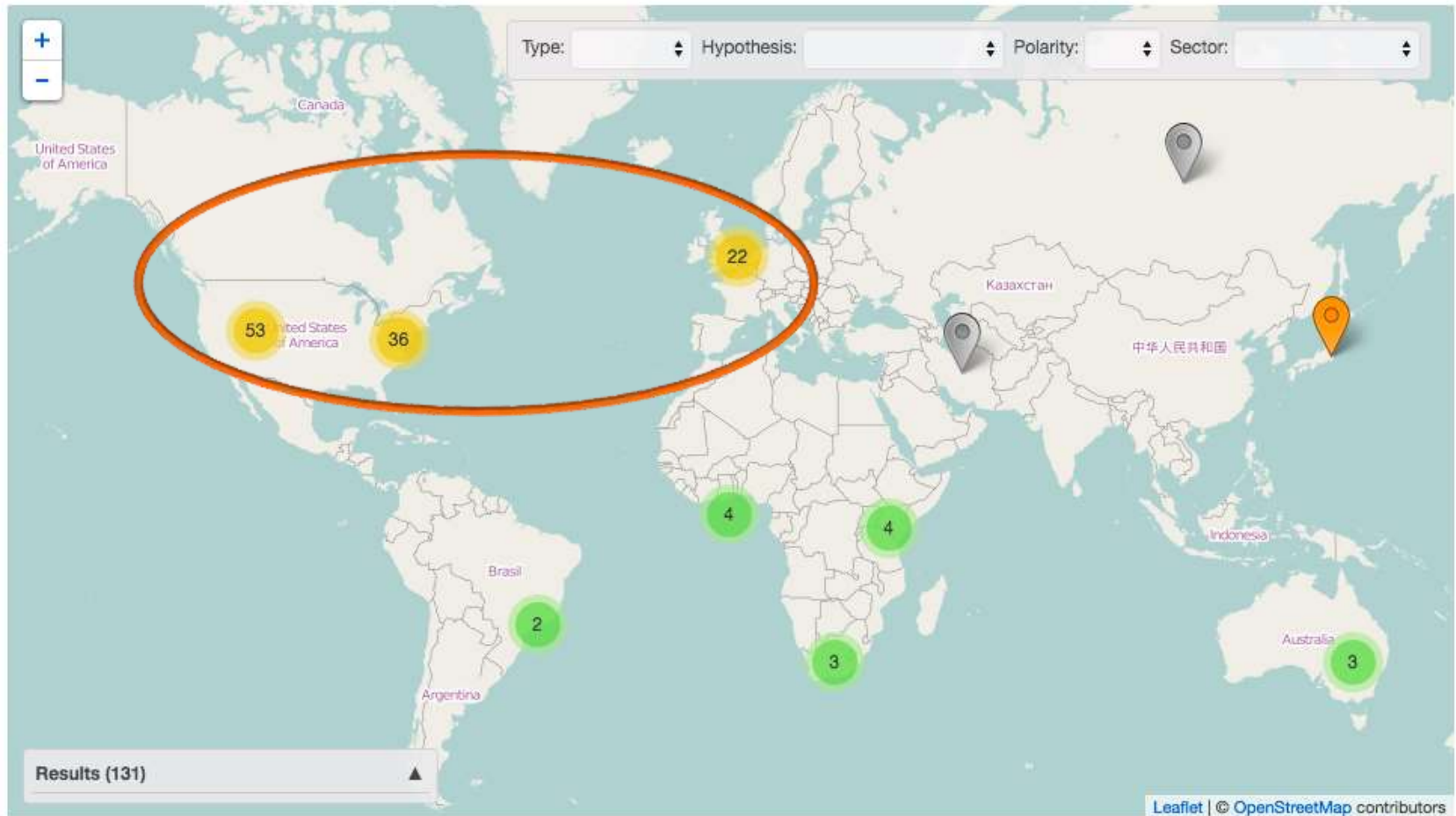
## OER World Map

Join us in mapping the world of OER!



<https://oerworldmap.org/#user-register>

# Most OER research taking place in Global North



<http://oermap.org/oer-evidence-map/>

# ROER4D Research: OER Adoption & Impact

## Research on Open Educational Resources for Development in the Global South

### GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries by better understanding the use and impact of OER

August 2013 - February 2017

### PROJECT CLUSTERS

- OER Desktop Review
- OER Survey
- Academics' adoption of OER
- Teacher educators' adoption of OER
- OER adoption in one country
- OER impact studies
- Baseline educational expenditure



roer4d.org

facebook.com/  
ResearchOERforDevelopment  
twitter.com/roer4d



ROER4D

Research on Open Educational Resources for Development  
/roer4d - ROER-for-DEE



Centre de recherches pour le développement international





# ROER4D Funding

IDRC

OSF

DFID

International Development Research  
Centre (IDRC)  
Open Society Foundations (OSF)  
UK Department for International  
Development (DFID)

**3** year project (27 Aug 2013 - 27 Aug 2016 with an extension to Feb 2017)

Grant 1 - IDRC **CAD 2 million** & OSF  
Grant 2 - DFID **CAD 500,000**

**3** Regions

- South America
- Sub-Saharan Africa
- Central, South & South-East Asia

**18** research projects in 7 clusters

**86** researchers & associates

**26** countries

**16** time zones



# Research on Open Educational Resources for Development (ROER4D)

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?



Global South

A world map is shown in the background, with a semi-transparent green overlay highlighting the regions of South America, Africa, and parts of Asia and Oceania. The text 'Global South' is written in a bold, green, sans-serif font across this highlighted area.

