Open Educational Resources
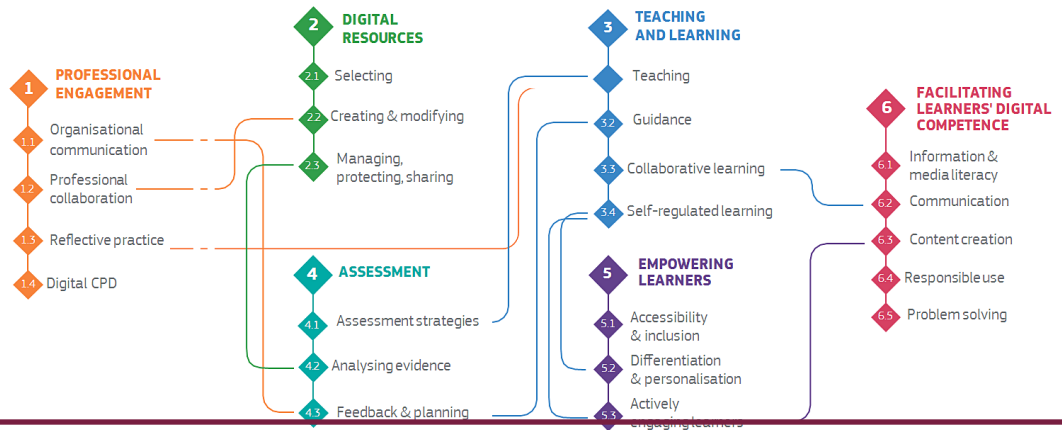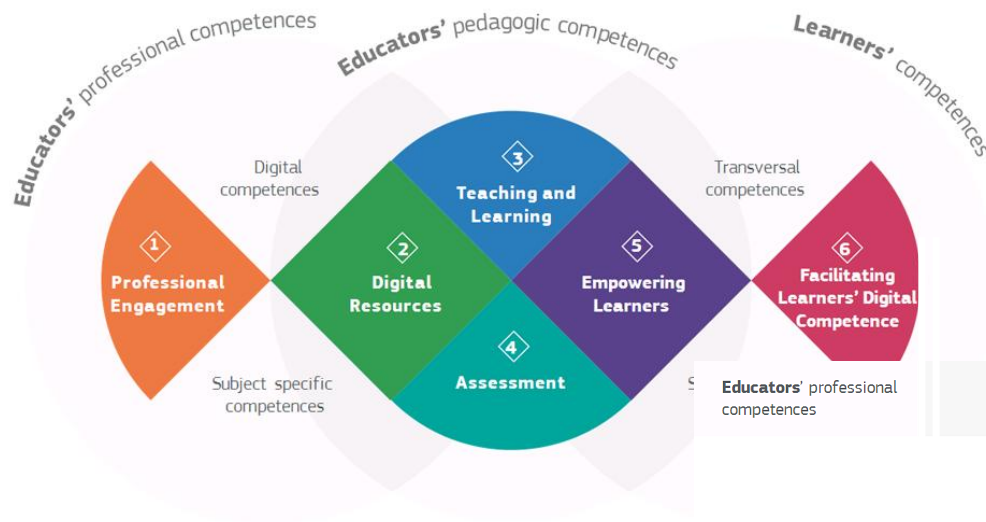# for
Digitally competent educators and organizations

Prof. dr. Airina Volungevičienė
Vytautas Magnus University
EDEN – Digital Learning Europe

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UNIVERSITY
M C M X X I I

Education 360°

OER development: 2.1 selecting
2.2 creating and modifying
2.3. managing, protecting, sharing

OpenPROF –
Open Professional Collaboration for Innovation Curriclum designing

To foster <u>open and international professional collaboration for innovation</u> by training teachers, trainers and adult educators to <u>openly collaborate in the development of on-line innovative curriculum designing using open educational resources</u>
The requirements raised in this project for the innovation of curriculum will allow to create learning services suitable for diverse learners and target groups, including work - based learning

OER integration into curriculum

Hours	LEARNER	TEACHER		Hours
		THEORETICA L PART		
4	Learning resources • text; • Audio/ video ; • illustrations; • Discussions/ social networks, etc.	OER		
5	(A)Synchronous consultations online (video conferences, forums, etc.)			5
1	Testing	**OER**		
		Assessment/ evaluation		2
		Feedback		3
	Practical assignments/ tasks - OER			
1		Introduction to the task		1
3	Team/ group work	**OER**		
5		(A) Synchronous consultations online		5
1	Task presentation	**OER**		
		Learning support and consultation		2
		Task evaluation and feedback		2

From OER development to adaptation

Adapted Open Educational Resources

‹ Back to original   **English**   **Lithuanian**   **German**   **Spanish**   **Hungarian**   **Portuguese**

Author: *Margarita Tereseviciene*
Licence: *BY-NC-SA*

What's Your Motivation Style
This is test.

