

## ICEH Webinar: Where to find and how to use Open Courses

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Hi, everyone, and welcome to this webinar on where to find and how to use open courses. My name is Sally Parsley. And I'm the technical lead on the open education program at the International Centre for Eye Health, and I'm the host for today.

So thank you so much for joining us. This is the third in a series of five monthly webinars that ICEH is hosting to explore how we as eye health educators can use digital technologies and this concept of open to innovate and improve our teaching practice and address some of the big challenges facing eye care training today.

The fact that we need so many more eye care workers in so many of the countries where the burden of visual impairment and blindness is the most serious. So in our first two webinars, we looked at these ideas in some detail. And we were very pleased to have professor Alan Foster and Dr. Daksha Patel speaking along with Dr. Rob Farrow of the Open University. And I encourage you to-- if you're interested in education, to view these videos or download the transcripts from the website. And this is the web address here on this page.

OK. So before I start, I just want to give you a bit of housekeeping information. We're going to hear our two presenters first, Ms. Joanna Stroud and Dr. Astrid Leck. And they'll both talk for about 15 minutes. And then we'll have a short Q&A session at the end. So please, as you think of questions for our presenters, send them in during the talks using the question box on the webinar menu tab. And I'll collect them and ask them in the Q&A.

You can also download today's presentations in the handout section of the menu tab. And to open up the menu tab, you click on the orange arrow at the top, if it's in miniaturised view. And finally, just to let you know, we are recording this session, and we'll be sharing the link and the transcript in a few days. So if you lose connection, or you have to go off, don't worry. It will be there afterwards.

OK. So today, we look at how educators can start to make use of free online courses and also open educational resources, digital resources for their learning and to support their teaching practice. And I'm really delighted to be joined by Ms Jo Stroud, eLearning Manager at the London School of Hygiene and Tropical Medicine, and ICEH's own Dr. Astrid Leck. So before we get going with Jo's talk, Jo's going to talk briefly, because I know we talk about a lot of jargon with Open education.

So it's always worthwhile quickly revisiting some of the basic definitions. So in essence, open education can be defined as activity by educators, which is aimed at reducing barriers to participation in education. So this might be by providing education at a distance, or reducing the cost, for example, and also by opening up registration so that lots of other people can join in. So in eye care, ophthalmologists have had the most access to professional development. But we know that training the whole team is incredibly important to deliver good eye health.

It's not a new idea. It has a long history. Some people would even say it goes back to the very first universities in the Middle Ages. And I'm showing a picture here of the law school at the University of Buenos Aires in Argentina, which in the early 20th Century got rid of all the

entry restrictions so that anybody could apply and start one of their undergraduate courses without having passed a restrictive exam four times.

Open education often makes use of technology. So for instance, TV and radio were used for health information dissemination throughout the 20th Century. But it's also about cultural issues, such as equity of educational provision, or impairment of learners and educators. So this little diagram, the blue and orange one at the bottom right-hand side of the screen, tries to show that the idea through open education, which allows much more sharing of knowledge and ideas, we can move from a world where only a few people have the information to a more networked and equitable situation.

So with rising access to digital technologies and the internet, the focus of a lot of open Education activity has moved online. And open courses, such as the ones that Jo's going to talk about, are free online courses that anyone can register and participate in online. And massive open online courses on commercial platforms like Coursera, and FutureLearn have been incredibly popular free online courses over the last few years with millions signing up.

And I think the London School's own program has had, I think more than 60,000 learners over the last few years. Jo can clarify. And finally, open educational resources are digital educational materials, such as books, or videos, or anything, really, which have a special copyright license applied, which means that anyone can download, use them for their own--

[AUDIO OUT]

Her work at the school involves providing pedagogical support and staff development opportunities, management of the technology hands learning projects we do here, and educational research activity across both the face-to-face and distance learning programs we provide. she's also the project lead for the school's partnership with the FutureLearn MOOC provider, producing a series of massive open online courses in the field of public health. And she has overall responsibility of all stages of the course design, development, and delivery.

If you participated in any of LSHTM's formal distance learning courses, or its FutureLearn MOOCs such as ebola, zika, global blindness, eliminating trachoma, or health and humanitarian crises, you've benefited from Jo's considerable expertise. Jo, I'm so pleased you can join us today. Let me unmute you. Hello.

Hello.