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

## **ADOPTION STUDIES**

1. In what ways, and under what circumstances are OER being adopted in the Global South?



# Research on Open Educational Resources for Development (ROER4D)

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

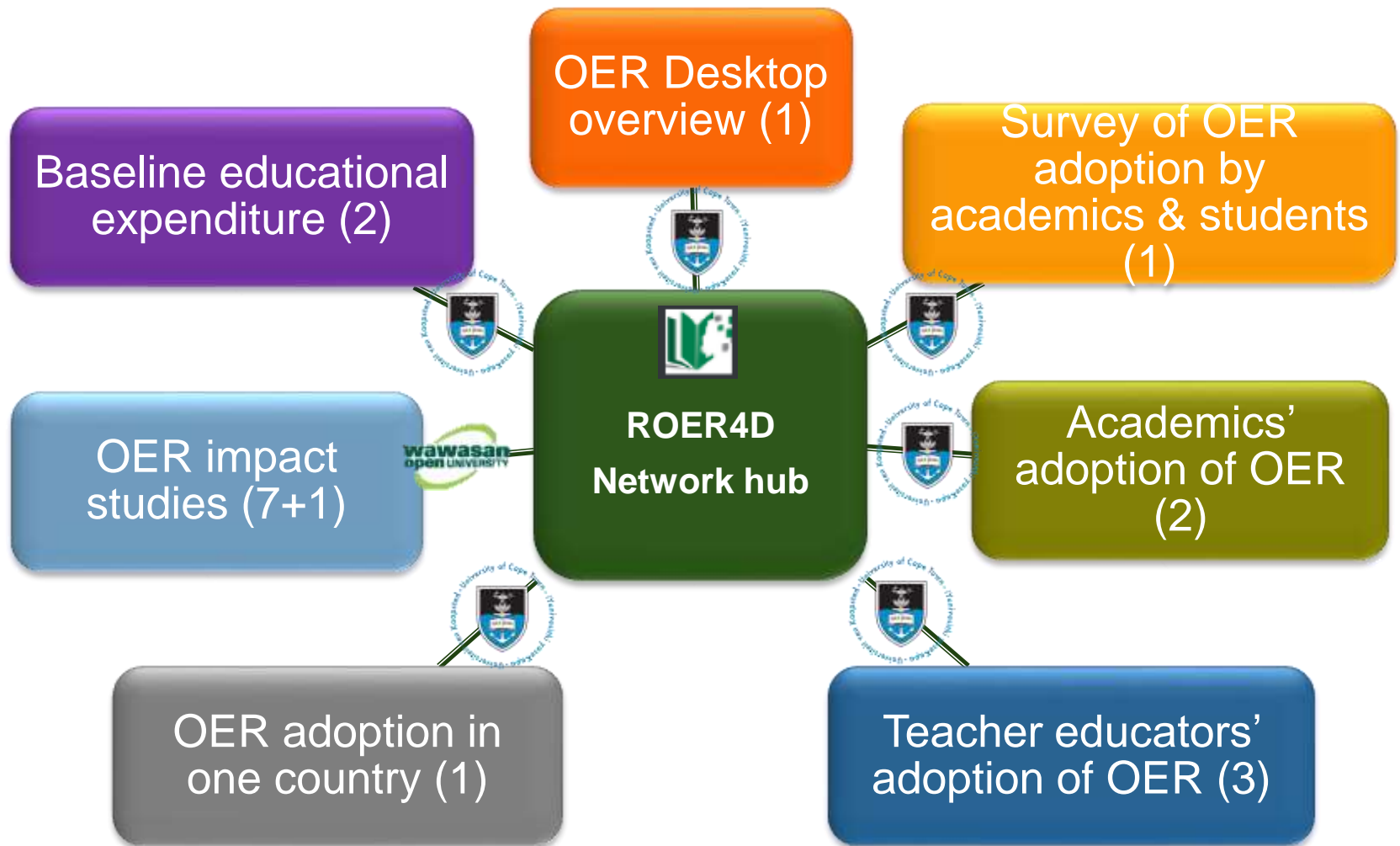
## ADOPTION STUDIES

1. In what ways, and under what circumstances are OER being adopted in the Global South?

## IMPACT STUDIES

2. In what ways, and under what circumstances can OER adoption impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

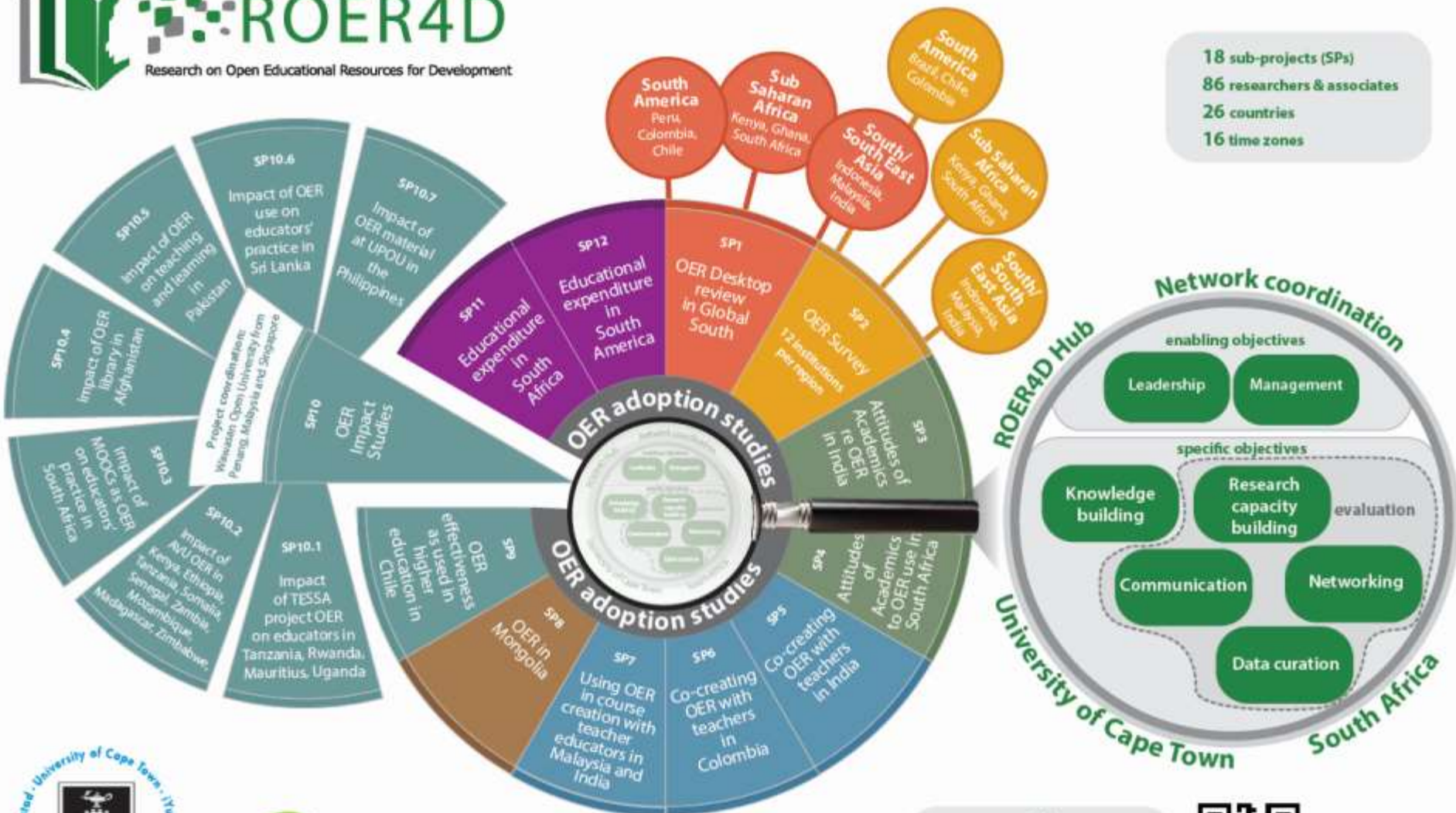
# Overview of ROER4D's 7 Project Clusters



# ROER4D's Project Clusters & Coordination



18 sub-projects (SPs)  
86 researchers & associates  
26 countries  
16 time zones

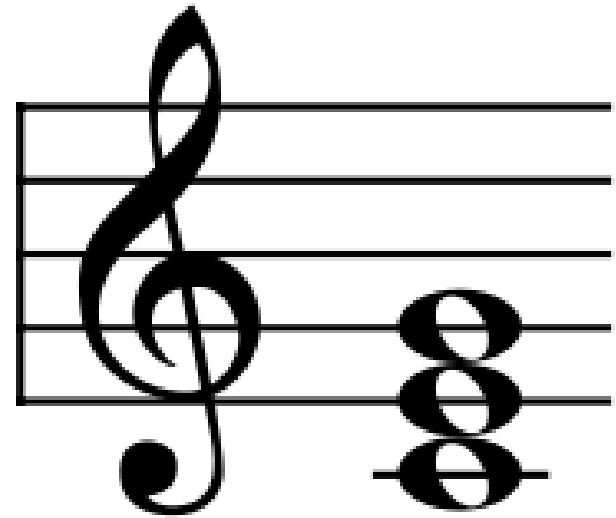


roer4d.org  
facebook.com/ResearchOERforDevelopment  
twitter.com/roer4d



# 'Harmonizing' research across different cultures and through various languages

The term '**harmonizing**' was deliberately used as a metaphor to underpin the idea that we were not expecting the ROER4D researchers to produce 'cookie cutter research', but rather engage in the production of research that would **deliberately attempt to 'strike a chord' with other research**, taking researchers' various contexts into account thereby optimising comparability of the data.



[http://en.wikipedia.org/wiki/Chord\\_\(music\)](http://en.wikipedia.org/wiki/Chord_(music))



# Developing an open, multilingual ROER4D repository

ROER4D Bibliography - Spreadsheet ☆

chodgkinsonwilliams@gmail.com

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

Comments

Share

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, table, link, unlink, print, and zoom.