Download file (PDF)
Download original version (PDF)
1. adapted version (LT)

Author: *Egidijus Jaras*
Licence: *BY-NC-SA*

Diversity at workplace
Prezi presentation.

Editable version (required Prezi
acount)
View original version
1. adapted version (LT)

Author: *Margarita Tereseviciene*
Licence: *BY-NC-SA*

Work - Based Learning
Coordination The Model

Download file (PDF)
Download original version (PDF)
1. adapted version (LT)

Author: *Margarita Tereseviciene*
Licence: *BY-NC-SA*

The Adult Learning
Theory of Malcolm Knowles

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1. adapted version (LT)

Intelligent Organisation & Diversity in Organisations
Author: *Verein Auxilium*
Licence: *BY-NC-SA*

Intelligent Organisation &
Diversity in Organisations
Intelligent organisation
considering diversity

Editable version (required Prezi
acount)
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1. adapted version (DE)

Work based learning in the
context of diversity
Author: *Verein Auxilium*
Licence: *BY-NC-SA*

Work based learning context
diversity
Work based learning in the
context of diversity

Editable version (required MS
Power Point)
View original version
1. adapted version (DE)

Take decisions in divers
heterogeneous groups by
consensus
Author: *Verein Auxilium*
Licence: *BY-NC-SA*

Consensus in heterogeneous
groups
Reflecting on finding consensus
in heterogeneous groups

Editable version (required MS
Power Point)
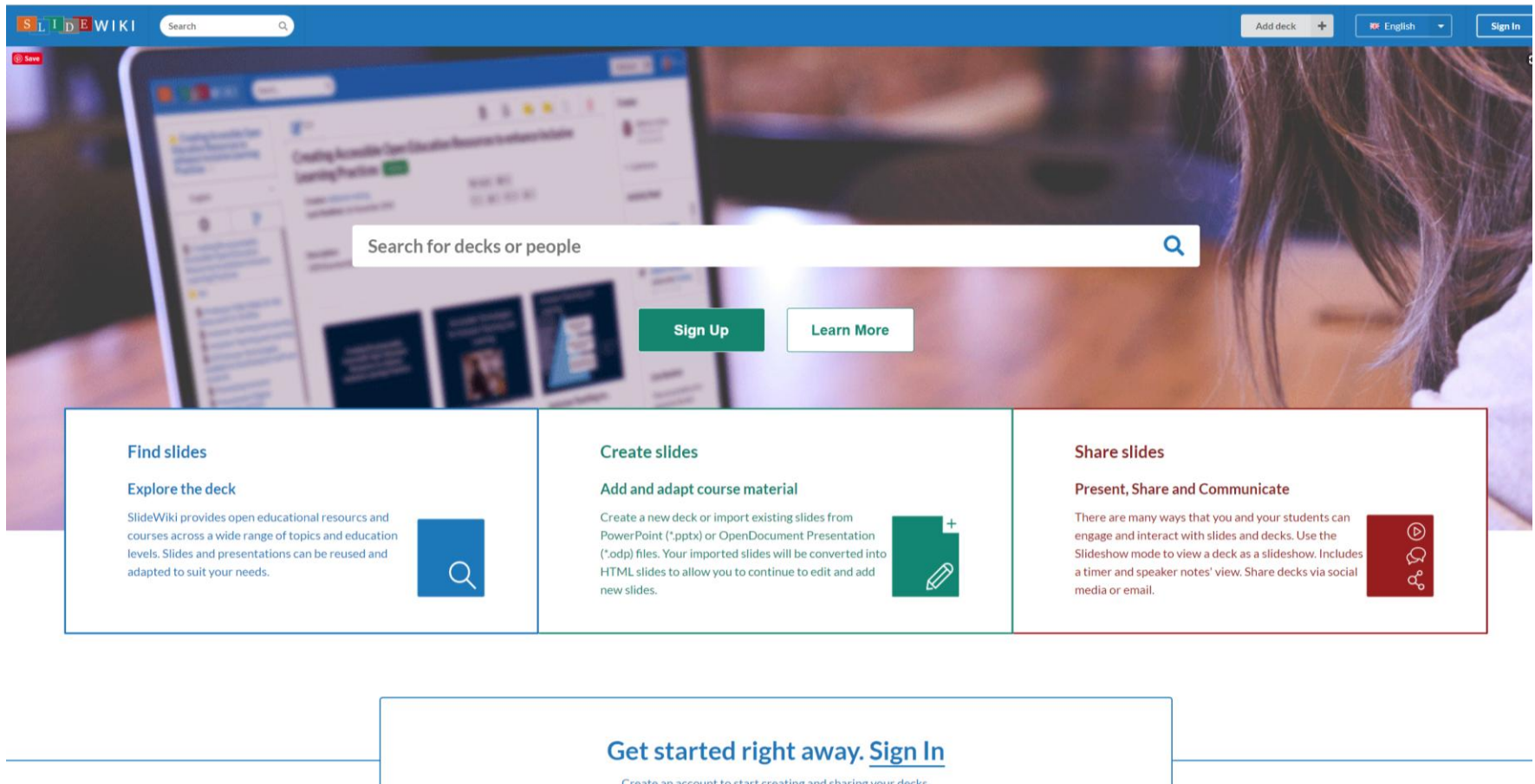View original version
1. adapted version (DE)

