



**RHODES UNIVERSITY**  
*Where leaders learn*

# Oop Opvoedkundige Hulpbronne (OOH)

Deur Wynand van der Walt

Inleiding tot OOH vir Hoërskool P.J. Olivier

18 September 2020

Except where otherwise noted, this work is Licensed under [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)



# Vrywaring

- Ek is nie 'n onderwyser nie
- Ek ondersteun die ontwikkeling van OOH in konteks van sekere dienste by die Universiteit
- Ek hoop my gebruik van Afrikaans is korrek

# Doel

- Die doel van hierdie voorlegging is om die onderwyskorps aan P.J. Olivier Hoërskool 'n oorsig te gee oor Oop Opvoedkundige Hulpbronne, met die visie om
  - die leerprossese vir leerlinge aan te vul
  - onderwysers die geleentheid te bied om meer gebruik te kan maak van OOH

# Wat weet ons van ons leerders?

- Geletterdheidsvlakke wissel - lui om te lees ook
- Moedertaal wissel
- Leerders neig om in groepe te leer (social learning)
- Leerders neig om meer visueel ingestel te wees
- Leerders neig om te leer wanneer nodig (point of need)

# Wat weet ons van die onderwys?

- Die kompleksiteit van die omgewing het toegeneem
- Onderwys het verander van 'klas gee' na die fasilitering van leer
- Die instrumente wat beskikbaar is het drasties toegeneem
  - Multimodale leer ('n mengsel van persoonlike en e-leermodaliteite)

# Konteks

- Oop Vakkundigheid (Open scholarship) is:

“... a set of phenomena and practices surrounding scholars’ uses of digital and networked technologies underpinned by certain grounding assumptions regarding openness and democratization of knowledge creation and dissemination.”[3]

- Daar is drie fasette: [4]

- Openheid (Open Output) insluitend Oop Inhoud (Open access (OA)), Oop Data (Open Data), en Oop Onderwys (Open Education) (bv. OOH (OERs))
- Oop Praktyke (Open Practice) – die toepassing van OOH binne leerprosesse
- Oop Netwerk Deelname (Open Networked Participation) – die deelname in oop prosesse ter ondersteuning van die openheid van onderwys

# Oop Opvoedkundige hulpbronne

- “Oop opvoedkundige hulpbronne verwys na materiaal vir onderrig, leer en navorsing wat in die openbaar met bepaalde lisensies gratis beskikbaar is. Hierdie verskynsel moet benader word in die konteks van oop onderwys, oopbronsagteware en oop inhoud.” (1)
- Om werklik oop te wees, moet dit aan die “5R” vereistes voldoen

# 5R Vereistes <sup>(1,2)</sup>

- **Retain** = Besit: die reg om kopieë van inhoud te maak, te besit en te beheer.
- **Revise** = Wysiging: die reg om inhoud te verwerk, aan te pas en te verander
- **Re-use** = Hergebruik – die reg om inhoud op verskillende maniere weer te kan gebruik.
- **Remix** = Hervermenging: die reg om die oorspronklike of gewysigde materiaal met ander materiaal te meng en in die proses iets nuuts te skep.
- **Redistribute** = Herverspreiding – die reg om kopieë van die oorspronklike weergawe, wysigings of hervermengings daarvan te versprei.



# Voordele van OOH

- Die voordele van OOH sluit in: [8; 9]
  - Vir die student / skoliere
    - **Kostebesparing** ten opsigte van die aankoop van addisionele handleidings en materiale
    - Toename in hoe voorbereid skoliere is, en meegaande **styging in akademiese prestasie**
      - Sien: Colvard, N B, Watson, C E and Hyojin, P (2018) [The Impact of Open Educational Resources on Various Student Success Metrics](#). International Journal of Teaching and Learning in Higher Education.
    - Die geleentheid wat die bronne bied aan skoliere om meer **ingeligte besluite** te kan maak oor vakkeuses
    - Geleentheid wat dit bied vir die skoliere om **deel te neem aan die ontwerp van nuwe oop opvoedkundige hulpbronne**
      - Sien: Cheryl Hodgkinson-Williams & Michael Paskevicius (2012) [The role of postgraduate students in co-authoring open educational resources to promote social inclusion: a case study at the University of Cape Town](#). Distance Education
    - Geleentheid om oor en oor na material te kyk om **begrip te bevorder** of vir nasiendoeleindes