And I'm really looking forward-- hi, Jo. And I'm really looking forward to hearing you talk about the options available for health professionals looking to find and study free open online courses. So let me hand over control.

[Jo] Cool.

[Sally] There we go.

One second.

I should have updated that. There we go.

[Jo] Cool, one second. OK. So can you see all of this OK?

[Sally] Yes. I can see it fine. I think you're good to go.

[Jo] Brilliant thank you very much, Sally. Cool. OK. Thank you very much for the introduction. You've got a little bit of an overview of the kinds of work that I've been doing at the school. I'm going to talk to you a little bit today about some of the terminology bound up within open education and then how you can actually go about finding open educational resources, open courses, that kind of thing, because it can be useful just to have a few pointers where is it that you actually need to start.

So Sally's touched upon a little bit of this already. But there's some pretty wide-ranging terminology for open educational materials, teaching resources, and learning experiences. And these could mean quite a lot of different things. You'll also find that the terminology that's employed is used quite interchangeably, which can make things a little bit confusing. But in no particular order, I'm going to discuss some of this terminology now.

So we've got two different things up on the screen here. We might talk about looking for open educational resources or OER. And this can be an umbrella term for much of what we discuss, not only throughout this presentation, but in terms of open education more broadly. However, OER, even though resources in the title, doesn't solely encompass resources. And it can extend to tools to support your approach to teaching and staff development. So it could be things like lesson plans, reading lists, and so on.

The second thing that we have in the list here is something called open courseware, or OCW. And these, again, are free and openly licensed materials that are specific to a particular course or program of study and accessible to anyone at any time via the internet. Now, you might describe OCW as a subset of OER, and that's undoubtedly correct. And they've been around for quite a long time now, having preceded what we now know as MOOC, which I'll discuss a little bit more in a moment.

But the Open Education Consortium defines them as a free and open digital publication of high quality, typically university level educational materials. But the distinction between OCW and OER more broadly is that they are bound up within or from a specific course. They don't, however, offer a course experience as such. And that's why we move on to things like open courses.

So these are full course experiences. But again, they can take in many, many different forms. Here, we are discussing those which are free in a monetary sense, but in many cases, only to a certain extent. And that's where conversations around that degree of openness come into play. I'll touch upon that again in a moment. They are, however, typically free of entry requirements, and thus, open to anybody who would like to study on them. A very common term for the ones that we're discussing here is MOOC, massive open online course.

But I think that it's important to think about open courses in a broader sense, because they're not the only type that we have access to. And then finally here, open access research and publishing is something that I'm not going to talk about too much because we're thinking more about educational materials. But the open access movement by both open institutional research repositories and established journals, like this London School's Community Eye

Health Journal is becoming stronger and stronger and is undoubtedly part of the work we're doing in open education.

So broadly, what brings this varied terminology together is that open education material tends to be freely accessible. It's openly licensed documentation or media that's valuable for learning, teaching, and assessment. But openness is in itself quite a tricky term. And there can be varying degrees of open. The image that I've used here is it's a reasonable analogy for this. It's one of a door.

A door might be slightly ajar. It might be pushed or propped open with a doorstop. But in either case, it is open. We can't really debate that. That's undoubtedly true with open educational materials, and particularly things like open courses, which might be free to study. But tasks like exams or buying a certificate to prove your attendance, they might incur a fee. And that's where things start to get a little bit muddier.

So moving on to more practically where you can obtain these kinds of resources, we're going to start with OER and open courseware. A really great place to start searching for both of these is the MERLOT, which is a platform that is made available by California State University. But it is a curated collection of free and open online learning, teaching, and academic development resources as well. And these come from educational institutions across the world.

These can be searched, or broken down, and browsed by academic discipline, the contributing member or institution, and then also by the type of resource as well. Another useful tool is the Open Education Consortium's course search, which works in collaboration with MERLOT. I put this on the wrong way on here. But you can also use that to search for specific keywords, which will flag a number of different resources relating to that discipline. And it can act as a useful starting point as well.

You can additionally, with that tool, search through a number of-- like a directory of individuals and organizations with expertise in OER or open access practices and publishing, and then even things like open course development and delivery as well. So if it's something that you do want to get into and you don't have the resource available at your organization, then that's a useful resource for you too.

Another location that you can search something called OER Commons, which does similar sorts of things to the previous two examples. You'll find a lot of people there with a lot of different expertise, and there's a search facility contained within it too. In terms of thinking more specifically about open courseware, that movement really took off probably about 15 years ago, at this point-- so it's a long time now-- with the launch of MIT'S open courseware platform.

