



ICDE Lillehammer

Lifelong Learning Summit

Lillehammer, February 11. – 13. 2019



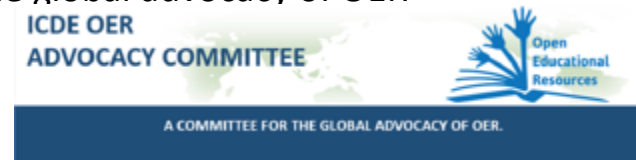
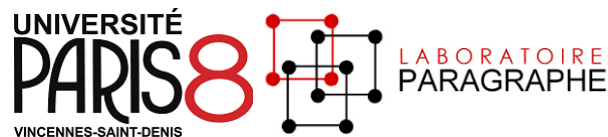
The instrumentalization of open educational resources

Jean-Marc Meunier

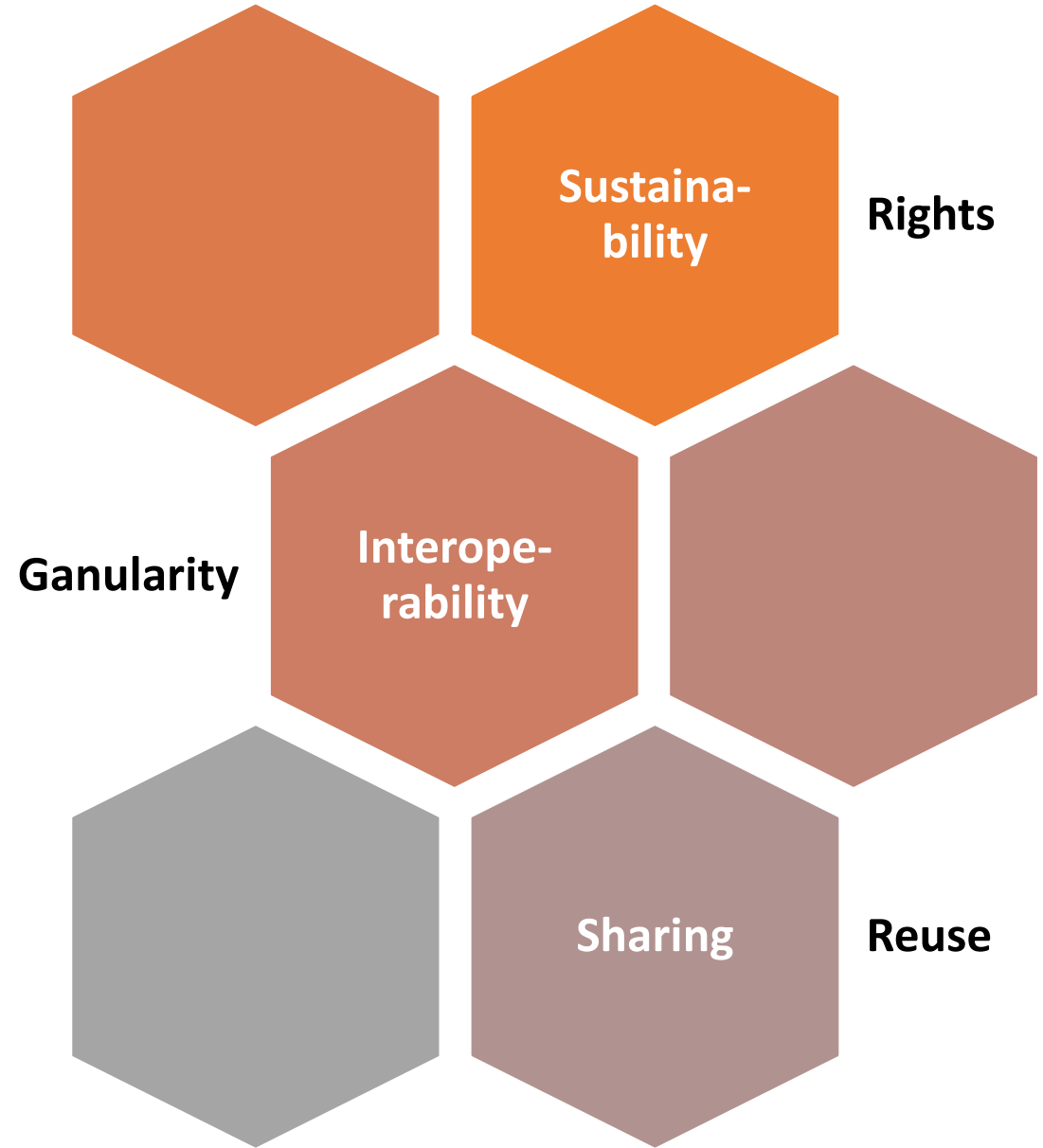
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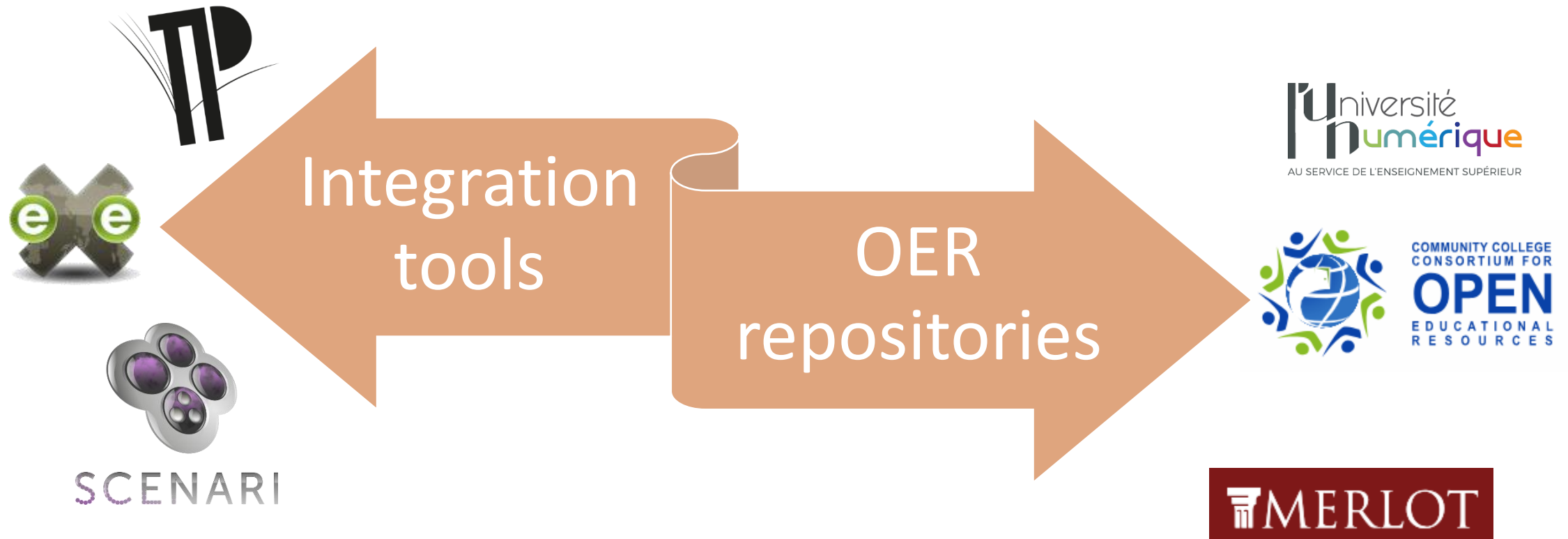
ICDE Ambassador for the global advocacy of OER



