

AFRICA NAZARENE UNIVERSITY

# Policy on OER integration into ODeL and campus- based provision

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Africa Nazarene University

Approved by

**University Management Board**

**1/30/2015**



**AFRICA NAZARENE**  
UNIVERSITY

*ANU recognises the growing trend towards resource-based blended learning approaches and the role that Open Educational Resources (OER) can play in supporting this shift in teaching strategies. This policy therefore provides guidelines to inform practice going forward.*

**Africa Nazarene University (ANU)**

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# Africa Nazarene University Policy on OER integration into ODeL and campus-based provision

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## Preface

Africa Nazarene University (ANU) is a Private Christian University sponsored by the Church of the Nazarene International. ANU has experienced sustained, significant growth over its fourteen-year history. The student population has grown from 63 in 1994 to over a 1000 in 2008 to close to 4,000 in 2012. More than half of the current enrolled students are pursuing non-traditional learning pathways through evening classes, school-based learning and distance learning. There are currently 328 registered distance students. ANU plans a 20% annual growth rate over the 5-year period 2012 to 2017 and to increasingly make use of resource-based eLearning.

The vision of Africa Nazarene University is to be:

- A light to the people of Africa through higher education grounded in the Wesleyan-Holiness tradition;
- The university of choice for individuals desiring Christ-centred academic excellence;
- A community which will produce individuals of character and integrity of heart; and
- A place where lives will be transformed for service and leadership to make a difference in Africa and the World.

The mission of Africa Nazarene University is: 'To provide a holistic education that develops individuals academically, spiritually, culturally, socially and physically and to equip them with excellent skills, competences and Christian values which will enable them to go into the World well prepared to meet the challenges of their time.'

ANU has noted the need for massive expansion of access to higher education needed to ensure participation rates that are appropriate for active engagement in the global knowledge economy and also that such expansion needs to be premised on student-centred and flexible approaches that can reach even the poorest and most remote students.

ANU also recognises the growing trend towards resource-based blended learning approaches and the role that Open Educational Resources (OER) can play in supporting this shift in teaching strategies. The policy therefore provides guidelines to inform practice going forward. To be successful and sustainable, development of OER cannot be a sideline activity within an institution or education system. Development of learning resources needs to be integrated into institutional or systemic processes in order to both leverage its potential and provide for its sustainability. Likewise, policies, particularly around intellectual property rights, remuneration, and promotion, need to be adapted to support and sustain licensing of educational materials as OER.

This policy should be read in conjunction with:

- Policy on Institute for Distance Learning
- Other university policies as these are updated from time to time particularly regarding intellectual property, quality assurance, ICT and human resources.

## 1.0 Definition

Open Educational Resources (OER) can be defined as teaching, learning and research resources that have been licensed for free access and use with no or limited restrictions. The term "open educational resources" was first adopted at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries.

## 2.0 Background to OER at ANU

Following an OER orientation workshop facilitated by OER Africa in August 2013, several faculties at the Africa Nazarene University have begun to integrate OER into their curriculum resources, but particularly so in the field of teacher education, as explained below.

ANU Institute for Distance Learning (IDL) continues to encourage students to use OERs in conducting research and completing general class assignments. This has prompted the need to organize regular information literacy training for both students and lecturers to enable them to effectively make use of the available OERs.

Some of the lecturers in teacher education continue to adapt and use OER in their classrooms and online using the teaching styles available from the MIT Website, for example, therefore enriching their classroom teaching and learning experiences.

Mathematics education for teachers at ANU has benefited the most from the use of a number of software applications that have been downloaded freely for use in the training of teachers. The student teachers have found these resources helpful in writing Mathematics documents, learning basic mathematics and calculus. These resources include LaTeX which is a document preparation system and document markup language. The teachers have found LaTeX appropriate for professional writing of mathematics papers, books, articles etc. Also in use is "Microsoft Mathematics" which provides a graphic calculator that plots in 2D and 3D, and supports step by step equation solving. "Graph" which is an Open Source application used to draw mathematical graphs in a coordinated system has also been used by our Lecturers and education students. "Maxima" a system for the manipulation of symbolic and numerical expressions has been put to use by our lecturers and students to plot functions and data in two and three dimensions.