Now, as you might expect, the resources that they make available are naturally more targeted towards the disciplines that they teach in research. So they're quite heavily weighted towards things like engineering technology, mathematics, and science. But there are a number of courses that they teach around health and life sciences too. However, some of the absolute best open courseware in the context of public health can be found with Johns Hopkins University in the United States.

All of course material, courseware, is Creative Commons license, and they have an absolute wealth of resources spanning the entirety of the disciplines covered by the Bloomberg School of Public Health. So there's stuff like health policy, infectious diseases, child adolescent maternal health, nutrition, epidemiology, everything you can think of, and probably everything that you might want as well. They've really thrown everything into making their material available. So it's well worth checking out their open courseware site.

In the UK, we have OpenLearn from the Open University. It was a precursor to their FutureLearn partnership. But it's still a really valuable resource, and it features a very broad range of articles, videos, interactive resources, but then also some full into open courses that could potentially be linked to and really used as part of your own delivery. There are also a number of other indexing services and collaborations from lots of different regions across the world. So this isn't something that just happens in the United States, or in the UK, or Europe.

We have real pockets of activity all over the world. So one example that I've given here is the Africa Health OER network. That's worth checking out. But then you also have big databases or places like the University of Southern Queensland in Australia, and Shanghai Jiao Tong University, as you might imagine, in Shanghai. There's plenty out there. So yeah, worth checking them out, worth googling. Them.

So we move on to open courses. So this is something, obviously, as Sally said, that I've been doing spending a lot of time doing for the past couple of years. Our primary avenue at the moment for accessing open courses is through the commercial massive open online course providers. Now, all of them were born of at least light association with higher education institutions. But they're now largely for profit ventures. Lots of people have lots of different opinions about this, and I know that I certainly do.

FutureLearn-- this is the provider within the London School of Hygiene and Tropical Medicine is aligned, is wholly open by the Open University in the UK, and is partnered with both university and non-university organizations across the world. They're slightly different to the other two in that sense. Coursera was founded by Stanford professors. And EdX is a joint venture from Harvard and MIT.

Now, while the business models for each of these self-respective platforms are developing all the time, each of them does maintain a free to study model, and is thus loosely open in that sense, not truly anymore, sadly, but certainly loosely. And the prets, of course, is available from via these MOOC providers, and from the world's very best education institutions-- is really quite exceptional, and it's well worth exploring each of them to see what is available.

Johns Hopkins, again, I will namecheck them again. They are based, I think, exclusively on Coursera. I might be wrong about that. But they have tons and tons of courses on there, and they're well worth going, going and having a look at. I met their team about 18 months ago at this point, and they were really, really passionate about what they were doing and have done an awful lot of work in this area. So it's worth checking out their stuff. But yeah. We're based on FutureLearn. And I will talk about that a little bit more in a moment.

Other avenues, slightly different avenues, these noncommercial platforms, include the European Multiple MOOC Aggregator, a nice catchy name there. This is why they've used a useful acronym of EMMA. It's a multi-lingual MOOC platform supported by the European

Union. I think it's something like a three-year funded project. But that contains courses that are delivered by a number of different European universities and organizations.

You've got institutions like university of Leicester in the UK, Parma in Italy, UNESCO also are quite involved with that platform too. Courses, again, are available across a range of different disciplines. And this one's slightly interesting in that the project acts as not only a host for the courses, but it's a development tool as well. So if you know that you don't have a partnership organization that you're working with, it might be worth checking that out to see if there is something that you can do with them.

Another option here is ALISON, which is in effect another MOOC provider, but one that focuses a little bit more on CPD. The way that the courses are developed and structured, it's quite simple. But the reason for that is that they want to be able to reflect and properly cater for their learner base, the majority of whom are based in low and middle income countries, which is substantially different to what might term the big three. I think something like 40% of their user base is in India, which is quite an interesting prospect.

So that's something to check out too. They've got plenty of stuff on there, and there are some global health resources too. So to wrap up, I'm going to talk a little bit about open education LSHTM, just to give you a little bit of the flavor of the kind of work that we've been doing. As I've mentioned already, the school's been partnered with FutureLearn since Summer, 2014. And we deliver free online courses in the field of global health.

