Opening Higher Education in Africa: OER as an equaliser?

Global Engineering Deans' Conference,

Chicago, Illinois

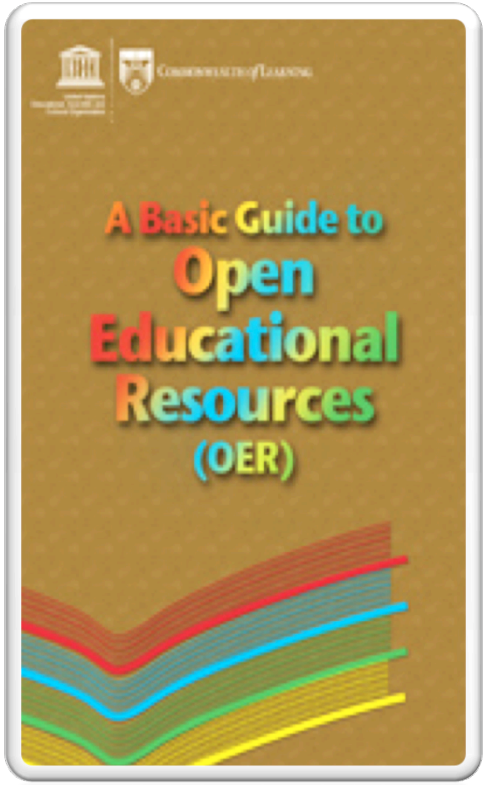
21 – 22 October 2013

Saide
South African Institute for Distance Education

OER Africa

OER Africa believes that:

- OER can positively support development and capacity of higher education systems and institutions across Africa.
- If the concept and practice of OER evolves predominantly outside and for Africa – we may not be able to liberate its potential.



OER Africa

Building African education capacity through openness

Higher Education in Africa (1)

- Late 60s and the 1970s
  - Education as the key to social and economic independence
- 1980s and early 90s
  - SAPS
  - Brain-drain
- Mid 90s to date
  - Increased investment, but not commensurate with need
  - Proliferation of both public & private universities but possible compromise in quality

Higher Education in Africa (2)

- Shortage of skills permeates nearly all skill levels
- Region's economies continue to grow – as does need for both more – and new (21st Century) skills
- Student mobility highlights importance of regional & international collaborations in HE
  - AAU, ACDE, SARUA, RUFORUM / WB AfDB

AVU Premise

- Initially a World Bank project to use technology to broker content from elsewhere
- Change of Mission, to increase access to higher education in Africa
- Contextualisation of previously brokered programs, (BS & CS) as OER
- Development of a repository for partner universities to share these resources
- Partnership with Development Gateway to provide access to OER

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Research & Innovation @ AVU (1)

