

# African Teacher Education OER Network (ATEN): August 2012

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## Background

In Teacher Education, *OER Africa* has built a committed and mutually rewarding relationship with TESSA, the Teacher Education in Sub-Saharan Africa project, culminating in the establishment, in 2010, of the **African Teacher Education OER Network (ATEN)**. The goal of the African Teacher Education OER Network is to assist African teacher educators to inform and influence policy in their own institutions in respect to OER, and share expertise, experience and resources to improve teacher education in local contexts. In collaboration with TESSA, an important achievement in 2011 was the stimulation of inter-institutional conversation about OER through the successful Pre-Conference Workshop attached to the Distance Education and Teacher Training in Africa (DETA) 2011 Conference in Maputo. Secondly, the *OER Africa* Teacher Education Space was launched on our website, which organizes OER under themes (initially Education Studies, Mathematics, and School Leadership). Most of these OER are being actively used by a variety of teacher education institutions both within Africa and elsewhere (some of the School Leadership materials are also being used in the Pacific region for example). Thirdly, we are working with the National In-Service College of Open Learning in Zambia (NISTCOL – currently in the process of transformation into Chalimbana University [of Education]) on OER creation and integration into distance teacher education programs as well as with the University of Dar es Salaam and their two affiliated Colleges of Education, Mkwawa and Dar-es-Salaam, on e-Learning materials development integrating OER and multimedia. At the same time, we are facilitating collaboration between *oer4schools* (a project of the University of Cambridge) and Unisa to integrate technology into their science and mathematics education programmes in ways that are informed by a pedagogic concern for increased learner engagement and interaction.

## Recent developments

In the first and last weeks of March 2012, OER Africa co-facilitated workshops for UDSM at Mkwawa University College of Education in Iringa, Tanzania and for Chalimbana University (formerly NISTCOL) in Chalimbana, Zambia. These workshops resulted in updated action plans as attached in Appendices 1 and 2. Also in the last week of March, we participated in a workshop at Unisa to explore the possibility of collaboration between the newly formed Unisa College of Education (CEDU) and the Centre for Commonwealth Education *oer4schools* project at the University of Cambridge. This resulted in the draft ideas attached in Appendix 3.

In addition, we facilitated with TESSA and University of Cape Coast, preparations for a pre-conference workshop in Ghana, as a precursor to the 56<sup>th</sup> ICET conference, that, among other things, sought to establish the interest groups that we see forming the core of ATEN work in the next period viz. Early Childhood Development (ECD), Mathematics Education, Science Education and School

Leadership. We aim to update the ATEN webpages to reflect these interest groups and to support interaction among interest group members.

## **Other initiatives:**

The African Council for Distance Education (ACDE) has expressed interest in the possibility of identifying centres to support teacher educators to use ODL approaches in their teacher education work.

Preparations are underway for the DETA 2013 conference in Nairobi and we will be consulting on the design and facilitation of another pre-conference workshop on OER for teacher education.

OER Africa is supporting UEW with the migration of resources they plan to share to an OCW site.

Preparations are underway to share teacher education materials developed by the University of Fort Hare for its BPrimEd programme.

Watch this space for developments in all these areas!



## Appendix 1: Revised workplan for UDSM-MUCE-DUCE

WORK PLAN FOR INTEGRATING OER IN TEACHER EDUCATION COURSES				
What	Duration	By when	Champion	Status/Remarks
1. Write contracts to course instructors to complete work on integrating OERs		December 2011	DP Academic (MUCE), QECTE Coordinator	MUCE: Done DUCE: Seeking funds SoE?
2. Integrate OER into courses	2 months	January 2012	Course instructors	Some work done: mostly not OER integration
3 Training trainers to find, use and adapt/create OER and multi-media integration (as needed)	1 week (residential – vacation)	1 <sup>st</sup> semester vacation 2012	UDSM-MUCE-DUCE and SAIDE, Deans	Merged Workshop just completed
4. Trainers train instructors to find, use and adapt/create OER and multi-media integration (as needed)	1 week	When trainers ready	UDSM-MUCE-DUCE and SAIDE, Deans	
5. MUCE, DUCE, SoE revisit work distribution to remove duplication: assign core responsibility for the first draft of each course to 1 of the 3 players; the other 2 will then provide feedback suggesting additions and changes.	0.5 days by email	16/03/2012	UDSM-MUCE-DUCE and, Deans	
6. On basis of WS, instructors prepare/update a course plan similar to that attached below.	0.25 days	20/03/2012	Course instructors	
7. Instructors populate each unit of study with at least one resource and activity with preference for use of OER and adaptation for context; then invite comment / suggestions from 2 other roleplayers	2 days	30/03/2012	Course instructors	
8. Instructors prepare 2 <sup>nd</sup> draft modules	2 days	06/04/2012	Course instructors	
9. Editorial and QA work – content, pedagogy	1 week	13/04/2012 content + pedagogy	Internal and external reviewers in subject clusters	