# Voordele van OOH

- Die voordele van OOH sluit in: [8; 9]
  - Vir die akademiese personeel
    - **Toename in doeltreffendheid en tydsbesparing:** Akademiese personeel hoef nie lesse oor te ontwerp nie, maar kan van bestaande lesse gebruik maak en daarop bou en weer hergebruik
    - Die bronne kan aangepas word om die kurrikulum te pas, asook om **inhoud te lokaliseer** (vertaling en pasmaak vir die skool en klas se konteks)
    - **Inter-dissiplinere belyning**
    - Samewerkingsgeleenthede veral ten opsigte van **hulpverlening** aan ander instansies
    - **Toename in akademiese profiel**

# Voordele van OOH

- Die voordele van OOH sluit in: [8; 9]
  - Vir die skool
    - Moontlike **besparing aan kostes** verbonde aan die aankoop van addisionele bronne
    - Moontlike **besparing aan tyd** wat bestee moet word om voor te berei vir akademiese programme
    - Die **blootstelling van die akademiese prestasie en deelnemendheid** van die skool
    - **Bemarking vir die skool**

# Die skep van OOH

- Die aantal bronne wat gebruik kan word ter ondersteuning van die leerproses neem heeltyd toe
- Oop Opvoedkundige Hulpbronne (OOH) word voortdurent beskikbaar gestel, op gebou, en versprei
- Baie van die bronne sal aspekte van ander hulpbronne insluit
- Maar dit moet altyd inagnemend wees van die Suid-Afrikaanse Kopieregwet, wat kwalik enige vorm van “Fair Use” toelaat

# Creative Commons en OI en OOH

- Die insluiting van Creative Commons lisensies spreek tot die vlak van openheid van bronne en bepaal tot watter mate bronne beskikbaar is vir hergebruik ens.

**Getting ready for online learning**  
Preprint posted on 07.05.2020, 12:19 by [Nicola Pallitt](#)

261 views | 235 downloads | 0 citations

Online learning can be a fun and creative way to learn, but it can also be daunting, and many students may experience barriers. For example, you might find that receiving information on a webpage is overwhelming, you might be worried you won't be able to make sense of it, and you might experience difficulties connecting to the internet. This short guide provides some useful tips and recommendations for how to shift to online learning more easily.

**RHODES UNIVERSITY**  
*Where leaders learn*


CATEGORIES

- Educational Technology and Computing

KEYWORD(S)