Breaks, levers and point of view



Double way for reuse (Petit, 2009)



Accept the heterogeneity of resources

OER are in very different forms and levels of discourse

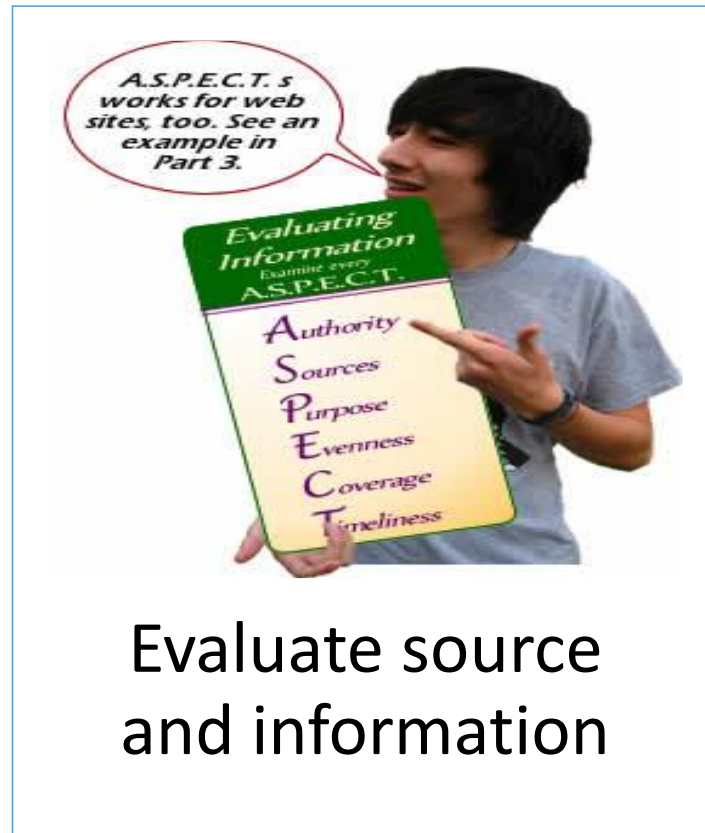
It is illusory and counterproductive to want to homogenize these resources



