Mission Report

Open Education Resource Workshop

27-29 January 2016
SEAMEO INNOTECH
Philippines

Prepared by
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A.   SEAMEO Officials and Staff Member on Mission

1.   Dr Ethel Agnes Pascua Valenzuela, Deputy Director for Programme and Development

B.   Background, Description and Objectives of the Activity

The term Open Educational Resources (OER) was coined at UNESCO's 2002 Forum on Open Courseware and designates "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work." UNESCO recognizes the potentials OER holds to widen access to education at all levels—both formal and non-formal in a perspective of lifelong learning—and to improve both cost-efficiency and quality of teaching and learning outcomes. After leading the OER initiative for over a decade, UNESCO convened the World OER Congress in its headquarters in Paris on June 20-22, 2012, during which Member States of UNESCO signed the *2012 PARIS OER DECLARATION*.

To operationalize the 2012 PARIS OER DECLARATION, UNESCO, with sponsorship from the William and Flora Hewlett Foundation, has launched projects to assist Member States to develop strategies and policies on OER. This workshop was designed to provide the Philippine OER Task Force members with courseware development know-how and skills to develop the units identified in the ICT CFT Curriculum map using OER. The Philippine ICT CFT Course will be run predominately from the CHED and UPOU Moodle server.

Upon completion of the OER Workshop, participants were able to;
1.   Be familiar with, and have permissions to develop materials on, the CHED's Moodle server.
2.   Adapt OER to suit the needs of Teacher Educators wanting to incorporate ICT into their teaching.
3.   Develop units and online materials that follow good instructional design.
4.   Use appropriately teaching tools that are part of the Moodle platform.
5.   Have some ideas about how best cascade these skills to others.

Expected Outputs:

- A partially complete Philippine ICT CFT Course that shows the course structure and some of the content and activities on the CHED's Moodle Server.
- A detailed plan showing the roles, responsibilities and deadlines required to ready the course and materials for a launch and pilot.

C. Participants

See Final Report Annex 1.

D. Organizer/s

SEAMEO Secretariat
Commission on Higher Education
UNESCO Paris HQ
UNESCO SEACLLSD

E. Highlight of the Activity/Summary Points

The Philippines will launch OER courses for Teacher Education with the following details:

- **Ed Tech to Technology for Teaching and Learning.** During the open forum, it was clarified that the two courses, originally titled as Education Technology 1 and 2 was changed to Technology for Teacher and Learning (TTL) 1 and 2. The change was not only in name but also in focused as one of this would focus on technology and pedagogy in general and the other technology and specialized content. It was further clarified that TTL 1 is a required course for all in teacher education while TTL 2 is a specialized course i.e., use of ICT in science teaching. TTL will be replacing Ed Tech 1 and 2 starting Academic Year 2018-2019.

- **Availability of TTL documents for the course development workshop.** The TTL course outcomes at that time were still under revision. Several suggestions were provided on how to go about the workshop the next day, given this new development.

- **OER-based courses to pilot**. There was a also a suggested to start the piloting of OER-based course as soon as the Technology for Teaching and Learning 1 is finalized to serve as guide in the Teaching and Learning 2. In response, CHED Dr. Biglete said that the documents for the course is ready but waiting approval but as both teams are under the CHED, particularly OPS, it feasible to facilitate the implementation of both projects. With all the change of focus of the courses, it was also suggested to pilot the TTL 1 because it focuses only in one generic subject while TTL 2 will be more problematic as it needs to engage experts in subject area. There was another suggestion that piloting could be done in stages, such as starting with integration to test if it would work. Another suggestion is to choose any course to pilot, apply the principles of OER to it, make adjustments along the process. As content is digital, it could be easily changed and improved. Many agreed that the piloting, according to timeline, is feasible.

F. Agreements of the Task Force for OER:

1. **Course to Pilot:** Ed Tech 1 and Ed Tech 2 (to be modified when TTL is implement)
2. **Platform:** UPOU platform with 24/7 tech support
3. **Course Writers:** (to be nominated by UPOU) plus technical experts to guide content selection and instruction process

4. **Delivery of content:** blended course (online and face-to-face)

See Final Completion Report in Annex 2.

G. Role/Participation of SEAMEO

1. Managed the two-day OER workshop
2. Helped established the Philippine Task Force for OER.
3. Explored collaborative projects with CHED and UNESCO SEACCLLSD

H. Follow-up Actions Needed

Philippines with SEAMES and with funding support from UNESCO HQ will continue to complete the 2 courses for OER implementation

I. Photo Highlights