A	B	C	D	E	F	G	H
	Year	Full citation	Link	Language of publication	Region	Country	Sector
Available at: <a href="http://tinyurl.com/ROER4D-Bibliography">http://tinyurl.com/ROER4D-Bibliography</a>							
Alves, Miranda & Morais (2014)	2014	Alves, P., Miranda, L. & Morais, C. (2014). Open educational resources: higher education students' knowledge and use. In R. Ørngreen & K. Tweddell Levensen (Eds.). Proceedings of the 13th European Conference on e-Learning ECEL-2014 Aalborg University, Copenhagen, Denmark, 30-31 October 2014. Available online: <a href="http://repositorium.sdum.uminho.pt/handle/1822/33478">http://repositorium.sdum.uminho.pt/handle/1822/33478</a> [Last accessed 18 February 2015].	<a href="http://repositorium.sdum.uminho.pt/handle/1822/33478">http://repositorium.sdum.uminho.pt/handle/1822/33478</a>	English	Europe	Portugal	Higher education
Amiel	2012	Amiel, T. (2012). Educação aberta: configurando ambientes, práticas e recursos educacionais. REA: Práticas colaborativas e políticas públicas. Santana, B., Rossini, C., Pretto, NL (org.) São Paulo: Casa da Cultura Digital. Available online: <a href="http://www.artigos.livrorea.net.br/2012/05/educacao-aberta-configurando-ambientes-praticas-e-recursos-educacionais/">http://www.artigos.livrorea.net.br/2012/05/educacao-aberta-configurando-ambientes-praticas-e-recursos-educacionais/</a> [Last accessed 2015].	<a href="http://www.artigos.livrorea.net.br/2012/05/educacao-aberta-configurando-ambientes-praticas-e-recursos-educacionais/">http://www.artigos.livrorea.net.br/2012/05/educacao-aberta-configurando-ambientes-praticas-e-recursos-educacionais/</a>	Portuguese	South America		
Amiel (2013)	2013	Amiel, T. (2013). Identifying barriers to the remix of translated open educational resources. The International Review of Research in Open and Distributed Learning (IRRODL). 14(1). Available online: <a href="http://www.irrodl.org/index.php/irrodl/article/view/1351">http://www.irrodl.org/index.php/irrodl/article/view/1351</a> [Last accessed 5 March 2015].	<a href="http://www.irrodl.org/index.php/irrodl/article/view/1351">http://www.irrodl.org/index.php/irrodl/article/view/1351</a>	English	South America		
Amiel, Orey & West (2011)	2011	Amiel, T., Orey, M. & West, R. (2011). Recursos Educacionais Abertos (REA): modelos para localização e adaptação. ETD Campinas, 12, 112-125.	<a href="https://www.fe.unicamp.br/revistas/ged/etd/article/view">https://www.fe.unicamp.br/revistas/ged/etd/article/view</a>	Portuguese	South America		
Arendt & Shelton (2009)	2009	Arendt, A. & Shelton, B. (2009). Incentives and disincentives for the Use of OpenCourseWare. IRRODL, 10(5). Available online: <a href="http://www.irrodl.org/index.php/irrodl/article/viewArticle/746/1393">http://www.irrodl.org/index.php/irrodl/article/viewArticle/746/1393</a> [Last accessed 24 Sept 2014].	<a href="http://www.irrodl.org/index.php/irrodl/article/viewArticle">http://www.irrodl.org/index.php/irrodl/article/viewArticle</a>	English			

<http://tinyurl.com/ROER4D-Bibliography>

# Majority of OER research written in English only

Recursos Educacionais Abertos (REA):  
modelos para localização  
e adaptação

Tel Amiel<sup>1</sup>  
Michael Orey<sup>2</sup>  
Richard West<sup>3</sup>

## RESUMO

Neste artigo apresentamos questões relativas à localização e à adaptação de recursos educacionais digitais. Começamos com uma discussão sobre objetos de aprendizagem (OA) e recursos educacionais abertos (REA). Apresentamos três estratégias que podem auxiliar *designers*, professores e usuários a refletir sobre a possibilidade de reuso, localização e adaptação cultural de recursos educacionais digitais.

## PALAVRAS-CHAVE

Diversidade cultural; Recursos educacionais abertos; Objetos de aprendizagem; Educação aberta; *Design* instrucional

Open Educational Resources (OER):  
models for adaptation  
and localization

## ABSTRACT

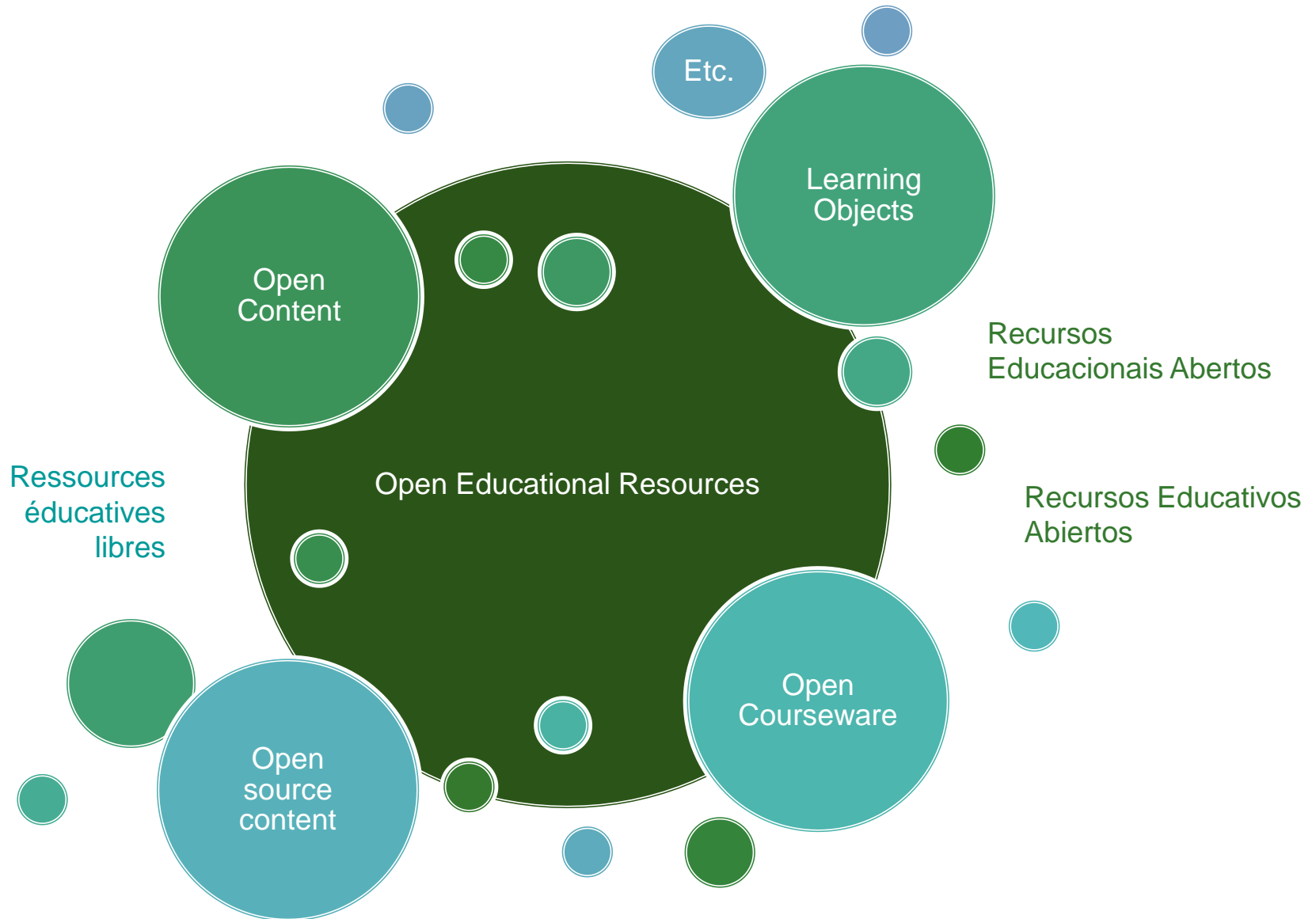
*In this article we present concerns regarding the localization of digital educational resources. We begin with a discussion regarding learning objects (LO) and open educational resources (OER). Finally we present three strategies that can help designers, teachers, and users to think about the reuse, localization, and cultural repurposing of digital educational resources.*

