Open education

Sergio Luján Mora
sergio.lujan@ua.es
@sergiolujanmora
QUESTION

• Do you know what are Open Educational Resources (OERs)?
• What is the origin of OER?
OPEN SOURCE
• Open-source software is software for which the original program instructions, the source code, is made available so that users can access, modify, and redistribute it

• Examples:
  – Linux operating system
  – VLC media player
often covers similar content.
GNU General Public License, version 2

- The latest version of the GPL, version 3
- What to do if you see a possible GPL violation
- Translations of GPLv2
- GPLv2 Frequently Asked Questions
- The GNU General Public License version 2 (GPLv2) in other formats: plain text, Texinfo, LaTeX, standalone HTML, Docbook, Markdown, ODF, RTF

Table of Contents
1. You may copy and distribute verbatim copies of the Program's source code as you receive it, in any medium, provided that you conspicuously and appropriately publish on each copy an appropriate copyright notice and disclaimer of warranty; keep intact all the notices that refer to this License and to the absence of any warranty; and give any other recipients of the Program a copy of this License along with the Program.

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This License gives you legal permission to distribute the Program. But it does not give you permission to incorporate  
other programs into the Program, or to make use of the Program in other programs.


• Anybody, receiving a copy of the program that has a GPL applied to it, is given permission to modify the program, as well as to copy and redistribute the program or any derivative version
• Can be “open source” applied to other contexts?
• Change “program” → “work”:
  – Anybody, receiving a copy of the **work** that has a GPL applied to it, is given permission to modify the **work**, as well as to copy and redistribute the **work** or any derivative version
In 2006, open-learning visionary Richard Baraniuk explains the vision behind Connexions (now called OpenStax), an open-source, online education system. It cuts out the textbook, allowing teachers to share and modify course materials freely, anywhere in the world.

This talk was presented at an official TED conference, and was featured by our editors on the home page.
So I'd just like to end by saying: you can really view this as a call to action. Connexions and open content is all about sharing knowledge. All of you here are tremendously imbued with tremendous amounts of knowledge, and what I'd like to do is invite each and every one of you to contribute to this project and other projects of its type, because I think together we can truly change the landscape of education and educational publishing.
He who receives ideas from me, receives instruction himself without lessening mine; as he who lights his taper at mine receives light without darkening me.

Thomas Jefferson
3rd U.S. President
(1743-1826)
Discover learning materials in an Open Space.

View and share free educational material in small modules that can be organized as courses, books, reports or other academic assignments.

OpenStax

Introduction to Sociology
Introduction to Sociology was written by teams of sociology professors and writers and peer-reviewed...

Biology
Biology is designed for multi-semester biology courses for science majors. It is grounded on an evol...
### Books

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<th>Title</th>
<th>Author(s)</th>
<th>Edited</th>
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<td>Теория организации. УММ. Учебно-методические материалы по курсу «Теория организац</td>
<td>Artemi Nikitov</td>
<td>3/2/2009</td>
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<td>И. Данилевский &quot;Домыслы и вымыслы: средневековая Русь глазами потомков&quot;</td>
<td>ИНТ</td>
<td>12/16/2007</td>
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<td>Полезная информация психологии (обзоры важных идей и исследований)</td>
<td>Mark Pettinelli</td>
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### Pages

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<td>Решение мнемонических задач с помощью методологии ментальных карт (Mind</td>
<td>Igor Mindalev</td>
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1 Теория организации. Организационный раздел

Организационно-методический раздел

О курсе «Теория организации»

Понятие «организация» – неоднозначное и многоаспектное, оно используется во многих смыслах и применительно к различным типам объектов – биологическим, социальным и техническим. Вот как определяется «организация» в Большом энциклопедическом словаре: «Организация (фр. o rganisation, от ср.-век. лат. o rganizo – сообщают стройный вид, устраивают) – 1) внутренняя согласованность, упорядоченность, взаимодействие более или менее дифференцированных и автономных частей целого, обусловленное его строением. 2) Совокупность процессов или явлений, ведущих к образованию и совершенствованию взаимосвязи между частями целого. 3) Объединение людей, совместно реализующих программу или цель и действующих на основе определенных правил и процедур…».