Author: *Verein Auxilium*
Licence: *BY-NC-SA*

Paradigm of Manager - Diversity
Diversity in the context of
management paradigm

Editable version (required
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1. adapted version (DE)

https://slidewiki.org

Idea for OER development

- Promoting teacher (and student) awareness on OER

- Testing a new platform

- Researching teacher attitudes and skills to develop OER

What and when was organized?

- Teacher trainings on OER and introduction to platform possibilities - April, 2018

- Teacher OER (open slides) creation and integration in blended and online courses - April – September, 2018

- OER testing with students – September - November, 2018

Results of the activity

- Teachers created open slides and integrated them in the online and blended courses
- The created open slides were used in courses as:
  - Online theoretical materials by teachers (*no active student engagement*)
  - Activities for students to promote student creation of open slides (*active student engagement*)

Platform possibilities

- OER creation and sharing with CC BY-SA license

- Find, create and share slides:

    - Create new from scratch

    - Import ppt and edit

    - Develop based on other's slides

    - Share as online or pdf file, like, download, collaborate…

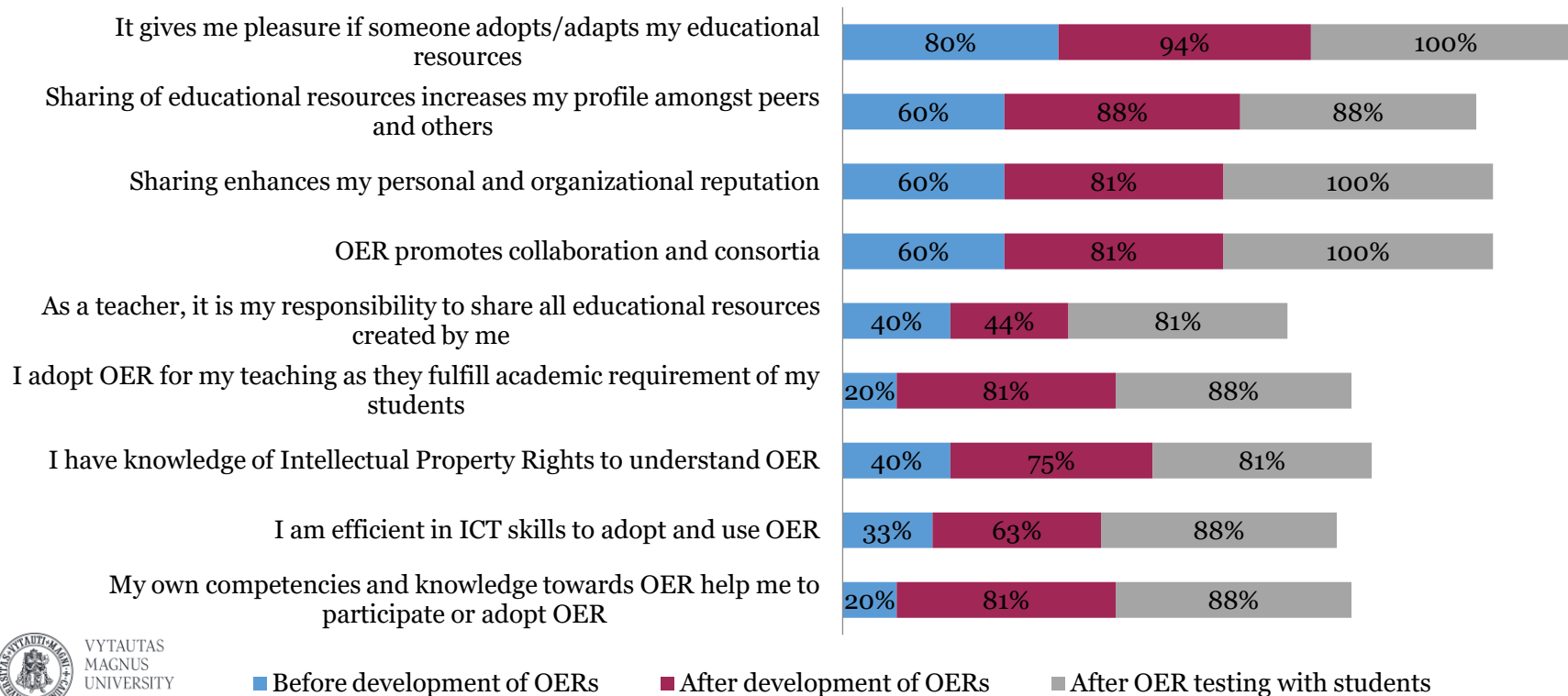# Implemented research

- Survey* (3 times) of 15 university teachers to test the attitude towards OER change
  - before OER development,
  - after OER development and integration in courses
  - after OER testing with students.
- Teacher interviews (after OER testing with students)

based on the ATOER questionnaire (developed, tested and validated by Mishra, Sharma, Sharma, Singh, & Thakur, 2016)

Research findings – the change in teacher attitude

It gives me pleasure if someone adopts/adapts my educational resources: 80%, 94%, 100%

Sharing of educational resources increases my profile amongst peers and others: 60%, 88%, 88%

Sharing enhances my personal and organizational reputation: 60%, 81%, 100%

OER promotes collaboration and consortia: 60%, 81%, 100%

As a teacher, it is my responsibility to share all educational resources created by me: 40%, 44%, 81%

I adopt OER for my teaching as they fulfill academic requirement of my students: 20%, 81%, 88%

I have knowledge of Intellectual Property Rights to understand OER: 40%, 75%, 81%

I am efficient in ICT skills to adopt and use OER: 33%, 63%, 88%

My own competencies and knowledge towards OER help me to participate or adopt OER: 20%, 81%, 88%

- Before development of OERs
- After development of OERs
- After OER testing with students