Lecturers producing teaching modules for Distance Learning Education students continue to use OER in addition to the available e books and e journals in the ANU library databases.

Generally, students and Lecturers through OER have made use of various online sites where they have been able to make use of e books, journals and videos.

There is therefore need to encourage and regulate such practice within the framework of a formal policy.

### **3.0 Purpose of OER policy**

The purpose of this OER Policy is to:

- guide the development and review of OER materials prior to sharing them on a worldwide scale
  - clarify publication rights and licensing issues
  - outline policies regarding the use of required infrastructure (information technology, library, etc.) and other support services
  - identify human and other resources to support faculty in developing OER for teaching and learning
  - define collaborations within and external to the university and the intent to allow access.

### **4.0 Copyright and licenses for open content**

The principles on which ANU Copyright Policy are based are presented below.

#### **4.1 Faculty**

In order for ANU to benefit from and contribute to the OER community, it is vital that - at a minimum - all courses be represented at a basic level on the ANU website and enaz Moodle platform. Therefore, all ANU academic staff will have to make their syllabus, mark distribution and assessment schedule available on the Worldwide web for students to access via the ANU website and enaz platform. This information will be maintained and current at all times. Tools will be provided to support updating.

Faculty who originate material reserve the right to decide the conditions under which the material will be shared except in the following cases:

- The material is specifically paid for or commissioned by the university or the university provides an unusual contribution either financial or material. In this case, the university will expect that staff will first identify what already exists as OER before developing new content and the university will also determine the conditions under which the material will be shared, with the default licence condition being Creative Commons Attribution licence, CCBY (see Appendix A).
- The material is developed as a result of a specific collaboration, in which case the guidelines governing that collaboration will prevail.
- Materials produced which do not indicate any specific conditions for sharing will automatically be considered to have been shared under a Creative Commons Attribution licence, CCBY (see Appendix A).

#### **4.2 Non-Faculty Staff**

Materials created by staff as part of their job responsibilities will be owned by the university unless they are the creative force behind the work and/or have made a substantial intellectual contribution. In that case the same guidelines that pertain to faculty shall apply.

### 4.3 Students

This policy presumes that students will not be independent creators of OER material. Students who assist with creating or producing OER shall be acknowledged as collaborators. In the event that students are involved in developing OER as part of their university education, the authorship rights should fall to the University but the students will be appropriately attributed.

### 4.4 Types of licences

ANU has adopted the Creative Commons (CC) licence scheme as its basis for sharing OER as it addresses various copyright issues and sharing options that have been identified. Creative Commons is a non-profit organization that develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation.

Creative Commons allow authors, scientists, artists, and educators to easily mark their creative work with the freedoms they want it to carry, so others can share, remix, and use commercially, or any combination thereof. CC can be used to change copyright terms from "All Rights Reserved" to "Some Rights Reserved." The various CC conditions are outlined in Appendix A.

The Creative Commons (BY) licence has been chosen as the default licence for ANU because it is the most open of all the CC licences. Effectively, all it requires a user to do is attribute the original authorship of the materials when using or adapting them, but otherwise leaves them free to adapt them as they deem necessary and use them in whatever way they wish. There may be instances where it is necessary to add further restrictions within the CC licence framework (possibly by applying a Non-Commercial restriction to prevent commercial use of materials, a Share-Alike restriction to require people adapting materials to release the adapted resource under a similar licence, or a restriction to prevent adaptation of the resource). However, imposition of additional restrictions will be managed as exclusions rather than as a matter of policy in order to ensure the maximum possible openness wherever possible.