1 Соответственно, «организация» по-разному рассматривается в различных научных и учебных дисциплинах.
«Открытая библиотека» — это место, где можно найти множество материалов, распространяемых под открытой лицензией, которая даёт право не только на свободное использование, но и на изменение и переработку этих материалов. На сайте Вы найдете школьные учебники, редкие книги из библиотечных архивов, диссертации. Все материалы доступны в электронном виде для скачивания.

Новые книги
Why is 2017 the Year of Open?

2017 marks some significant milestones for open education:

15 years ago the term “Open Educational Resources” was created, the Budapest Open Access Initiative was launched, and the first Creative Commons licenses were released;

10 years ago the Cape Town Open Education Declaration was written;

5 years ago the first Open Education Week took place and the first OER World Congress was held, resulting in the Paris OER Declaration.

As we considered celebrating these achievements, we realized that there’s a lot to celebrate in all areas of openness – open web, open data, open source software, open government, etc. Openness is having a big impact on people’s lives around the world, but many may not yet fully understand what open means, so we decided that 2017 was both the time to celebrate achievements and the time to make some noise. Join us. Learn more about openness and how to get involved in an open...
December 2017
Find educators with the right combination of skills and experience through the Open Education Directory.

**Advocacy & Awareness**

Opportunity to contribute to activities aimed at building awareness of the open education movement and ability to join select Consortium meetings with influential stakeholders.

**International Exposure**

Opportunities to highlight your work through OEC media, blogs, website, case studies and activities. Early participation invitations for global events including OE Global Conference and Open Education Week.
February 2019

Japan
Kenya
Malaysia

Associate Consortia

African Virtual University
Community College Consortium for Open Educational Resources (CCCOER)
Greek Academic Network OCW / OER Consortium
Japan OCW Consortium
Norwegian Digital Learning Arena
¿Qué es OpenCourseWare?

Sergio Luján Mora
@sergiolujanmora
Forum on the Impact of Open Courseware for Higher Education in Developing Countries

Final report

UNESCO
Paris, 1-3 July 2002
Annex 1 - List of participants

Principal participants

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Rector
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Mr Alain Senteni
Director
Virtual Centre for Innovative Learning Technologies
University of Mauritius
Reduit
Mauritius/Maurice
I. Name and Definition

1. The recommended name is Open Educational Resources. Alternatives cited are open courseware, open learning resources, and open teaching/learning resources.

2. In defining Open Educational Resources, the elements to consider are:
   - The vision for the service: Open access to the resource, with provision for adaptation.
   - The method of provision: enabled by information/communication technologies.
   - The target group: a diverse community of users.
   - The purpose: to provide an educational, non-commercial resource

3. The recommended definition of Open Educational Resources is:
The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes.
• Current definition:

“Open educational resources” (OER) are educational resources that are available to anyone free of cost and under an open licence to allow others to retain, reuse, revise, remix and redistribute them with few or no restrictions.
• Well-developed e-learning courses can be delivered many times to different learners using the same materials
• In addition, individual course components (e.g. units, lessons and media elements such as graphics and animations) can be reused in different contexts → Components can be converted into OERs
Open Educational Resources (OER) are teaching, learning or research materials that are in the public domain or released with intellectual property licenses that facilitate the free use, adaptation and distribution of resources.
Open educational resources: policy, costs, transformation

Colectividad autor: Commonwealth of Learning [47]
Persona autor: Miao, Fengchun [10], Mishra, Sanjaya [2], McGreal, Rory [1]
Idioma: inglés
Año de publicación: 2016
Tipo de licencia: CC BY-SA 3.0 IGO [5221]
Tipo de documento: libro

Full text
Guidelines for open educational resources (OER) in higher education

Colectividad autor: Commonwealth of Learning [47]
ISBN: 978-1-894975-42-1
Recopilación: 27 p.
Idioma: inglés
También disponible en: Русский язык, Français, Portugués, Español
Año de publicación: 2011
Tipo de licencia: CC BY-SA 3.0 IGO [5221]
Tipo de documento: libro

Full text
Рекомендации по работе с открытыми образовательными ресурсами (ООР) в сфере высшего образования

Collectividad autor: Commonwealth of Learning [47]
ISBN: 978-5-905385-13-1
Recopilación: 27 p.
Idioma: ruso
También disponible en: [English] [Français] [Português] [Español]
Año de publicación: 2011, 2015
Tipo de licencia: [CC BY-SA 3.0 IGO] [5221]
Tipo de documento: libro

Full text
Рекомендации по работе с открытыми образовательными ресурсами (OOP) в сфере высшего образования
¿Qué son los Recursos Educativos Abiertos?