- OERs
- Online Orientation for Students
- online learning

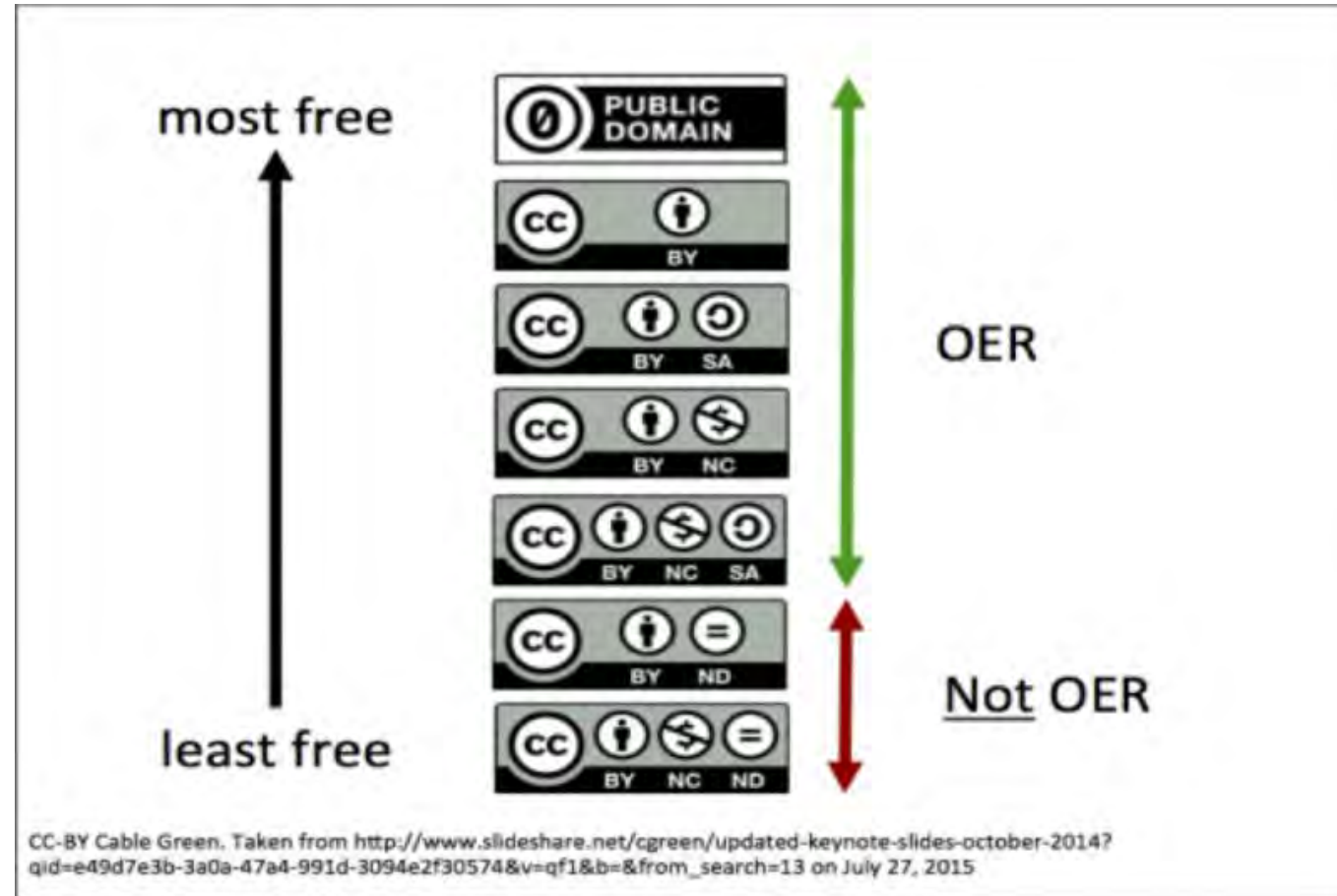
LICENCE

 CC BY 4.0

HISTORY

First online date: 07.05.2020  
Posted date: 07.05.2020  
Submission date: 07.05.2020

# Die ses Creative Commons lisensies



# CC licenses and the exceptions and limitations to copyright <sup>(5)</sup>

- CC Licenses do not affect (reduce, limit or restrict) rights under exceptions and limitations to copyright, e.g. fair use or fair dealing
- CC Licenses only expresses copyright terms as provided for within the Copyright laws.
  - If a CC licensed work is used, BUT without acknowledging the creator through attribution (attribution is a standard requirement on all the licenses):
    - The user will be in violation of the license terms
    - The right to use to the work is declared null and void
    - They are potentially liable for copyright infringement, unless
      - Special permissions was granted by the creator
      - The use of the work falls within the scope of exceptions to the copyright laws, such as fair use.
- All CC Licenses are non-exclusive
  - Creators can enter into different licensing arrangements simultaneously
  - CC Licenses are, however, not revocable


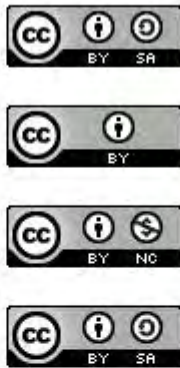

# Die gebruik van gelisensieerde bronne

- Die gebruik van Creative Commons gelisensieerde werke in OOH, sal een van die volgende beteken:
  - Die werk word gebruik sonder enige veranderinge
  - Die werk word gekombineer met ander werke
  - Die werk word aangepas
- Gevolg
  - Indien die werk ook aspekte van ander werk insluit, word 'n kolleksie van werke gevorm
  - Indien die werk verander word, is dit 'n aangepaste werk (Engels: adaptation, remix or derivative)