## KEYWORDS

*Cultural diversity; Open educational resources; Learning objects; Open education; Instructional design*



# Understanding OER terms & concepts



# Conceptual clarification strategies: Developing Open Google Doc


ROER4D Research Concepts ☆ 📁

File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

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1 2 3 4 5 6 7

1 of 9



## ROER4D Research Concepts - DRAFT under construction

*Created in March 2014 by Cheryl Hodgkinson-Williams  
Updated by Cheryl Hodgkinson-Williams and/or Henry Trotter on 29 March 2015*

To make sure we all have a shared understanding of the concepts that we use in the ROER4D study, herewith are the initial descriptions that have been compiled. Please feel free to comment and Henry and I will synthesize the comments!

### Table of Contents

- [Open Educational Resources](#)
- [Educational materials](#)
- [Adoption](#)
- [Access](#)
- [Create/Creation](#)
- [Awareness](#)
- [Share/Sharing](#)
- [Re-distribution](#)
- ...

- Awareness of OER as a concept as well as **finding** OER
- Deliberately **creating** OER to share with others
- Merely **reusing** OER as is (i.e. copying)
- **Revising** OER (e.g. customising by translating, adding examples, resequencing materials)
- **Remixing** OER (i.e. combining materials from more than one source)
- **Retaining** OER (i.e. keeping legal copies of materials)
- **Redistributing** OER (i.e. sharing with others openly)



# Harmonizing research instruments – Adoption Studies

1. Consulted 9 major OER surveys to help develop our own questions
2. Consulted other OER studies and compared numerous proposed questions
3. Discussed question options, chose the best & recorded the rationale for our decision
4. Shared Qs with researchers, also showing how they would appear in survey form
5. Connected with researchers online to deliberate questions (specifically need for demographic data for later comparison)
6. Researchers revised and remixed according to the needs in their context (including translation into local languages, e.g. Spanish, Portuguese, Bahasa Melayu)

## **ROER4D Question Harmonization Surveys Consulted (Thus Far)**

1. [UNESCO/COL Survey on Governments' OER Policies](#) – which resulted in [this report](#).
2. [CERI/OECD OER Follow-Up Survey](#) – OER use by educators and researchers in tertiary education.
3. [JISC OER Impact Study survey](#) – on OER use and sharing by educators (pp 69-79).
4. [OPAL survey on the use of OER and OEP in HE and AL Institutions](#) – (pp 171-186).
5. [Rights and Rewards Project survey](#) – focused on academics' use of repositories and sharing (pp. 171-180).
6. [ORIOLE Survey 2011](#) – HE professionals' use, reuse and sourcing of learning resources.
7. [ORIOLE Survey 2013](#) – an updated, internationalised version of ORIOLE 2011, also in Spanish.
8. [SESAME Project Baseline Tutor Survey](#) – focusing on OER use by tutors in the AL & CE sectors.
9. [OER Asia Survey](#) – OER use in Asia.
10. UCT MED minor dissertation study [available from Cheryl]
11. Mckerlich, Ives & McGreal (2013) [Measuring Use and Creation of Open Educational Resources in Higher Education](#)
12. [OCWC User Feedback Survey](#)
13. Bossu, Brown & Bull (2011) [Adoption, use and management of Open Educational Resources to enhance teaching and learning in Australia](#).
14. Falconer (2012) – [OER4Adults Short Poll](#)
15. Guinness, S (2012) – [Learner-Centred Education through OER](#)
16. [OER Research Hub Survey](#)
17. Rolfe, V (2012) - [Open educational resources: staff attitudes and awareness](#)
18. Reed, P (2012) - [Awareness, attitudes and participation of teaching staff towards the opencontent movement in one university](#)
19. CERI/OECD Survey – [Giving Knowledge for Free: The Emergence of OER](#) (pp.131-138)
20. Murphy, A (2012) [Benchmarking OER Use and Assessment in Higher Education](#)



# ROER4D Participants' Time Zones for 2015

Key: DST = daylight savings time / GMT = Greenwich Mean Time (same as UTC) / SA = South Africa's time / *italics* = Impact study site  
 green cells = (potential) work time / grey cells = non-work time / red border = optimal project collaboration time  
[www.roer4d.org](http://www.roer4d.org)