Our courses today have detracted. I'm going to update your figure now, Sally-- more than 80,000 learners and health care professionals from, I think, more than 190 countries and territories, which we're really, really proud of, but we also would expect based on the kind of work we do already. Cost titles that we've delivered have been relatively specific. So we've got a Ebola in context. We've got global blindness and eliminating trachoma from The Center for Eye Health.

We also have improving the health of women, children, and adolescents, preventing the Zika virus, and health and humanitarian crises. And then the one that we're currently working on will be a history of public health and postwar period in Britain. So that's another interesting one that's forthcoming. So these courses-- it's very important to us that they are completely free to study. There are open learning opportunities during the course duration.

But certificates for participation or attainment are made available as a paid product in line with other MOOC providers. The school is an active member of FutureLearn development forums as well. This was a really key thing for us to be involved in. And we're a really strong voice in support of learners from low and middle income countries. We do our best to provide as much information as we can to FutureLearn around the differences and considerations that need to be made in terms of the needs of learners in these kinds of regions.

And so it's really paramount importance to us that the openness of these courses is maintained as far as possible. Because if they're not, this quite difficult to maintain parity of access for everybody. There's a danger of them only being available to people who are in quite privileged positions, or those who have greater purchasing power. And would be a real shame to me so this is something that the school does talk a lot about when they speak to future learners. And hopefully we're doing a good job of that.

And then finally, the other thing we've been doing-- we have something called the Open Study Platform. This is something that acts in addition to our cohort-based court experiences, offered by what we do with future learn. So on this platform, we also house all of the course materials. You could call them open courseware. From those courses on the FutureLearn platform, but we've put those onto Open Study, we made them available with a Creative Commons license that allows individuals to download, repurpose, remix the content with attribution.

But the platform does also give us the opportunity to make open access courses available, non-affiliated with a MOOC provider. Some of these offer the opportunity to request paid certificates. All I would really say is that this is quite an experiment platform for us at the moment. And we're still working on it. But we do hope to develop it more in future. And the Centre For Eye Health will play quite a big part in that, I think.

So that's about all I've got to say about open courses at the moment. I think we'll wait until the end for more questions, aren't we, Sally? So we'll probably hand it over to Astrid now.

[Sally] Thank you so much, Jo. I'm going to nip in before Astrid.

[Jo] Yeah, go for it.

[Sally] Yeah, and just say thank you so much. It was so interesting. There's so much out there to look. And you picked up on a number of key places for eye care and health education. And I must go and have a look at the Johns Hopkins platform again.

[Jo] Yeah. To be frank, they've pumped so much money into it that you would expect the kinds of results. But yeah. They've got some really fantastic stuff available. Yeah, I would just say that again, you couldn't search Google for all of this material. That's why the terminology is reasonably important.

But provided you've got your sort of disciplinary key words, and then you've got your-- you're looking for OER, you're looking for OCW, kind of thing, you will find an awful lot out there now. So this is just a little bit of an introduction to the resources that are there on a number of different websites. But just whack it into Google, and you will you will find plenty more.

[Sally] That's a great point [AUDIO OUT]. It's like you've been watching me in my own work, because that's the first place [AUDIO OUT].

That's all I ever do.

Thank you, Jo. OK, I hope you're thinking of questions. There's a couple of questions coming already. So keep putting your questions in. I'm now-- just to remind you, it's click the orange arrow on the webinar menu tab to open up the question box to put your question in.

So now I'm delighted to introduce our second presenter, Dr. Astrid Leck. Astrid's original undergraduate training was in medical microbiology before she moved on to specialised medical mycology. I hope I'm pronouncing that right, Astrid.

[AUDIO OUT]

Astrid, the presenter. There we go. So Astrid is joining us today to talk about what we as our health educators need to know about copyright, to enable us to download and start to use these resources that Jo was talking about in our own teaching practice. OK. Thank you so much, Astrid. I think I need to let you speak, if I can. Oh, I think you need to unmute yourself, Astrid.

[Astrid] Hello?

[Sally] Great. Hello. We have you.

[Astrid] Hi.

Hi. So I'm just going to talk a little bit about copyright. And I shouldn't really have called it demystifying copyright, because that's a pretty big claim. But I'll try to give you some insight into it, just what copyright means for content development in the traditional sense and what it means in the context of open education. And just to talk a little bit about Creative Commons, which Jo has mentioned, just to give a really brief overview of what Creative Commons licensing is all about.