# Kolleksie van werke - geillustreer

- Die volgende analogie van 'n TV ete word gebruik om 'n kolleksie te verduidelik

	Work	+	Work/s	= Collection
Works		+		
Licences	"tv dinner 1" by <a href="#">adrigu</a> licensed under <a href="#">Attribution 2.0 Generic license</a>		"CC Icons" by <a href="#">Creative Commons</a> licensed under <a href="#">Attribution 4.0 International license</a>	"CC TV Dinner" by Nate Angell. <a href="#">CC BY</a> . Derivative of "tv dinner 1" by <a href="#">adrigu</a> used under CC BY, and <a href="#">CC Icons</a> by <a href="#">Creative Commons</a> licensed under <a href="#">Attribution 4.0 International license</a> .

# Voorbeeld van COVID-19 photo



- Neem in ag die lisensierings vereistes wat aan voldoen moet word:

This file is licensed under the [Creative Commons Attribution-Share Alike 4.0 International](#) license.

You are free:

- **to share** – to copy, distribute and transmit the work
- **to remix** – to adapt the work


Under the following conditions:

- **attribution** – You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **share alike** – If you remix, transform, or build upon the material, you must distribute your contributions under the [same or compatible license](#) as the original.

“[COVID-19-Longontsteking](#)” by [Opzwartbeek](#) licensed under [Creative Commons Attribution-Share Alike 4.0 International](#) license

# Oorwegings

- Die versoenbaarheid van die verskeie Creative Commons gelisensieerde werke is krities wanneer die werke saam gebruik word
- CC Lisensie versoenbaarheid

	 PUBLIC DOMAIN	 PUBLIC DOMAIN	 CC BY	 CC BY SA	 CC BY NC	 CC BY ND	 CC BY NC SA	 CC BY NC ND
 PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
 PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
 CC BY	✓	✓	✓	✓	✓	✗	✓	✗
 CC BY SA	✓	✓	✓	✓	✗	✗	✗	✗
 CC BY NC	✓	✓	✓	✗	✓	✗	✓	✗
 CC BY ND	✗	✗	✗	✗	✗	✗	✗	✗
 CC BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
 CC BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

# Wat word benodig om OOH te skep

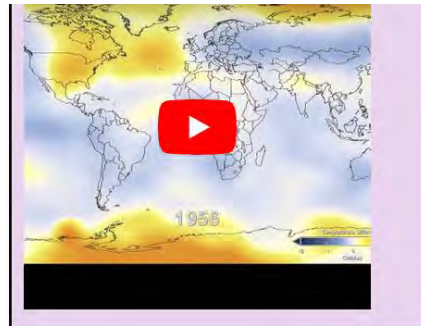
- Die wil
- Beleid of intensie – verbalisering van strategie
- Inhoud
  - Les struktuur ens.
- Applikasie
  - MS Powerpoint
  - Camtazia
- Pakhuis
- Metadata om te beskryf
- Verspreidingsplatform

# Oomblik van bepeinsing

- Hoe ondersteun die skool 'learning and teaching' in terme van 'course support'?

- Links to Course Support Guides

- Accounting 101 2020
- Accounting 102 2020
- Accounting 112 2020
- Climate Change
- Economics 101 2020: Essay 1
- Economics 102 (Macroeconomics) August 2020 Essay
- Education BEd students
- English 1
- Fracking (Hydraulic Fracturing)
- General Physics
- Geography essays
- Geology in general
- Legal Theory 1
- Management 101 2020
- Management 102 2020
- Sociology 2



development strategies will need to consider the likelihood, strength, and interaction of climate change impacts across biosphere properties. We here explore the spread of climate change impact projections and develop a composite impact measure to identify hotspots of climate change impacts, addressing likelihood and strength of impacts.