## 1 January – 22 February [Brazil & Chile on DST]

Place	GMT +/-	SA +/-	Time Comparisons																
			20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	
Canada (BC)	-8	-10	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Canada (ON)	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Brazil	-2	-4	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
UK	-	-2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Netherlands	+1	-1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
South Africa, Rwanda	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Kenya, Tanzania, Uganda	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Mauritius	+4	+2	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Afghanistan	+4.5	+2.5	8:30	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	
Pakistan	+5	+3	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
India, Sri Lanka	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30	
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3	

## 23 February – 7 March [Brazil ends DST]

Place	GMT +/-	SA +/-	Time Comparisons																
			20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	
Canada (BC)	-8	-10	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Canada (ON)	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Brazil	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
UK	-	-2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Netherlands	+1	-1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
South Africa, Rwanda	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Kenya, Tanzania, Uganda	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Mauritius	+4	+2	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Afghanistan	+4.5	+2.5	8:30	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	
Pakistan	+5	+3	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
India, Sri Lanka	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30	
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3	

# Other challenges faced ...



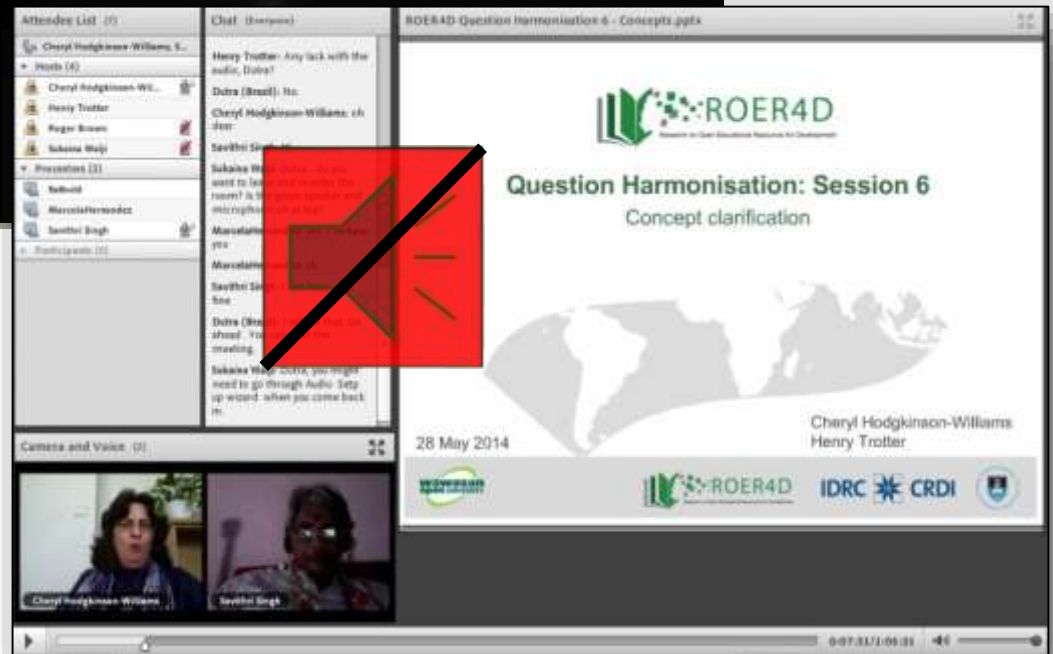
Intermittent internet access



Power outages

Poor or interrupted sound

Various English accents



Researchers who read English, but don't readily speak English



# English as main project management language

The screenshot shows the ROER4D Project Site interface on the Vula LMS. The top navigation bar includes 'My Workspace', 'EDN4501W,2014', 'IDRC OER Research', 'ROER4D', and 'More Sites'. The main content area features the ROER4D logo and the text 'Research on Open Educational Resources for Development'. A sidebar on the left lists various site functions like Home, Announcements, Resources, Research Process, Forums, Chat Room, Wiki, Email Archive, Participants, Search, Site Setup, Site Stats, Lectures, and Help. The main content area contains a description of the site as the 'back-end' for the project, a list of site features, and social media links for Website, Twitter, Slideshare, and Facebook.

ROER4D  
Hub Sakai  
(OSS)  
platform at  
UCT, Vula –  
means “open”

Sub-Project 2 Cross  
Regional Survey,  
Basecamp – Proprietary  
software

The screenshot shows an email notification from Basecamp (USP) [notifications@basecamp.com] dated 10 April 2015 09:02 AM. The email is titled 'Daily Recap for Thursday, April 9' and is addressed to Cheryl Hodgkinson-Williams. The body of the email contains a privacy notice and a 'Daily Recap' for Thursday, April 9, stating that 1 project was updated: 'ROER4D - OER Differentiation - Asia - Indonesia'. The email footer also displays 'ROER4D - OER Differentiation - Asia - Indonesia'.