So I'm sure that within academic setting, academic areas, we're familiar with the requirements that we normally have put on as when we use data tables, photographs, or excerpts from people's texts or articles, and how we have to acknowledge that, so adding weblinks, giving references, and saying when we access a source if it's online. And in some cases, we actually have to seek permission to use them at all.

So copyright really gives you very all round robust protection so that other people can't use your work without your permission. And that's the normal. I think I'd prefer to say that's most people's general perception, that copyright means you have restrictions and limitations put on using and reusing other people's work. In terms of open courses, the idea is, as Jo already said in detail, is that we're trying to provide an interactive resource, which is widely accessible, that being the key. And to make it accessible as widely as possible, we need to make the content accessible to people without the restrictions that are normally imposed.

But it needs to obviously to be high quality, because then we're using this really to train people for them to go on and [INAUDIBLE]. So it adds on. So they will become more knowledgeable themselves, and then hopefully go on to train others. To achieve this, our content needs to be free of normal copyright restrictions because we want people to not just access the materials themselves, but we want them to go on and reuse them, and use them to train other people. And in their local setting, the way that we present information may not be as relevant or applicable. And we want them to go in way of develop it and use it in a way that maximizes their potential to train others as well.

So what we want to do is use copyright-free, high quality images when we're illustrating things, data that can be freely distributed and shared so that people can do exactly that. So in order to do that, we have used Creative Commons licensing. Creative Commons is a not-for-profit organization that equips and enables people and institutions to reuse the creative technology, and provides the legal tools, again, freely available to us to [INAUDIBLE] to do so.



So a Creative Commons license it's one of several public copyright licenses which enable free distribution of otherwise copyrighted work. And it's used when people want to be able to share and build on something that someone else has already created to optimise its use in their situation or in their educational setting. There are differences between Creative Commons and copyright, and it may be a little bit-- in some cases, it feels a little bit subtle. But Creative Commons is a license that's protected by copyright.

It's not something totally separate from copyright. It's a way of putting different kinds of restrictions around material to ensure that it is freely used as opposed to used in a restricted fashion. Creative commons licensing searchers are used to license copyrighted work. But people have to abide by the licensing terms. So although we have this idea of open access, open freely available resources, it's not taking away all permissions. It's saying how we want something to be used rather than saying you can't reuse it, which means it's easy to share work without giving up total control of it, or spending hours granting commissions.

And it might be worth saying that if somebody takes up your work, which you have a Creative Commons license around onto, and they violate that, you can still-- you would then be able to pursue that institution in the way that you would if someone had violated normal copyright. And so we're trying to protect the premise about which our work is used rather than saying please don't use it without gaining permission.

So there are various licensing types, four maybe. One is attribution. So there's licensing around giving credit, and indicating if changes are made. So we are allowing people to use-- but we may want to ask them to give credit back to or acknowledge the original creator of the materials. By placing a noncommercial license on it, we're saying that whoever then goes on to reuse and use our resources, will not do so for a commercial purpose.

You may also put on a license which says that people can copy, distribute, display only the original copy. So if you don't want your work to be modified in any way, if you don't want it to be changed, but you're happy for people to reuse the material in the way that you have initially presented it in a MOOC or an open access course, then you would put that kind of licensing on it if you were concerned that if the data was manipulated or if it was presented in a different way, it might not be representative of the original work.

ShareAlike, that just means if you do change and remix, or transform, or tweak materials that you have open access to online, you must distribute them onto the same license as the original. So you could go away and to redevelop or recreate a teaching tool, for example. But you need to make sure that it's under the same terms of agreement as the original authors put it on them. So if they say it must only be noncommercial, you must also make your noncommercial.

And in addition, Creative Commons, basically, these licenses state that you cannot apply things that legally restrict others from doing anything other than the license permits. So it's really putting a framework around your work and saying, this is how I'd like it to be used. So use this in this way or reuse this in this way. So we decided to use Creative Commons for our administration resources. And the target licensing that we use, for example, for our planning for eye care OER, what was attribution, noncommercial, and ShareAlike.

So we want people to be able to remix, tweak, and build upon our work to reuse it, as long as they credit us and they license new creations under identical terms, which means they can

share it how they need to, how they want to in any format, be it if they wanted to say but we had made into a PowerPoint. And if it is the transcripts, that's fine. Or, if they wanted to incorporate some of our images in a video, then they would need to keep it within the terms that we've put on it. But they are free to adapt it in a way that still suits their purpose.