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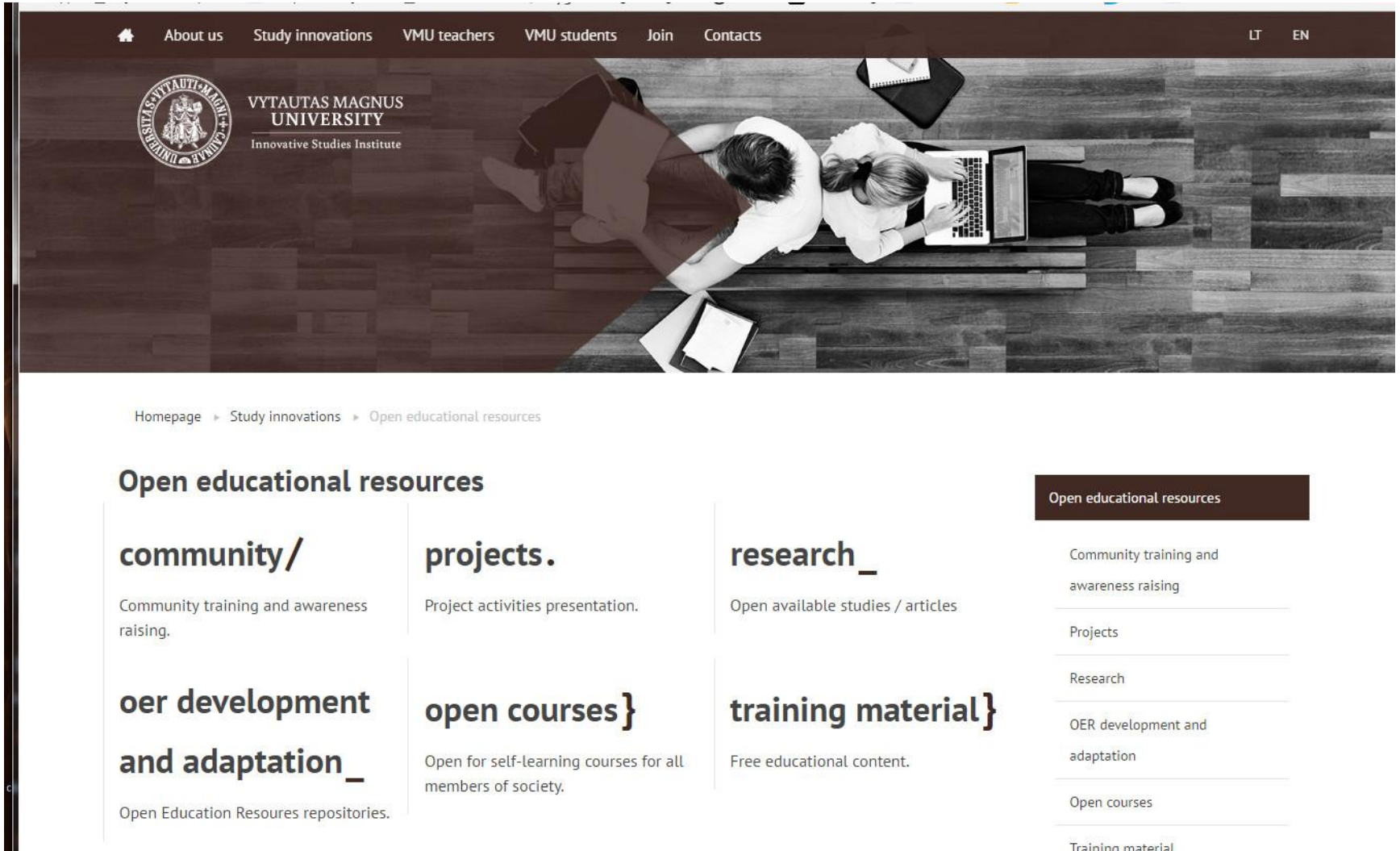
Research findings: teacher feedback (main ideas)

When integrating OER in courses:

- "same content is provided in a different way" (T15)
- new types of assignment or new learning methods may emerge
- "it is a new experience for students, … more responsibility for them, on what they do, on what kind of works they share" (T8)
- "the tool and how I used it contributed to student engagement in the subject" (T6), "they became more active" (T12)
- "I got rid of the students' attitude that I know everything and best" (T12)
- "I was more precise while quoting/citing and I noticed more student mistakes in citing" (T3).

Open Educational Resources (OER)
http://studyonline.lt

Towards Open courses

OPEN EDUCATIONAL RESOURCES (VIRTUAL MOBILITY MODE)

This 3 ECTS virtual mobility study course was implemented in Lifelong learning program Erasmus project "VMCOLAB".

Preview

OPEN PROFFESSIONAL COLLABORATION FOR INNOVATION

This courses is OpenPROF project results and was created by the development of online innovative curriculum designing using open educational resources.

1. Time management and online communities (EN, ES)
2. Communication in Intelectual organization (EN, LT)
3. Digital storytelling for training (EN, PT)
4. Diversity Management (EN, DE)
5. The mobility guide on-line – Planning and management with ICT support (EN, HU)
6. Personalized learning at work place (EN, LT)

Preview

SMART TOOLS FOR PRODUCTION MANAGEMENT

This course is MEVEL project results and allow the Metal workers undergo sector changes, taking advantage of their knowledge acquired in previous trainings and jobs. This course is consists of 5 modules:

1. Professional technical English
2. Quality and production management: cost reduction
3. Modular product architecture
    1. Visual planning
4. ICT, WEB 2.0 & SW For Metal Sector
5. Practice of provisioning for production scheduling

INTEGRATED SOLUTION TO VIRTUAL MOBILITY BARRIERS

Courses developed during Ubicamp project. These open courses are dedicated for virtual mobility integration in organization. In these courses you will find solutions, recommendations for virtual mobility integration in institution.