Sergio Luján Mora

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17.542 visualizaciones
Two surveys were sent out by COL and UNESCO, one to governments and the other to various stakeholders around the world.

The response was very encouraging: 102 countries responded to the governmental questionnaires and over 600 completed surveys were received from stakeholders.
QUESTION

• Did Kyrgyzstan respond to the governmental questionnaire?
• Did any Kyrgyz stakeholder complete the survey?
Did Kyrgyzstan respond to the governmental questionnaire? **YES**

Table 1: Government responses by region

<table>
<thead>
<tr>
<th>REGION</th>
<th>RESPONSES</th>
<th>COUNTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA</td>
<td>28</td>
<td>Botswana, Burundi, Cabo Verde, Cameroon, Chad, Côte d’Ivoire, Democratic Republic of Congo, Equatorial Guinea, Ghana, Kenya, Lesotho, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Togo, Uganda, Zambia</td>
</tr>
<tr>
<td>MIDDLE EAST AND NORTH AFRICA</td>
<td>12</td>
<td>Algeria, Bahrain, Djibouti, Egypt, Kuwait, Mauritania, Morocco, Palestine, Qatar, Saudi Arabia, Sudan, Syria</td>
</tr>
<tr>
<td>ASIA AND PACIFIC</td>
<td>28</td>
<td>Australia, Bangladesh, Brunei, China, Fiji, India, Indonesia, Iran, Kiribati, Kyrgyzstan, Lao PDR, Malaysia, Maldives, Marshall Islands, Nepal, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, Solomon Island, Sri Lanka, Thailand, Timor-Leste, Tonga, Uzbekistan, Vanuatu, Vietnam</td>
</tr>
<tr>
<td>EUROPE AND NORTH AMERICA</td>
<td>21</td>
<td>Armenia, Azerbaijan, Belgium, Bulgaria, Cyprus, Estonia, Finland, France, Georgia, Latvia, Lithuania, Malta, Netherlands, Poland, Romania, Russian Federation, Slovakia, Slovenia, Spain, Turkey, United States of America</td>
</tr>
<tr>
<td>LATIN AMERICA AND CARIBBEAN</td>
<td>13</td>
<td>Antigua and Barbuda, Bahamas, Barbados, Belize, Chile, Colombia, Costa Rica, Dominica, Ecuador, Grenada, Jamaica, Mexico, Peru, St. Lucia, St. Vincent &amp; The Grenadines, Trinidad and Tobago</td>
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</table>
Did any Kyrgyz stakeholder complete the survey? NO

<table>
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<tr>
<th>REGION</th>
<th>RESPONSES</th>
<th>COUNTRIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>144</td>
<td>Botswana, Equatorial Guinea, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Seychelles, South Africa, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe</td>
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<tr>
<td>Middle East and North Africa</td>
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<td>Algeria, Egypt, Jordan, Lebanon, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia</td>
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<tr>
<td>Asia and Pacific</td>
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<td>Australia, Bangladesh, Bhutan, Brunei, China, Fiji, India, Indonesia, Iran, Japan, Kazakhstan, Kiribati, Malaysia, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, South Korea, Sri Lanka, Thailand, Tonga, Tuvalu, Vietnam</td>
</tr>
<tr>
<td>Europe and North America</td>
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<td>Andorra, Belgium, Bulgaria, Canada, Croatia, Cyprus, Denmark, Finland, France, Georgia, Germany, Greece, Iceland, Israel, Italy, Latvia, Macedonia, Malta, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States of America</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>70</td>
<td>Antigua and Barbuda, Argentina, Barbados, Bolivia, Belize, Brazil, Chile, Costa Rica, Dominica, Ecuador, Grenada, Guatemala, Honduras, Jamaica, Mexico, St Lucia, Suriname, Trinidad and Tobago, Uruguay, Venezuela</td>
</tr>
</tbody>
</table>
PREVIOUS QUESTION