And this is just an example of how we would attribute our work. So this is a screen shot from one of our OERs showing how that actually works in practice. So to attribute somebody's work, you would need to be giving it a title, and saying who the author is, where the source was. And if it's an image, we would link it to the original Flickr page. And we would then most importantly denote it by the license.

So here this license shows that this original image was providing by the International Agency Prevention of Blindness. And these are the Creative Commons licenses, as shown on the previous slide, which we have attributed to those. So if you reuse this image, or you take this image and put it into your teaching materials, or whatever the resources are that you're creating, these are the terms under which you can use this particular image.

So this is just a diagram, where actually, we started to put together to just show how eye care uses-- these are examples how OERs could be used. So we are saying, please take one of our free online courses, download what you need, and share it with people that you work with. You can download-- if you were a lecturer in education, you are regularly involved in teaching or training courses, please download adaptable materials for your own teaching, and share them, keep sharing them on, or use them for advocacy.

And if you're a manager, you could adapt and share your materials to empower your eye care teams for advocacy to adapt other courses. And so as it were, we're just passing on. So although we may have 80,000 people who signed up for the courses, we may have another 80,000 people who then benefit from those initial participants in our OERs who are sharing those resources in settings that otherwise these resources wouldn't be available and due to costs and just being availability, and restrictions like that. So thank you. If you have any questions, I will be joining Jo and Sally at the end.

[Sally] Thank you so much, Astrid. That was super interesting. I find copyright is so complicated. And you really helped explain how Creative Commons helps educators and who working for institutions share their-- start to increase the sharing of knowledge in a legal way. So I think as individuals, it's fine to go on Google. You'd find a picture you like, and you could copy and download it for your own use.

But when we start to work in formal settings as professionals, we need this legal support that Creative Commons and other open copyright license offers us, don't we? So thank you. Let me grab back the-- if I can remember how to do it, make presenter. So let's have a look at-- there we go. So let me go back to-- so we have a few minutes. We have seven minutes for questions. And I've had a couple in.

We've had one in from Daksha which I think is-- oh, we've got a couple in from Daksha So Jo, I think this one is really for you. Do governments and leaders in education endorse and fund OER? Do you know of examples? So what we've been talking about, it's really how universities have created and funded OER, isn't it? So do you know of any wider examples?

[Jo] I think one I often come back to, they do tend to-- obviously, they do tend to be produced in universities. But there is a really good example that I've got that was from the other year, and I think a cooperative funding arrangement with the UK and Indian government. It was for a project called TESS, which I can't remember exactly what it stood for. But it was around teacher education. So I imagine that's what the T and the E stands for.

But I think the Open University, it created a series of learning resources for UK teachers. And there was then some additional funding from the UK and Indian governments where those resources were contextualized for use in classroom settings in India. So there's a bit of a parallel between what you guys have been doing with your eye health resources around contextualizing them for local context, that kind of thing.

Yeah. That's pretty much the only thing I can think of at the moment. It does tend to come out of universities at the moment. And the onus is placed on us to make our material available. But I'm sure I could find something else.

[Sally] Yeah. I heard of the Bangladesh government did something about 10 years ago with K and secondary level education, where they created a lot of standard textbooks.

[Jo] Yeah.

[Sally] Yeah. I think they're kind of a few one off examples around the world. Thank you for the shout out for our localizing of courses. I'm delighted. I'm sat here with Nyawira from Kenya, who's going to be talking at our next webinar about that experience. So to let the attendees know that, please, next month will be even more about how educators actually go about this process.

[Jo] Yeah. It's super important for capacity building. It doesn't make a lot of sense for us to create learning resources for one setting. I think it's possibly a little bit arrogant to think that what we've created for one setting would be of any use whatsoever in another. So I think that's really, really important work.

[Sally] Yeah. Thanks, Jo. Yes. And actually, that leads beautifully onto the next question, which is-- and I'm going to toss this one to Astrid. Adapting and sharing, is that a strength or a weakness in open education, do you think, Astrid, or is it both?

[Astrid] I think it's probably more of an advantage because it might be hinted-- and we've talked about it. You do need contextualisation. I suppose the disadvantage is that somewhere along the line, things might get a little bit lost or a little bit misinterpreted. I think generally, if people are taking things, and wanting to adapt and share them, I imagine that their motivation is to educate others, and therefore to get the message across in the most appropriate and most accurate way.