Preview

VIRTUAL LEARNING IN HIGHER EDUCATION

This course was developed during TeaCamp project. It allows students to test virtual mobility sessions by participating in video conferences, preparing group work presentations, individuals tasks, use and share virtual resources with other students. This course has 6 modules:

1. Culture models
2. Collaborative online learning
3. Information Literacy
4. Learning Technologies
5. Learning Strategies
6. E-Assessment Strategies

Preview

- Community training and awareness raising
- Projects
- Research
- OER development and adaptation
- **Open courses**
- Training material
- Expertise
- Books, documents

Online studies

Virtual mobility

Creative Commons licenses

Match with formal curriculum

Introduction to digital pedagogy

< >

Introduction to digital pedagogy

Short information about this course. Few sentences what you could learn from this course, to whom it would be interesting and similar information should be provided here. Few more words can be written here to fill empty space. You will get a template to fill in information about your developed course.

ENTER THIS COURSE

| Course description | Teachers |

You will learn:

- Characterize the origins and objectives of andragogy.
- Understand the historical and philosophical development of andragogy.
- Characterize the fundamental differences between pedagogy and andragogy.
- Analize various andragogical theories.
- Understand the fields of professional activity associated with andragogy and their particularities.
- Appreciate the change in student and instructor roles in the andragogical context

You will know:

- About teacher and learner relationship.
- What is continuity from children to adult learning?
- How relate independent learning and learner's independenc?
- How to learn adults at a later age?

Course start time:

- 2017-10-28

Course duration:

- 5 weeks

Scope:

- 1 ECTS

Preconditions:

- None

Recognition of competences:

- Digital badge, digital certificate recognized in Course creator organization

http://openstudies.vdu.lt

Open studies | VYTAUTAS MAGNUS UNIVERSITY MCMXXII

Home > Courses

Courses

German A1.2
Gintarė Gelūnaitė–Malinauskienė, Juratė Andriuškevičienė

189.00€

[READ MORE]

POPULAR!

German A1.1
Gintarė Gelūnaitė–Malinauskienė, Juratė Andriuškevičienė

189.00€

[READ MORE]

Spanish A1.1
Vigilija Ziuraite

189.00€

[READ MORE]

NEW!

E-Learning Technologies
Airina Volungevičienė, Estela Daukšienė

NEW!

Language and Society
Jūratė Ruzaitė, Violeta Kalėdaitė

German language A2.1
Juratė Andriuškevičienė, Gintarė Gelūnaitė–

| COURSE DESCRIPTION | LECTURERS | FOR COMPANIES |

Main topics:

- Sociolinguistics as a study area and some basic concepts
- Discourse analysis
- Language and culture
- Language policy and planning

Key question:

- How does the speaker's social role affect language use?
- How does culture influence linguistic behaviour?
- What is the relation between language and ideology?
- Do multilinguals have any benefits?
- How are we affected by language policies and how can we affect them ourselves?

Learning outcomes / competences:

- Define the most basic linguistic terms
- Explain the intricate links between language and society
- Analyse language use in relation to social factors such as culture, age, status, etc.
- Apply the knowledge of sociolinguistic theory, research methods, main concepts and terminology in data analysis

📄 Detailed study programme for learning in a group

PLANNED BEGINNING OF TRAINING
2019-04-08 - 2019-05-06 (min. 8 persons)

LENGTH
4 weeks

VOLUME
3 ECTS (80 academic hours)

TARGET GROUP
Applicants who have no background in linguistics

PREREQUISITES FOR ENTERING THE COURSE
None

ACKNOWLEDGEMENT OF ACQUIRED COMPETENCIES
Digital badge, digital certificate recognized in Course creator organization

RELATED VMU STUDY PROGRAMMES
English philology

Jūratė Ruzaitė

Professor of the Department of Foreign Language, Literary and Translation Studies; researcher at the Centre of Intercultural Communication and Multilingualism

Violeta Kalėdaitė

Profesor at the Department of Foreign Language, Literary and Translation Studies

Vigilija Ziuraite

Lecture of the Institute of Foreign Languages; Phd student at the Department of Public Communication

Juratė Andriuškevičienė

Lecture of the Institute of Foreign Languages

Ramunė Vitalija Ilgūnaitienė

Lecture of the Institute of Foreign Languages

Gintarė Gelūnaitė–Malinauskienė

Lecture of the Institute of Foreign Languages

189.00€

German A1.1
189.00€

Spanish A1.1
189.00€

E-Learning Technologies
370.00€

Language and Society
115.00€

Must be considered -
if sustainable development is addressed

- Transferring innovations "per se" can cause a lot of negative consequences – sometimes crucial – for an organization

- Open sharing/ open professional collaboration can be a solution to prevent high risk of innovation uptake

- Partnership and collaboration of education providers may be the only way forward!

"learners are more flexible and open, they take it as a natural way of learning…"
(a quote from teachers' interviews)