• Do you know what are Open Educational Resources (OERs)?
• What is the origin of OER?
• An interesting finding of the stakeholder survey is that while there are many more OER repositories today, there is a general lack of awareness about them and, therefore, sub-optimal use.
• This shows the need for promoting the repositories.
• The best way to do so is through educating the stakeholders and improving the “discoverability” of these resources.
A common concern that runs through both the government and stakeholder surveys is lack of users’ capacity to use and integrate OER in teaching and learning. This highlights the need for the continuous capacity building of teachers to understand, find and use OER.
Several respondents noted the significance of partnerships in describing their country engagements in OER. For example, in Kyrgyzstan, the government respondent highlighted that the Open Digital Library of Kyrgyzstan is implemented by the Association of Public Libraries of the Kyrgyz Republic with the support of the Soros Foundation-Kyrgyzstan.
«Открытая библиотека» – это место, где можно найти множество материалов, распространяемых под открытой лицензией, которая дает право не только на свободное использование, но и на изменение и переработку этих материалов. На сайте Вы найдете школьные учебники, редкие книги из библиотечных архивов, диссертации. Все материалы доступны в электронном виде для скачивания.

Новые книги
“Open Library” is a place where you can find a lot of materials distributed under an open license, which gives the right not only for free use, but also for the modification and processing of these materials. On the site you will find school books, rare books from library archives, dissertations. All materials are available in electronic form for download.
Жандуу Математика-1 (5 класс), Бишкек, 2016.Авторы: Кыдыралиев С. К. Урдалетова А.Б. Дайырбекова Г.М.

Математика-5класс

No files found
Consultants and other experts were identified as a mechanism used for translation in Mozambique, Sierra Leone, Syria, Kyrgyzstan and Timor-Leste. Many countries, including Armenia, Bahrain, Indonesia, Lithuania, Romania and Thailand, indicated that OER are being translated through individual efforts. In Vietnam and Zambia, religious groups and volunteers were identified as translators for OER.
Several countries (Belgium, Colombia, Estonia, Kyrgyzstan, Senegal and Slovenia) indicated that this is an area where a lot more needs to be done, especially to make OER accessible for people with visual impairment. The representative from Slovenia stated:

*The Ministry of Education, Science and Sport co-finances projects to support the PRILAGAJANJE [e-materials for persons with disabilities].... However, there are many e-materials which are not ensuring the accessibility for persons with disabilities.*
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<th>Asia and Pacific</th>
<th>Europe and North America</th>
<th>Latin America and Caribbean</th>
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<td>Finding OER and sources</td>
<td>79%</td>
<td>42%</td>
<td>69%</td>
<td>50%</td>
<td>62%</td>
<td>64%</td>
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<tr>
<td>Evaluating the usefulness, value and quality of OER</td>
<td>75%</td>
<td>58%</td>
<td>79%</td>
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<td>62%</td>
<td>71%</td>
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<tr>
<td>Performing adaptations, including translation</td>
<td>71%</td>
<td>50%</td>
<td>76%</td>
<td>65%</td>
<td>46%</td>
<td>66%</td>
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<tr>
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<td>50%</td>
<td>69%</td>
<td>75%</td>
<td>62%</td>
<td>72%</td>
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<td>Using ICT skills</td>
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<td>77%</td>
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<tr>
<td>Distributing OER and developing mechanisms to provide OER to students</td>
<td>82%</td>
<td>58%</td>
<td>69%</td>
<td>75%</td>
<td>54%</td>
<td>71%</td>
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<tr>
<td>Using pedagogy skills</td>
<td>71%</td>
<td>67%</td>
<td>66%</td>
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OPEN LICENSES
Открытая Электронная Библиотека Кыргызстана

Lib.kg является открытой, редактируемой электронной библиотекой, созданной с целью объединения и популяризации идей открытых учебных и прочих материалов. Так же как и в Википедии, Вы можете способствовать развитию нашей идеи и добавлять новые книги, новую информацию или отправлять свои идеи по улучшению библиотеки и её сервисов.
Если Вы любите книги, Вы автор или издательство, почему бы не помочь построить библиотеку доступной для всех с открытыми материалами?

Связаться с нами
720040, г. Бишкек, ул. Абдрахманова, 208
Телефон: +996(312) 30-46-75
Электронная почта: info@lib.kg

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TNC-384-M1.mp4

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Title: Address to the Nation on the Nuclear Test Ban Treaty, 26 July 1963

Date(s) of Materials: 26 July 1963
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Transcripts: 1 Languages

The President emphasizes that while the treaty does not eliminate the threat of nuclear war, a limited test ban is safer than an unlimited arms race. Copyright restrictions apply.

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