## 5.0 Production

### 5.1 Resources

- The potential of OER includes facilitating collaborations between educators and students at different institutions, as well as establishing a new economic model for procuring and publishing learning materials. Ultimately, a key to its success will be to demonstrate that, in the medium- to long-term, OER will help over-stretched educators to manage their work more effectively, rather than adding new work requirements to their job descriptions.
- There is a significant expertise in the university for content development, so the university will identify and motivate faculty who are already involved in the integration of OER into the materials development process and will encourage others to do likewise.
- Schools and departments will be required to make budgetary allocations for the development of OER-integrated materials within their units. They will also be required to explore external sources of funding including grants and collaborations to roll out OER as a means of addressing existing curriculum needs.

## 5.2 Technical assistance

The following personnel will provide technical assistance for OER producers and users at the three main stages i.e. production, delivery and access.

- Production: Media Specialists consisting of Graphic Designers, Web Designers and Editors managed by the IDL
- Delivery: IT Specialists managed by ICT
- Access: IT Helpdesk Officers managed by Registration.

See Appendix B for description of the above-named technical personnel.

## 5.3 Software/Hardware

The university will provide software and hardware options that are suitable for OER producers and users where possible. Schools are required to provide appropriate hardware and software options for the development of OER in their respective departments. Appendix C explores various schemes of procurement.

## 5.4 IT Network/Management and Infrastructure

ANU has invested in increased internet bandwidth and this facilitates an improved and efficient access throughout the university campus.

In addition, ANU will work towards providing a more efficient intranet system with wider coverage within the university territory including the non-residential student areas to cut down on bandwidth usage using wireless technology. The local intranet will provide a platform for distribution of OER materials to any students or faculty members who wish to use them. The IT network will support the OER website that shares selected materials on the World Wide Web. The effective implementation of the university's ICT policies and procedures will also augment this OER policy.

## 5.5 Role of IDL, ICT Directorate, Library, etc.

The University encourages a teamwork approach to curriculum and materials development to bring together different kinds of expertise available across the university e.g. disciplinary, pedagogic, design, systems, ICT, etc. Coordination of materials development and review processes as well as the various stakeholders involved in these processes will be undertaken by IDL.

The IDL will also play a foundational role in training faculty, staff and students engaged in OER in design and media related skills as well as provide the human resource to assist in the development of OERs. The ICT Directorate, the ANU Library, the regional support centres and all other relevant departments will support the design, development, review, sharing and storing of OERs.

## 5.6 Sharing

ANU will foster open sharing of educational materials with other Kenyan institutions and with other institutions more widely through collaborations with bodies such as the African Council for Distance Education, OER Africa, the African Virtual University and others.

## **6.0 Review system**

A department-based review mechanism will be established to clear OER content. At the Department level, an OER Coordinator (or the relevant Head of Department) will be responsible for the clearing of OER material. The OER Coordinator will oversee staff/students with the entire review and clearing process. OER quality and legal concerns should be addressed before publication. At the university level, an OER Board will be created to review policy as well as the production, delivery and access processes of OER.

## **7.0 Recognition**

Production and publishing of internally and externally reviewed OER will be recognized and given similar credit (actual weighting to be decided by University Appointments and Promotions Committee) as peer-reviewed research publications. The university will also allow time allocation for faculty to produce OER materials. Staff involved in OER publications will be eligible to receive OER grants (when available).

In order to facilitate innovation and motivation, the university through the IDL will institute the organization of a periodic (annual) exhibition of OER materials from all departments, such as 'OER Day.' This will enhance the reputation of those departments that excel in OER production and make their accomplishments more visible to the university at large. In addition, the university can promote the OER culture by organizing certificate-awarding advocacy seminars, hands-on workshops, etc. for faculty and staff.

## **8.0 Liability**

All OER materials shared from the university with the world at large should carry a disclaimer indicating that the material is for educational purposes only and that the university absolves itself of any practical misuse of the OER materials or their content. OER materials authored and published by staff of the university do not necessarily reflect the opinion of the university.