10. Instructors prepare 3 <sup>rd</sup> draft pilot modules	2 days	20/04/2012	Course instructors	
11. Have sample populations of students work through the pilot courses and provide feedback	1 week	27/04/2012	Students	
12. Revision of pilot courses based on feedback		April/May 2012+	Course instructors	
13. Copy and language editing		May 2012+	Reviewers	
14. Complete courses in language and science education pilot courses and others	1 month	June 2012	UDSM-MUCE-DUCE and SAIDE, Deans	
15. 1-2 representatives able to talk about and provide examples of OER integration attend conference and pre-workshop in Ghana	5 days	June 2012	UDSM-MUCE-DUCE and SAIDE, Deans	
16. Approval of courses by University participatory organs		July-August 2012	HoDs, Deans	
16.1 Agree on licence and citation				
16.2 Select final examples to share and insert appropriate licence and citation				
16.3 Upload to UDSM Moodle system				
16.4 Provide copies to OER Africa/Saide to push into global OER repositories				
17. Production and reproduction of OER materials		August-September 2012	Deans, HoDs, Course instructors	
18. Audit ICT infrastructure for implementation	Before implementation	June 2012	Project management	
19. End-user training (UG students)		October- November 2012	Deans, HoDs, Course instructors	
20. Implementation and monitoring of pilot courses	3 months	1 <sup>st</sup> semester 2012-2013	UDSM-MUCE-DUCE and SAIDE, Deans and others	
21. OER oriented curriculum	6 months	May 2013	UDSM-MUCE-DUCE and SAIDE, Deans and others	
22. Develop OER materials for all courses?	1 month	August 2013	UDSM-MUCE-DUCE and SAIDE, Deans and others	
23. Implement OER for all courses next academic year		2013-2014+	UDSM-MUCE-DUCE and	

			SAIDE, Deans and others	
24. Dissemination & sharing of experiences and conception of new cooperation projects			UDSM-MUCE-DUCE and SAIDE, Deans and others	A new item

## Appendix 2: Revised workplan for Chalimbana

<b>DRAFT WORK PLAN FOR DEVELOPING NEW PROGRAMMES and INTEGRATING and PUBLISHING OER IN TEACHER EDUCATION COURSES</b>				
<b>What</b>	<b>Duration</b>	<b>By when</b>	<b>Champion</b>	<b>Status/Remarks</b>
1. Agree on licence and citation for publication of PTDDL materials as OER and send formal letter to Saide/OER Africa	0.25 days	05/04/2012	Lemmy Kangwa	
2. Third party copyright clearance of 3 PTDDL modules/ recommendations of OER replacement where necessary/draft metadata	1.5 days x 3	30/04/2012	OER Africa (Tony Mays)	
3. Approval for release of reviewed module PTDDL modules x 3	0.25 days	04/05/2012	Chalimbana Management	
4. Publication of Chalimbana PTDDL resources/forward plan on Teacher education space of OER Africa website (and promotion to global repositories)	0.25 days x 4	End May 2012 End June 2012 End July 2012 End August 2012	OER Africa	
5. Write contracts/clarifying responsibilities to programme/ course instructors to complete work on integrating OERs		05/04/2012	Chalimbana Management and staff	
6. Develop programme overviews (see example in Day 1) and gain approval	2 days	30/04/2012	Programme managers + Chalimbana Management	
7. Develop module plans (see example in Day 1) and gain approval	2 days	30/05/2012	Programme managers and module coordinators/ Chalimbana management	
8. Create module outline in Moodle	0.5 days	08/06/2012	Module coordinators	
9. Module team populates each unit of study with at least one resource and activity with preference for use of OER and adaptation for context; then invite comment / suggestions from 2 other roleplayers	2 days	30/06/2012	Module teams	
10. Module coordinators prepare 2 <sup>nd</sup> draft modules	2 days	13/07/2012	Module coordinators	
11. Editorial and QA work – content, pedagogy	1 week	20/07/2012 content	Internal and external	

Greig?		+ pedagogy	reviewers in subject clusters	
12. Coordinators prepare 3 <sup>rd</sup> draft pilot modules	2 days	27/07/2012	Module coordinators	
13. Have sample populations of students work through the pilot courses and provide feedback	1 week	03/08/2012	Students	
14. External critical review (UDSM?)	1 week	10/08/2012		
15. Revision of pilot courses based on feedback		End August 2012+	Module coordinators	
16. Copy and language editing		September 2012+	Reviewers	
17. Approval of new courses by University participatory organs		October 2012	HoDs, Deans, Management	
17.1 Agree on licence and citation				
17.2 Select final examples to share and insert appropriate licence and citation				
17.3 Upload to Chalimbana Moodle system				
17.4 Provide copies to OER Africa/Saide to push into global OER repositories				
18. Audit ICT infrastructure for implementation	Before implementation	August-September 2012	Project management	
19. End-user training (UG students)		October- November 2012	Deans, HoDs, Programme Managers, Module Coordinators	
20. Implementation and monitoring of pilot courses	3 months	1 <sup>st</sup> semester 2013	Relevant staff	
21. OER oriented curriculum	6 months	June 2013	Relevant staff and structures	
22. Develop OER materials for all courses?	1 month	August 2013	Relevant staff and structures	
23. Implement OER for all courses next academic year		2014+	Relevant staff and structures	
24. Dissemination & sharing of experiences and conception of new cooperation projects		Ongoing	Relevant staff and structures	



## Appendix 3: Draft way forward for Cambridge – Unisa collaboration

UNISA and the Centre for Commonwealth Education's oer4schools initiative at the University of Cambridge, with support from OER Africa, are exploring working together to integrate pedagogical expertise into the course redrafting process at UNISA that flows from its PQM renewal process 2012-2015.

It is envisaged that courses worked on together will focus on professional studies for teachers, incorporating:

- subject content and pedagogy,
- concrete general pedagogy, and subject pedagogy, focussing on creating a supportive environment for learning, which includes interactive teaching methods, Leadership for Learning, etc.
- application in teaching practice and classroom trialling,
- actual practical work / lab work for the classroom,
- ICT use in subject topic teaching,
- cross-curricular, project-based approaches to teaching, i.e. covering the subject through project work. (e.g. science taught in conjunction with maths, English, ...).

Proposals have so far been submitted for collaborative development of the following two programmes:

- ADE in Intermediate Phase (G4-6) Maths Education
- ADE in Intermediate Phase (G4-6) Science Education

and are currently under consideration by the relevant stakeholders.