Pilot Study on use of MIT OCW in Africa

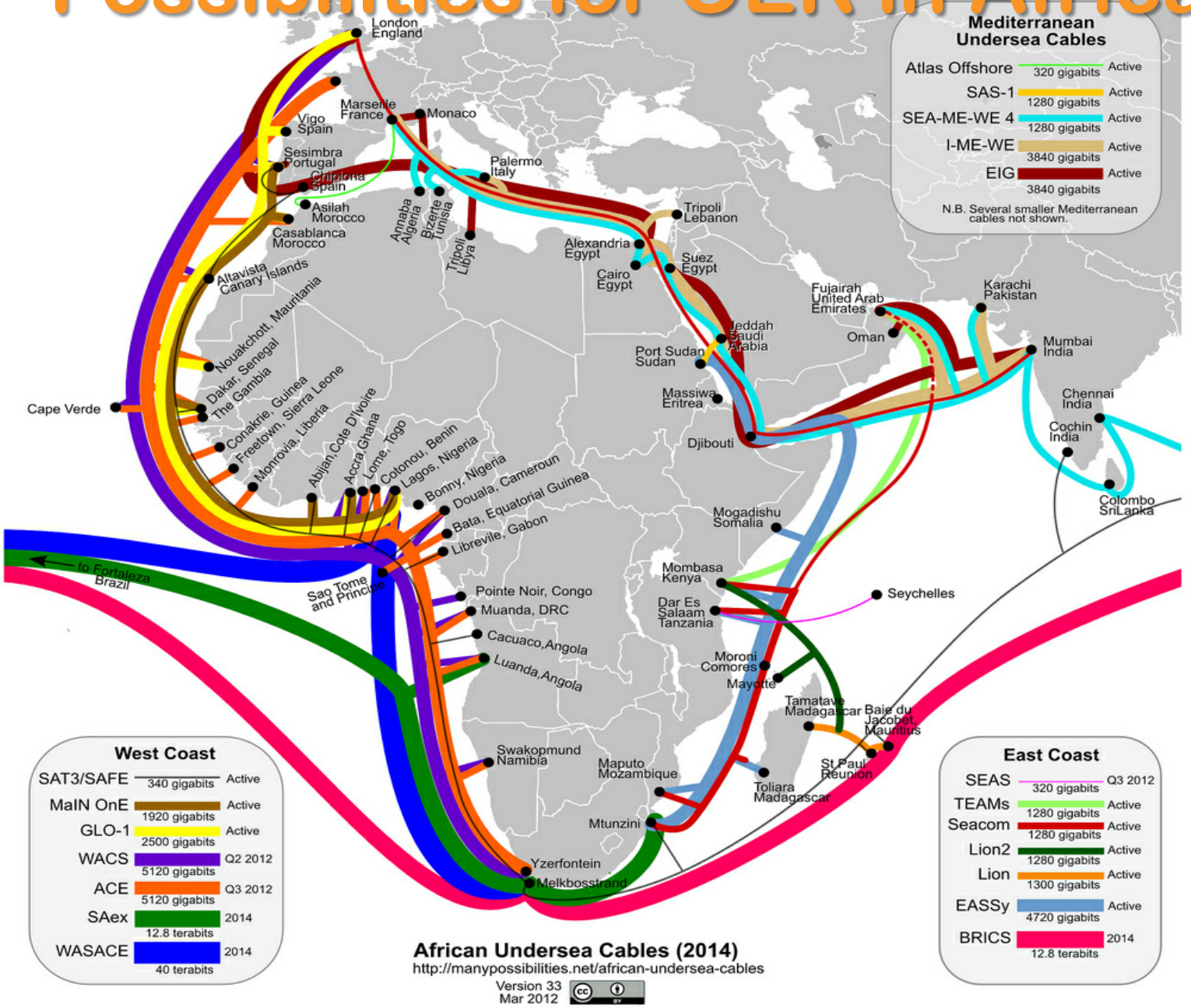
- Jan 2003: 3.8M hits = 0.8% of total usage – SSA not using this resource
- Hard Drives by MIT students, to set up mirror sites on the LANs of UoN and AAU, to mitigate against infrastructure challenges (power & bandwidth)
- Sensitisation to counter low awareness and explain that use of OCW does not mean an MIT degree, but access to materials and pos to adapt
  - online, poster-campaign, direct emails to students & faculty

Research & Innovation @ AVU (2)

Some Learnings:

- Huge appetite for exposure to alternative content
- Buy-in was compromised by
  - Only 30% of participants had ever had access to their own computer
  - Infrastructure: LAN failure / LAN reconfiguration / power outages
- Clarity that exposure to MIT content was a way for African faculty to be exposed to
  - how to share their own content,
  - what they could do better

Possibilities for OER in Africa



What are OER?

Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license.

The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them.

OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.

http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/

OER in Africa: Kamuzu College of Nursing

Ward rounds at Komfo Anokye Teaching Hospital in Ghana

OER in Africa: Institutional OER Policy @ KNUST

Examination of the Pregnant Patient

Index of Content

[Click here for instructions]

Videos and text files (size can be adjusted by enlarging the window)

1. Learning Objectives
2. Basic guidelines for the obstetric exam
3. Components of the obstetric history
4. The general physical examination (2:39)
5. Examination of the chest (2:53)
6. Examination of the pregnant abdomen (3:55)
7. **Test your observational skill**
8. Summary of the terminology

[Self-assessment quiz] (note: the new window may open behind this one in some browsers)