[Sally] Is that what you feel too, Jo?

[Jo] Yeah. No, definitely. I think that Astrid put that quite succinctly, actually. I have nothing to add.

[Sally] So we, actually, Jo, I want to take you back to your presentation briefly because a few of us lost sound just as you got to a really interesting bit about global sources of OER. I think you were just starting to talk about the African health OER network.

[Jo] Yeah. So I think one of the things that I was saying is that these resources aren't just based out of massive state, United States institutions, and the UK, and Europe. There are lots of other indexing services and collaborations from all sorts of different regions across the world. So the African health OER network is one of them. And obviously, they have a really great array of resources that are specific to African country contexts.

But they do have something outside of that as well. But then if you go a little bit further afield, you have places like the University of Southern Queensland. They have a big database. And Shanghai Jiao Tong University also has an open courseware database too. But there are plenty more out there. It's not just those. Again, if you search for something like open courseware, you'll find resources for this across the world. It's not just something that's located in one or two specific regions.

[Sally] You raise a great point there with the China platform about language. So I think a lot of your content is still in English, isn't it?

[Sally] Yeah, lots of it is. Lots of it is. It's why things like the EMMA network, where you do have proper multi-lingual courses, are really valuable. And again, I will flag that you guys, the Centre For Eye Health, producing your first MOOC course, global blindness, you're now translating that into French, which, again, I think is an excellent idea. It's, again, quite unfair to keep all of this wonderful material in English.

I'd encourage anybody that's thinking about doing these kinds of things to take a little bit of time to think about what the most appropriate language to use would be, even if it's not your native one. Think what you could be doing longer term, because obviously using a language like French or Spanish or Arabic massively broadens the reach of that material. And once it's done the first time, it's not so hard to get it translated to another language. And it means that you can reach a whole new possibly huge audience.

[Sally] We're very hopeful to get the global blindness--

[AUDIO OUT]

[Sally] Yeah. I could really use this in my own setting, in my own institution. What things should they really think about before they start to apply a Creative Commons license? What kind of-- because it's not completely straightforward, is it? And possibly this is probably a bit of a tricky question. What kind of things should influence which version of the license?

[AUDIO OUT]

[Astrid] Oh, Sally, I lost you there. But I've heard the second part, so I think I know what you're asking. I would say the most important thing is to go to the Creative Commons website because they have a whole wealth of information on there. They have a selection process. They can take you through how you should choose your license, and what is appropriate by asking you questions by how you want to use it, and by giving you more detail about each aspect of the licensing. And on an inter, national level, similarly, I would say you need to

know where you are, you need to know the local restrictions on copyright and use in terms of the institutional workplace where you are.

But also, there are, again, what is like rights, directives and international copyright resources as well online, which gives a lot of information about how copyright is used and applied internationally. And World Intellectual Property Organization also, they have a lot of information too. So I would say start with Creative Commons and think about what you want to do with your particular resources and what limitations you might want to see-- but hand in hand with what you know where you're actually based, what the local restrictions, the national restrictions, regulations are. And then maybe use that as a starting point.

[Sally] That's great advice. Thank you. Thank you both. I have lots more questions, but we are out of time. So thank you again. And I'm just going to quickly wrap up this webinar by firstly, thanking our funders. So as I think Daksha's question raised, OER is not completely-- we needed money to get this program going that we are involved in. And to invite you-- and we're very grateful for the support we've had from a number of very generous resources.

And I would also very much encourage you-- if you an educator, and you think in my context, maybe if we got together, and we're thinking about developing our training at the moment, this could be a good way forward-- I strongly encourage you to join us next time. We're really excited to have Nyawira and Professor Colin. Nyawira's from Kenya, and Professor Colin Cook from South Africa. And we're going to talk about their experiences of taking the global blindness open course, which we developed here at LSHTM, and adapting it, and embedding it in their own local curriculum, and finding accreditation for it.

So I'm really looking forward to that one. It's on April the 19th-- same time. And that weblink there is-- you can register now so that you'll get reminders about where to turn up and the link. You can find out more about our ICEH open education program on our website at that address.

So thank you again. I hope you enjoyed it, and I hope we get to see you next time as well. All right, take care. Thank you. Bye.

[Jo] Thank you.

[Astrid] Bye. Thanks.