# Local languages for research & communication

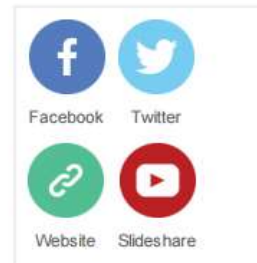
- ❖ **Interviews and surveys** in local languages
- ❖ Some ROER4D Sub-projects have their **own websites** in a local language
- ❖ The ROER4D **newsletters** have some articles in the local language (e.g. Spanish) and English
- ❖ The ROER4D Communication Advisor **re-tweets** items not originally in English & some of our ROER4D researchers **translate tweets** into English
- ❖ Some of our slides on Slideshare have been translated by researchers and/or advisory group mentors for institutional reporting
- ❖ We use **photos or images** wherever possible
- ❖ We have a **multi-lingual advisory group** for the ROER4D Project

[View this email in your browser](#)



January-February 2015

Connect with us through  
the following channels

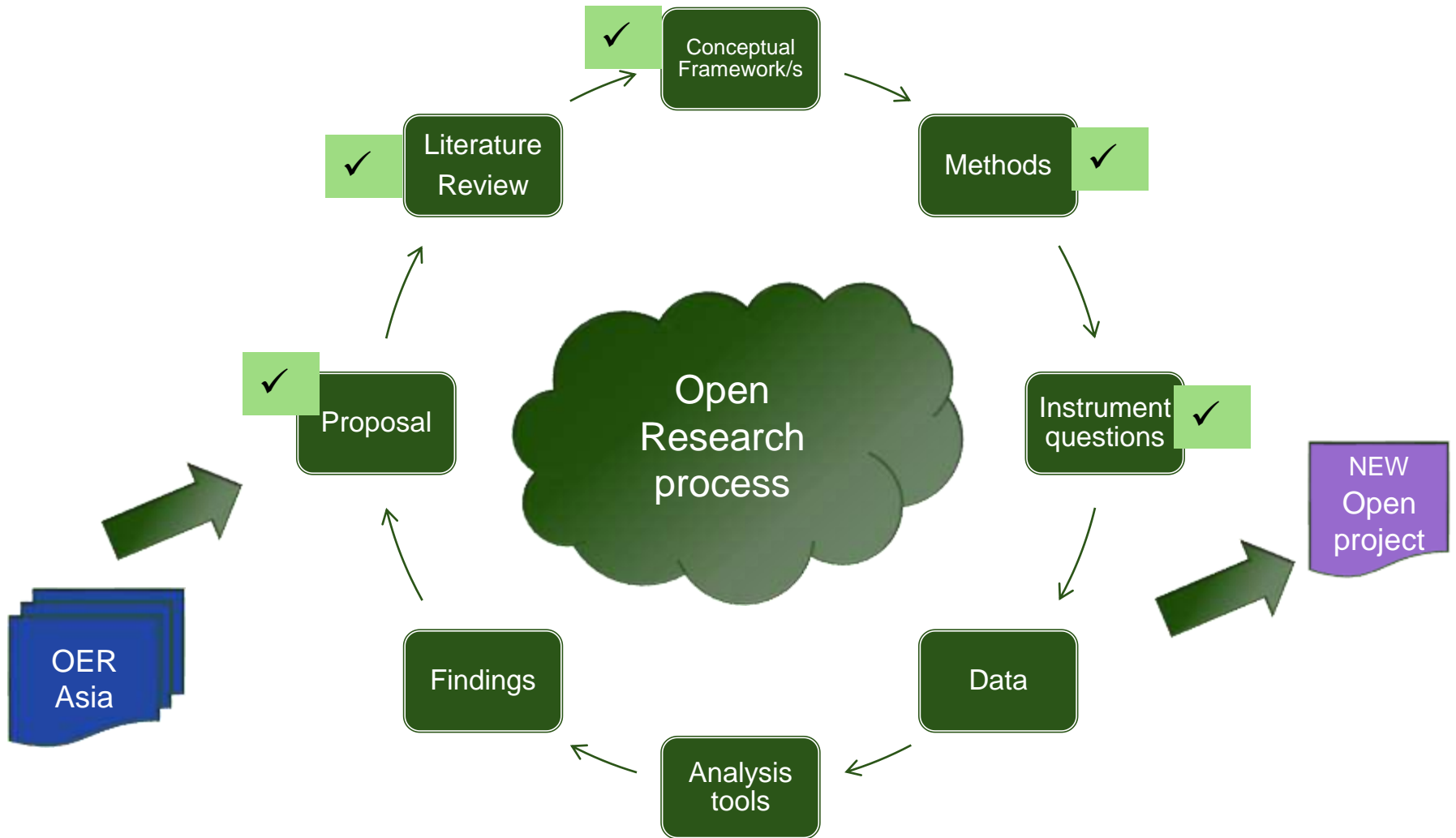


Recent Events

## SP12 - Recursos Educativos Abiertos y la Educación Superior en América Latina

Desde el año pasado, la Fundación Karisma ha estado trabajando en una investigación que busca establecer el panorama de los recursos educativos abiertos (REA) y los sistemas de educación superior en Chile, Colombia y Uruguay. Esta investigación está basada en un informe anterior que se centró en mapear el gasto público en la producción de recursos educativos en la educación básica y media en 5 países de América Latina. La idea de la investigación es comprender cómo operan y se financian los sistemas de educación superior e identificar si existen políticas o directrices sobre REA y acceso abierto, así como reconocer la existencia de movimientos de educación abierta.

# Open Research – ROER4D intentions to share



# Keep track of our website



FOLLOW:    

## ABOUT ROER4D

### SUB PROJECTS

- OER Desktop review
- Survey on OER use
- Academics' views on sharing OER in India
- Academics' views on sharing OER in South Africa
- Co-creation of OER by teachers and teacher educators in India
- Co-creation of OER by teachers and teacher educators in Colombia
- OER integration for course development in India and Malaysia
- OER adoption and use in Higher Education in Mongolia
- Impact of OER use on first year students in Chile
- Studies on impact of OER
- Mapping of public funding for educational resources in Africa
- Mapping of public funding for educational resources in South