Kwame Nkrumah University of Science and Technology

KNUST Open Educational Resources

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» List of Colleges

College of Health Sciences

» Related Departments

- Internal Medicine
- Clinical and Social Pharmacy
- Basic Sciences and Laboratory Medicine
- Pharmacology
- Child Health
- Obstetrics and Gynaecology
- Behavioural Sciences
- Maxillo-Facial Sciences
- Anatomy

Courses Under Obstetrics and Gynaecology

Examination of the Pregnant Patient

This principle of this course would discuss the guidelines for the obstetric examinaion, components of the obstetric history and a summary of terminology to describe the feto-maternal relationship. The videos demonstration covers the general physical examination of the patient, the examination of the chest and the examination of the pregnant abdomen. Tests are included for you to asess yo...

View Course

Caesarean Section

The video lessons demonstrate the procedures in preparing a patient for caesarean section, that is, inducing anaesthesia, cleansing and draping. It continues with the abdominal incision to the delivery of the baby and placenta. The demonstration ends with the cleaning of the uterine cavity and the closing of uterine incision and the abdomen. In addition to the video lessons are interactiv...

View Course

Total Abdominal Hysterectomy

The interactive educational resources cover the procedure in a total abdominal hysterectomy. There are some review cases provided to give some background information about abdominal hysterectomy and some post operative complications. The video lessons also demonstrate the

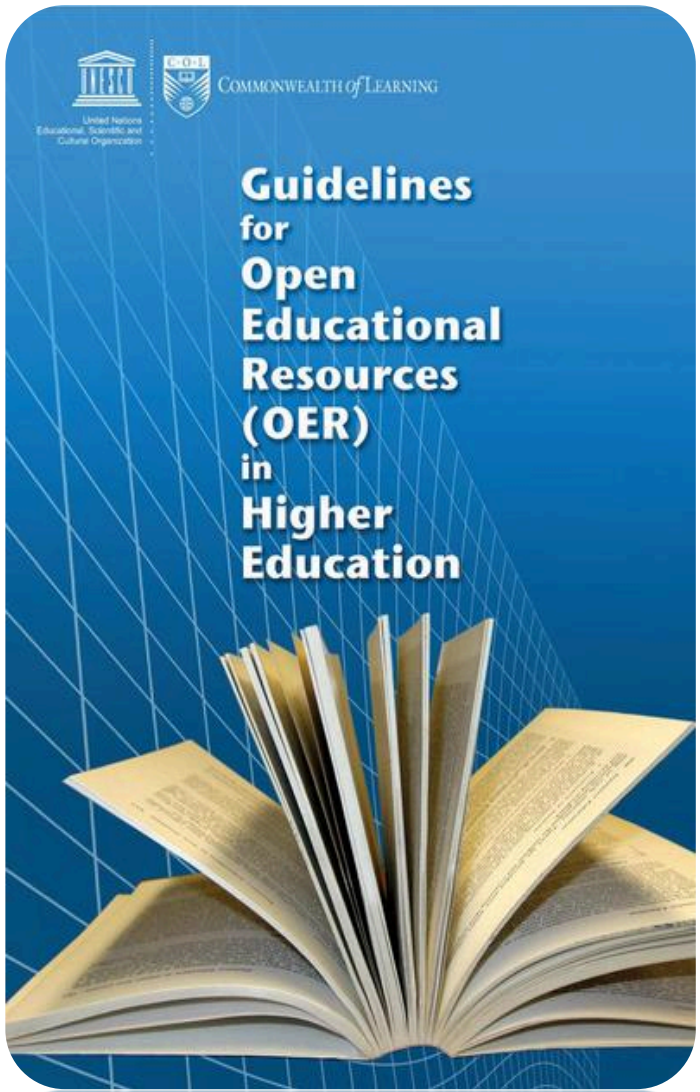
Why MOOCs in Africa?