Medically-oriented materials should bear a warning indicating when sensitive materials are to be displayed, and a statement confirming that any images of patients were obtained with the expressed consent of those involved. All video and audio material of a non-sensitive nature that involve non-faculty members such as video clips based on classroom practice in teacher education programmes will also be shared only with the expressed consent of the participants e.g. the classroom-based teachers and the parents of their learners.

## Appendix A: Open Licensing: Creative Commons License Conditions



BY:: Attribution

You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.



SA:: Share Alike

You allow others to distribute derivative works only under a license identical to the license that governs your work.



NC:: Noncommercial

You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for noncommercial purposes only.



ND:: No derivatives

You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.

### Creative Commons License Options

The following describes each of the six main licenses offered when you choose to publish your work with a Creative Commons license. They are listed starting with the most accommodating license type you can choose and ending with the most restrictive license type you can choose. Creators choose a set of conditions they wish to apply to their work.



Attribution

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered, in terms of what others can do with your works licensed under Attribution.



Attribution Share Alike



## Appendix B: Description of Technical Assistance

### **Production Stage**

#### *Graphic Designer*

The graphic designer (artist) will be a professional within the graphic design and graphic arts industry who assembles together images, typography or motion graphics to create a piece of design. The graphic designer will create the graphics primarily to be published for the purposes of the OER project. They may also be responsible for typesetting, illustration and web design. The core responsibility of the designer will be to present OER information in a way that is both accessible and aesthetic. The lead Graphic Designer may be supported by Graphic Design students in due course who support OER-integrated materials development projects either as part of their formal assignments or on the basis of part-time contracts.

#### *Editor*

The Editor will be responsible for digital production of OER content with regard to checking copyright issues and other digital publishing related matters.

#### *Web Designer*

The Web designer will design presentation of content (usually hypertext or hypermedia) that will be delivered to an end-user through the World Wide Web, by way of a Web browser or other Web-enabled software like Internet television clients, micro blogging clients and RSS readers.

### **Delivery Stage**

#### *IT Specialist*

The IT specialist shall be a multifaceted IT person who has knowledge of information systems and is able to apply several IT technologies including software and web programming to deliver OER content as appropriate.

### **Access Stage**

#### *IT Helpdesk Officers*

The IT Helpdesk Officers provide support for hardware and software issues related to the OER. They will also handle phone support for the campus and help out with general support of the other staff in relation to the OER. The primary requirements for Helpdesk workers will be good interpersonal skills and a broad base of knowledge on computing.

## Appendix C: Scheme for Hardware and Software Procurement

The success of OER will largely depend on the ability to disseminate and access the OERs. This means the availability of computers as well as an efficient and reliable network. With the current student numbers at the university, it recommends the following:

- Although ANU will follow through with its usual plans for continuously improving the number of computers for students use, it will not be saddled with the burden of acquiring extra computers solely for OER access. This will also eliminate the need to maintain such machines so acquired.
- Schools and departments should develop their own schemes for procuring hardware and software through their own resources or external support. The university will support the schools when deemed necessary.
- ANU may negotiate with Computer or Software manufacturing Companies – not their agents – to supply laptops and PC computers or software with basic specifications to students and staff at much reduced prices for educational purposes (most of the manufacturing companies have special prices for educational institutions and ANU may take advantage of such arrangements).
- ANU may petition the Ministry of Education to allow such computers to come into the country as duty free educational materials, to further reduce the cost for students and staff of ANU who will wish to acquire a computer or software to be able to pursue their education using OERs.

## Acknowledgements

This policy document has been adapted primarily from:

Kwame Nkrumah National University of Science and Technology (KNUST). 2010. *Policy for Development and Use of Open Educational Resources (OER)*. Kumasi. Ghana: KNUST.

However the wording of some clauses has been influenced by:

Keats, D. 2005. *A Free Content and Free and Open Courseware implementation strategy for the University of the Western Cape*. Cape Town: UWC.

South African Institute for Distance Education (Saide). u.d. *Saide Policy on Open Educational Resources (OER)*. Johannesburg: Saide.