## MORE

### SEARCH THE WEBSITE

### Subscribe to our newsletter

\* indicates required

Email Address \*

First Name

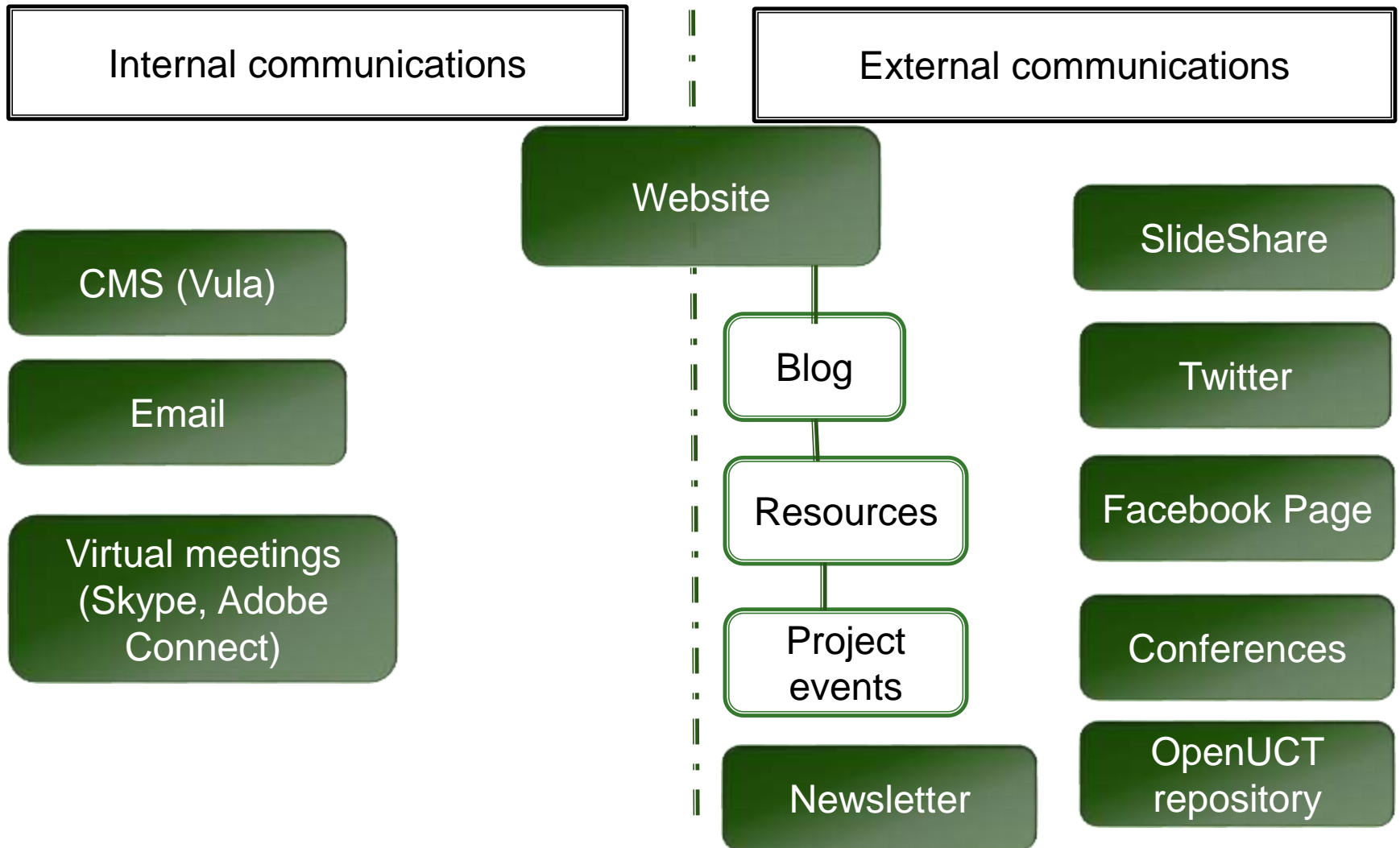
Last Name

### CALL FOR PROPOSALS

Impact of Open Educational Resources in the Global South  
CALL FOR PROPOSALS HAS BEEN CLOSED

<http://roer4d.org/>

# ROER4D Communications overview





# ROER4D Open Magna Carta



On public display in  
the West Rotunda  
Gallery of the [National  
Archives Building](#) in  
Washington, D.C

**M**ake open ...  
... if it adds value  
... if it is ethical  
... if it is legal  
... by default

# Thank you!

Questions?  
Comments?

# ROER4D Network Team

## Funding Partners

**Dr Matthew Smith**  
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**Ed Barney**  
UK Aid – DFID

**Melissa Hagemann**  
OSF

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**Sarah Goodier**

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**Tinasha Makwande**  
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**Suan Choo Khoo & Vivien Chiam**  
Administrative Officers

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**Prof Fred Mulder**  
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**Dr Savithri Singh**  
College Principal

**Prof Stavros Xanthopoulos**  
Director FGV

## Mentors

**Ineke Buskens**  
Qualitative Research Consultant

**Dr David Porter**  
Researcher

**Dr George Sciadas**  
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# ROER4D Network (86 researchers & associates)

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Maryla Bialobrzeska, **Jenny Louw**,  
Ephraim Mlangi, Catherine Ngugi &  
Rosemary Juma, SAIDE, South Africa

**Prof Raj Dhanarajan**

Wawasan Open University

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2 part-time research assistants & 36  
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## Sub-Project 8 (1)

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## Sub-Project 12 (2)

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Karisma Foundation, Colombia



IDRC



CRDI



ROER4D

Research on Open Educational Resources for Development





# Links



**Website:** [www.roer4d.org](http://www.roer4d.org)



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**Follow us:** <http://twitter.com/roer4D>



**Presentations:** [www.slideshare.com/roer4D](http://www.slideshare.com/roer4D)

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