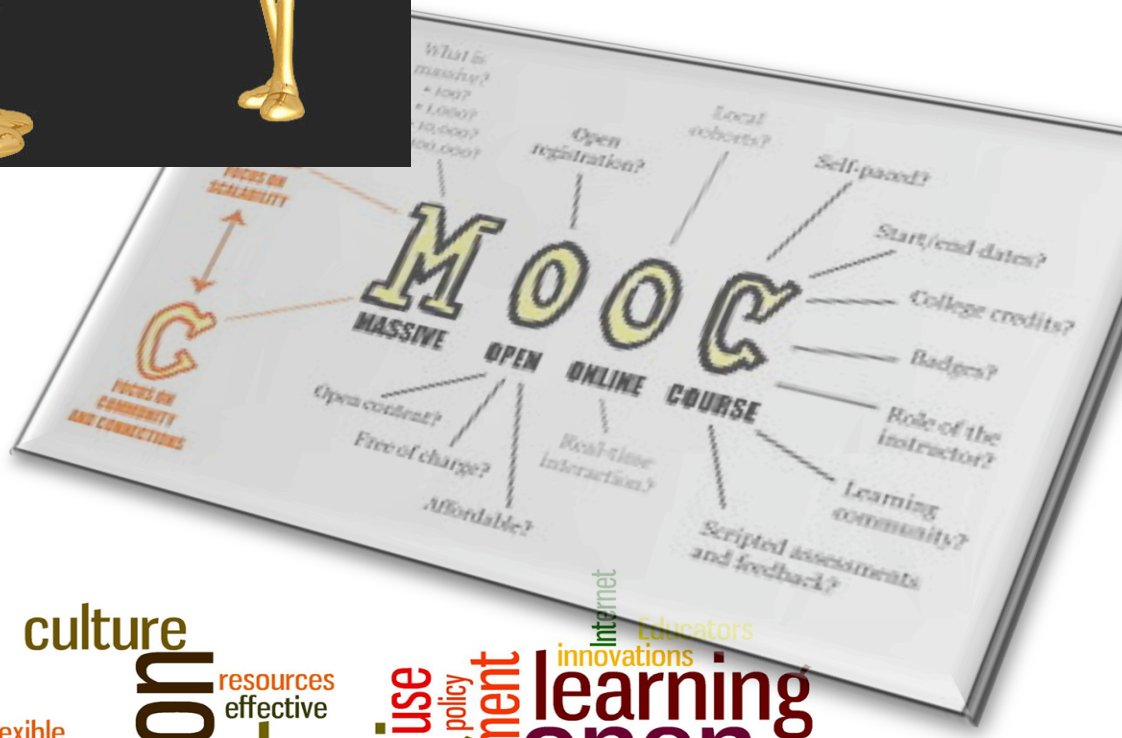
- MOOCs are evolving in terms of size, openness, delivery and accreditation (every letter contested)
- Universities / consortia that have already begun to develop OER / establish policies to enhance their development and utilization, possibly more receptive to other innovations in teaching & learning, including MOOCs
- Collaboration with international, pan-African and regional associations and consortia would broaden the policy discussion framework.

How MOOCs in Africa?

Prerequisites:

- Everyone concerned must understand what MOOCs can and cannot do, as well as what it would take to create and deliver a MOOC.
- This includes pedagogical, human resource, and financial considerations.
- Whilst research into MOOC pedagogical efficacy is critical, their evolution should continue to integrate relevant innovations in technology, instructional design and policies which promote openness.


United Nations Educational, Scientific and Cultural Organization
COMMONWEALTH of LEARNING
Guidelines for Open Educational Resources (OER) in Higher Education


MASSIVE
OPEN
ONLINE
COURSE
Open registration?
Self-paced?
Start/end dates?
College credits?
Badges?
Role of the instructor?
Learning community?
Scripted assessments and feedback?
Affordable?
Free of charge?
Open content?

culture
education
sharing
learning
open
movement
collaborative
Open
creating
flexible
global
resources
effective
use
policy
innovations
Internet
Educators
cooperation
interactive
learners
freedom
contribute
ideas
teaching
redistribute
accessible
customize
revolution
improve
participatory
free
good
educational
knowledge
human

Leadership

African Nobel Laureates
Madiba with Prof. Wangari Maathai

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Thank you

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