- 2014 : In New Report, IPCC Gets More Specific About Warming Risks

The latest report on climate impacts from the Intergovernmental Panel on Climate Change (IPCC) sounds a familiar warning: Climate change is already stressing human communities, agriculture, and natural ecosystems, and the effects are likely to increase in the future. But unlike the last edition, issued in 2007, this year's report is meant to be a practical guide to action. It goes out of its way to highlight the greatest risks, and draws on an emerging body of social science to suggest how policymakers might take practical steps to help communities adapt.

- The Holocene temperature conundrum

Marine and terrestrial proxy records suggest global cooling during the Late Holocene, following the peak warming of the Holocene Thermal Maximum (~10 to 6 ka) until the rapid warming induced by increasing anthropogenic greenhouse gases. However, the physical mechanism responsible for this global cooling has remained elusive. Here, we show that climate models simulate a robust global annual mean warming in the Holocene, mainly in response to rising CO<sub>2</sub> and the retreat of ice sheets. This model-data inconsistency demands a critical reexamination of both proxy data and models.

- 2014: How to survive climate change, from the people doing it from New Scientist

- 2014: World is unprepared for major El Niño later this year

(New Scientist: May 2014) THE weather is preparing to go wild, and will wreak havoc and death around the globe later this year. An El Niño, a surge of warm water in the Pacific Ocean, is coming. It will unleash floods in the Americas, while South-East Asia and Australia face drought. Yet little is being done to address these consequences.

- Arctic melt season lengthening, ocean rapidly warming

The length of the melt season for Arctic sea ice is growing by several days each



# Is dit moeilik?

- Kyk na die volgende voorbeeld
  - Schudel, Ingrid; Timmermans, Anna (2020) NATURAL SCIENCE 1 - Strengthening Structures. Rhodes University. Media.  
<https://doi.org/10.21504/RUR.12808229.v1>
  - Bruikbaar vir ons kurrikulum maar het vertaling nodig dalk?

# Pad vorentoe en Ondersteuning

- OOH Ondersteuning:
  - Prof. Ingrid Schudel - Environmental Learning Research Centre (ELRC) - Rhodes Universiteit
  - Prof. Jaco Olivier - UNESCO Research Chair on Multimodal Learning and Open Educational Resources – Noord-Wes Universiteit
- Creative Commons Lisensies
  - Wynand van der Walt

# Bibliografie

- (1) Olivier, J.A.K. 2018. Die stand van aanlyn oop opvoedkundige hulpbronne in Afrikaans: Afrikaansonderrig as 'n gevallestudie. *Tydskrif vir Geesteswetenskappe*, 58 (4) 2. Beskikbaar [aanlyn](#).
- (2) West, Paul. 2020. Creative Commons Open Licenses – What is it all about? Presentation to LIASA ICTIG
- (3) Veletsianos, G and Kimmons, R. 2012. Assumptions and challenges of open scholarship. *The International Review of Research in Open and Distributed Learning*, 13(4), 166-189. Available: <https://doi.org/10.19173/irrodl.v13i4.1313>.
- (4) Steiner, T. 2019. Open Scholarship. *Qeios*. Available: <https://doi.org/10.32388/282729>
- (5) Budapest Open Access Initiative. 2002. *Read the Budapest Open Access Initiative*. Available: <https://www.budapestopenaccessinitiative.org/read>.
- (6) Raju, R. 2014. *Open Access: an institutional imperative*. Unpublished presentation. Available: <https://www.slideshare.net/RUlibrary/final-rhodes-presentation>.
- (7) [Benefitsofopenaccess](#) by Danny Kingsley & Sarah Brown, licenced under [Creative Commons Attribution 4.0 International](#) Licence.
- (8) [Understanding OER](#), by SUNY OER Services Project: OER Community Course, licenced under [Creative Commons Attribution 4.0 International](#) Licence
- (9) Mississippi State University. 2020. Benefits of OER. Available: <http://lib.msstate.edu/researchers/oer/benefits/>



# Ten slotte



## Aftrek d.m.v. uitgebreide notasie

Hoërskool P.J. Olivier

Graad 4 Wiskunde

Kwartaal 3

2020

Deur Wynand van der Walt

Except where otherwise noted, this work is Licensed under Creative Commons [Attribution 4.0 International Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

