



ET2020 Working Group on Adult Learning

OERUP

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About OERUP



- EU-funded project
- Aim: to promote and foster the successful implementation of OER (Open Educational Resources) and OEPs (Open Educational Practices) in adult education in Europe in order to widen participation in Open Education

Conclusions on European level

- adult learning has the lowest level of OER development
 - the novelty of the concept and the lack of cultural recognition that learning can have outside formal structures is a barrier;
 - the institutional and teacher-directed pedagogic approach envisaged by most OER initiatives does not fit well with the needs of adult learners;
 - the lack of coordination between adult learning initiatives, combined with the lack of credible forms of assessment and recognition of open adult learning;
 - the lack of digital, self-learning skills and sometimes language skills among adult learners.

Falconer et al. (2013)

Trends in use of OER in Europe

- Perception and attitudes towards OER
 - Open minds in spite of skepticism on digitalization and the lack of resources in national languages
- OER usage and practice
 - Up to the individual teacher, few providers with policy
- Availability and quality of OER – still a big challenge
- Lack of awareness but big potential

Recommendations...

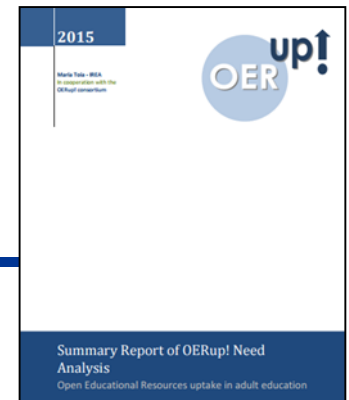
- Teacher training in finding, adapting, using and creating OER:s
- Increased use of blended learning – both for learners and in in-service training



Comments on ES, DE, and RO

02

OERup! Project NEED ANALYSIS – common identified results



- **Perception and attitudes towards OER:** adult education professionals and organizations are open to find out more about OER and to understand its philosophy behind.
- **OER usage and practice:** there are very few adult education organizations who implement a specific and sustainable OER policy. The integration of OER remains the responsibility and willingness of teachers and trainers.
- **Availability and quality of OER:** Finding appropriate, good quality OER resources in national languages is still a big challenge. The process of selecting good OER is also difficult as it is a time consuming task.
- **Impact of OER use in adult education institutions:** there is a big potential for OER to innovate and improve the quality and content of teaching, and to contribute to the professional development of staff.

Download need analysis reports here: <http://www.oerup.eu/reading-material/>



OERUP UK

Conclusions and recommendations

- “There is no doubt as to the benefits (and positive impact) of the OER movement to the AE sector”
- Lack of awareness: “pockets of good practice” versus “overall policy”
- Need of top-down approach to ensure that framework, policies and strategies are put in place
- OERs need to be accessible

Comments on UK from Graciela Sbertoli

- “Did not know about the report but it looks very solid”
- It focuses very well on the issue of staff development
- Specially like the point regarding “pockets of good practice” versus “overall policy”



4 in Balance Recap

4 in Balance

- Vision and leadership
- Digital learning materials
- Knowledge and expertise
- Infrastructure and hardware



4 in Balance

- **Vision:** the school's objectives, the role of the teachers, pupils, and administration, the curricula to be taught, and the ethos of the school
- **Digital learning materials:** all digital educational content that is used in the school
- **Expertise:** technical skills, and the ability to combine them with pedagogical techniques in order to present subject matter effectively
- **ICT infrastructure:** the availability and quality of computers, networks, and internet connections

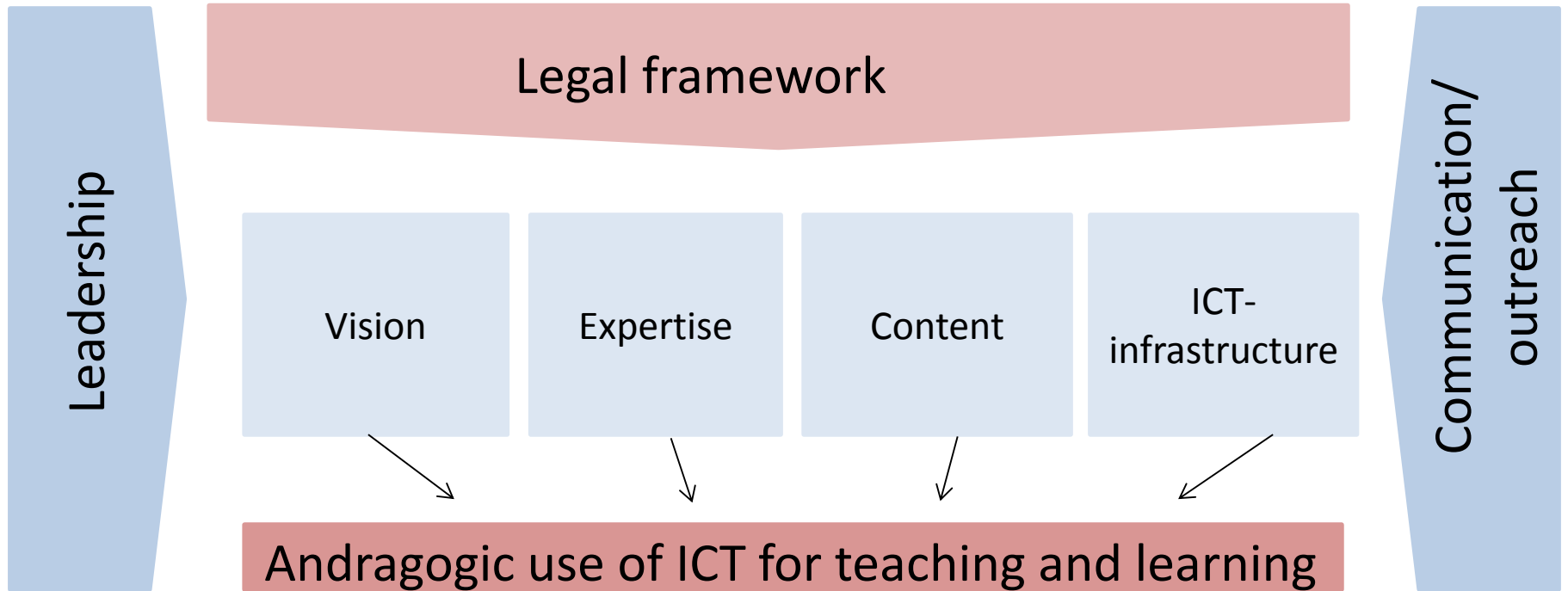
4 in Balance

- **Vision:** the ~~school's~~ **Adult Learning Provider's** objectives, the role of the teachers/**trainers/mentors**, ~~pupils~~ learners, and administration, the curricula to be taught, and the ethos of the ~~school~~ **Adult Learning Provider**
- **Digital learning materials:** all digital educational content that is used ~~in the school~~ **by the Adult Learning Provider**
- **Expertise:** technical skills, and the ability to combine them with pedagogical/**andragogical** techniques in order to present subject matter effectively
- **ICT infrastructure:** the availability and quality of computers, networks, and internet connections

Need for modification

- The need for *communication, outreach* or *PR*
- *A legal framework* encompassing adult learning
- Other elements missing?

4 in Balance, modified





EDUCATION ANALYTICS

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