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Harmonising Universitas Terbuka’s OER Platform: Increasing Access and Sharing Capability

Daryono Universitas Terbuka, Indonesia Email: daryono@ecampus.ut.ac.id

Dimas Prasetyo Universitas Terbuka, Indonesia Email: dimas@ecampus.ut.ac.id

Abstract

Universitas Terbuka (UT) OER was officially established in 2012 when UT enacted the policy to adopt creative common licenses. The initiatives of UT OER however have commenced much earlier since 2010 by a number of departments at UT. Those initiatives were built under various platforms but they mostly used web-based applications. This OER platform is created without meta-data which is unable to be systematically restored therefore the retrievals of the OER are entirely based on web queries. This platform limits sharing capability due to the absence of the meta-data. In 2012, OER Asia was committed to expand the access and networking among the OER Asia members as well as global. The strategic alliances of OER Asia with the Ariadne and the Globe have produced a common OER Asia platform to be able to share metadata. As a member of OER Asia, UT attempted to harmonize the UT OER by adopting Open Access Initiatives. The paper discusses the transformation process including capacity building and OER governance.

Keywords: OER collaboration, OER platform, open access initiatives

Introduction

OER in Indonesia starts just recently since the internet has been widely introduced into major educational institutions in early 2000s. The OER however is still limited to be used within the educational institution and the intention to publish it is also low (Daryono at all, 2011). These circumstances are not quite surprising since the awareness and knowledge about OER are also limited. The policy used as a background of the OER still encounters major economic, legislative and practical challenges to sustain its existence. These conditions may also reflect the uncertainty surrounding the sustainability of OER. This is also similar to conditions across many Asian countries that the development of OER may be best described into an initial stage (Abeywardena and Dhanaraj, 2011).

Universitas Terbuka (UT) initiated to publish OER since about 2002 as a product of the collaborative OER research named PAN Asia Networking Distance and Open Resource Access (PANDora) research project funded by International Development Research Center (IDRC). This project produced learning object materials (LOM) in five different languages (English, Indonesia, Thai, Kmer). This project inspired UT academics to expand the definition of UT openness as providing an opportunity to
re-using and re-purposing learning materials. In line with the open content movement, UT developed online teacher forum to facilitate teacher in particular UT's graduates for sharing their teaching practices across Indonesia in 2008. This forum has been expanded to provide educational materials openly to public. This was followed by major digital learning resources in the UT’s portal. In 2012 UT enacted university policy to adopt creative common licenses for major digital learning materials stored in the web. This policy has provided a strong legal basis of OER development.

For almost a decade however the access of UT OER is still low causing to slow development progress. Despite low awareness of the OER, UTOERs also encountered technical barriers as they are composed under various platforms. The UTOERs are developed by its own department using web based application without metadata. The integration of UTOERs in 2012 merely integrated all different OERs into single web interface [http://www.ut.ac.id/OER/index.html]. Considering these deficiencies, UT planned to harmonize the OER platforms and restructure its governance to scale up the development and ensure its quality.

Indonesia OER Landscape

Open educational resources in Indonesia has initiated formally by Ministry of Education and Culture through the program of e-dukasi.net in 2002 to provide secondary and vocational school learning resources. The e-dukasi.net has further been merged into the program of open text book (buku sekolah elektronik) to provide quality learning resources from the primary to secondary educations (Buku Sekolah Elektronik), [http://bse.kemdiknas.go.id/]. The program continued to vocational school and expanded to multimedia learning materials. It is currently expanded to post secondary education [http://belajar.kemdiknas.go.id/]. Parallel to this movement some initiatives have also sporadically developed by education institutions including vocational trainings, secondary schools and universities. The internet video streaming can be accessed in the http://tve.kemdikbud.go.id/danhttp://ltv.ut.ac.id/.

Just recently in 2013 during the Open Corseware Consortium (OCWC) global conference in Bali, Indonesia, a number of OER initiatives officially declared the Indonesia OER (I-OER). This I-OER is co-organized by the Association of Indonesia’s Computer Institutes, Universitas Terbuka and Directorate of Higher Education, Ministry of Education and Culture. The establishment of I-OER is in line with the Master Plan of the Higher Education development to promote Open Education including open educational resources, resource sharing among universities. The Open Education aims at addressing the wide discrepancies of the quality as well as the capacity of higher education in Indonesia. Along with Open Education program, the government established the National Education Network to facilitate communication as well as data exchanges among higher education institutions.