Developing OER literacy



Search relevant
information



Evaluate source
and information



Multi documentary
understanding

Teaching as instrumented activity

The dual role of the teacher (Rabardel, 1995; Rezeau, 2002)

- Mediatization (content formatting)
- Mediation (use of instruments)

Requires skills or patterns and support (proximal development zone)

Individual characteristics: Profile, attitude, aptitude, level, need, motivation, cognitive abilities, prior knowledge

Modes of action: Teaching and communication strategies

Instruments

Teaching materials, tasks and activities; the lecture course

Reference sciences: Psychology of learning; Philosophy of education, applied linguistics

Learner

Environment
Spaces, Times, Others subjects

Educational objectives; conception; linguistic, communicational, institutional objectives

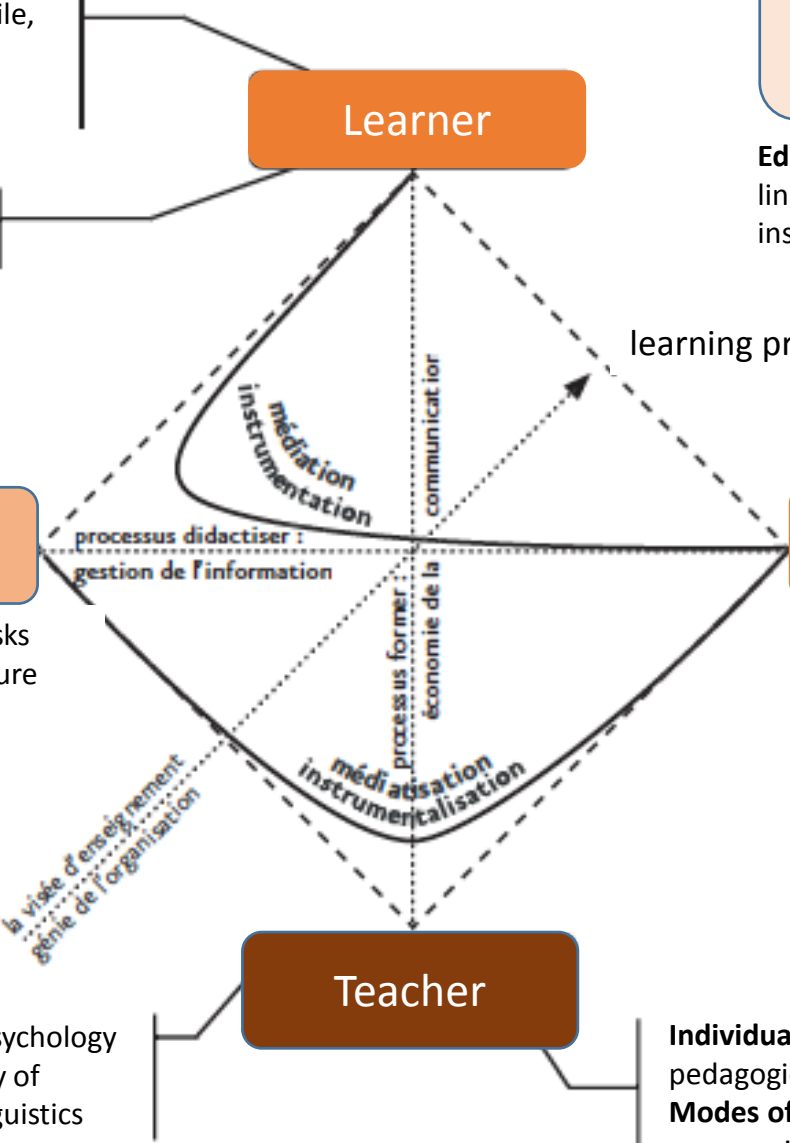
learning process

Knowledge

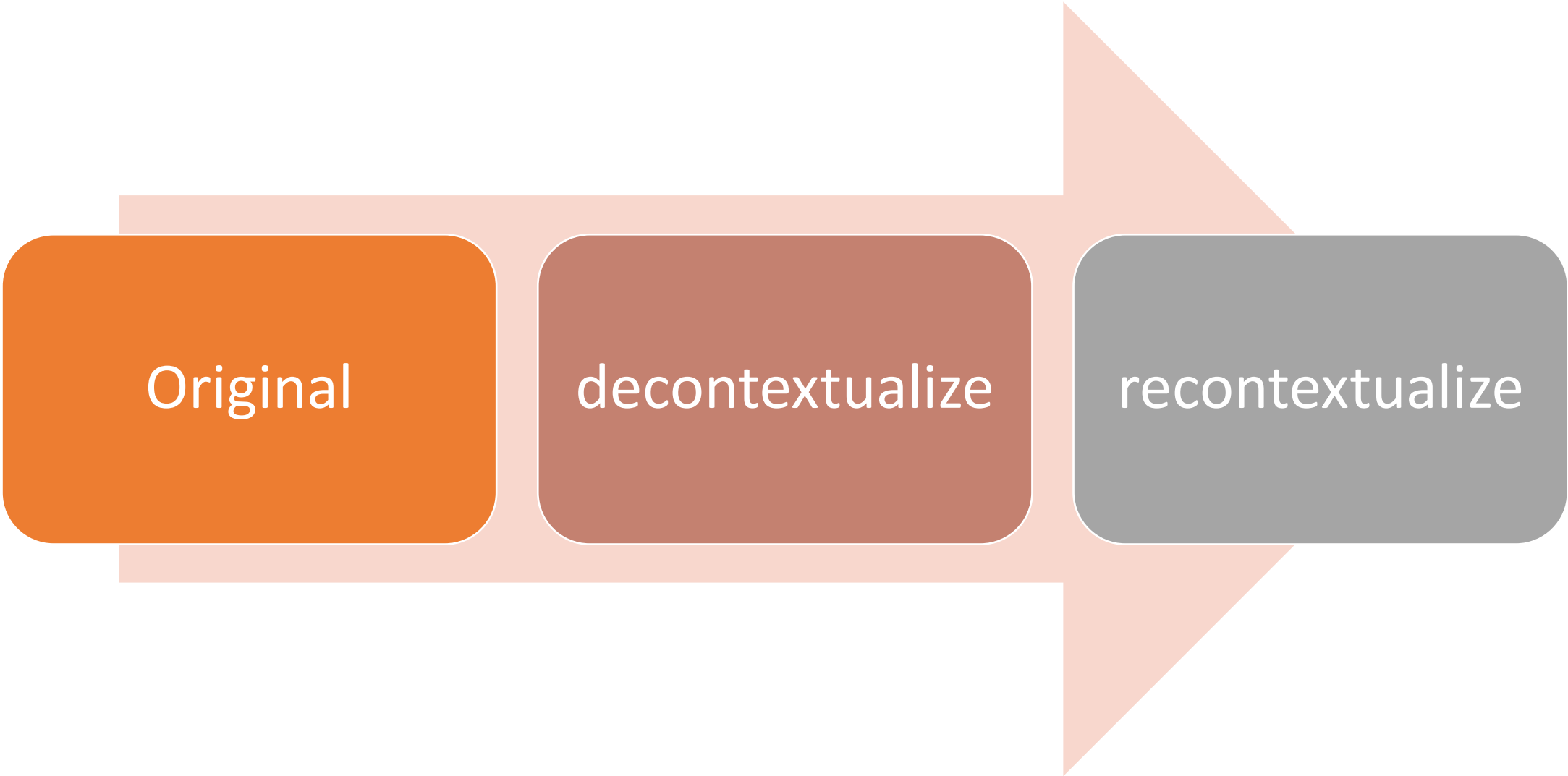
Language; linguistic and cultural content; knowledge and know-how

Teacher

Individual characteristics: knowledge, pedagogical experience
Modes of action: Teaching and communication strategies



The reuse process



An instrumental orchestration tool

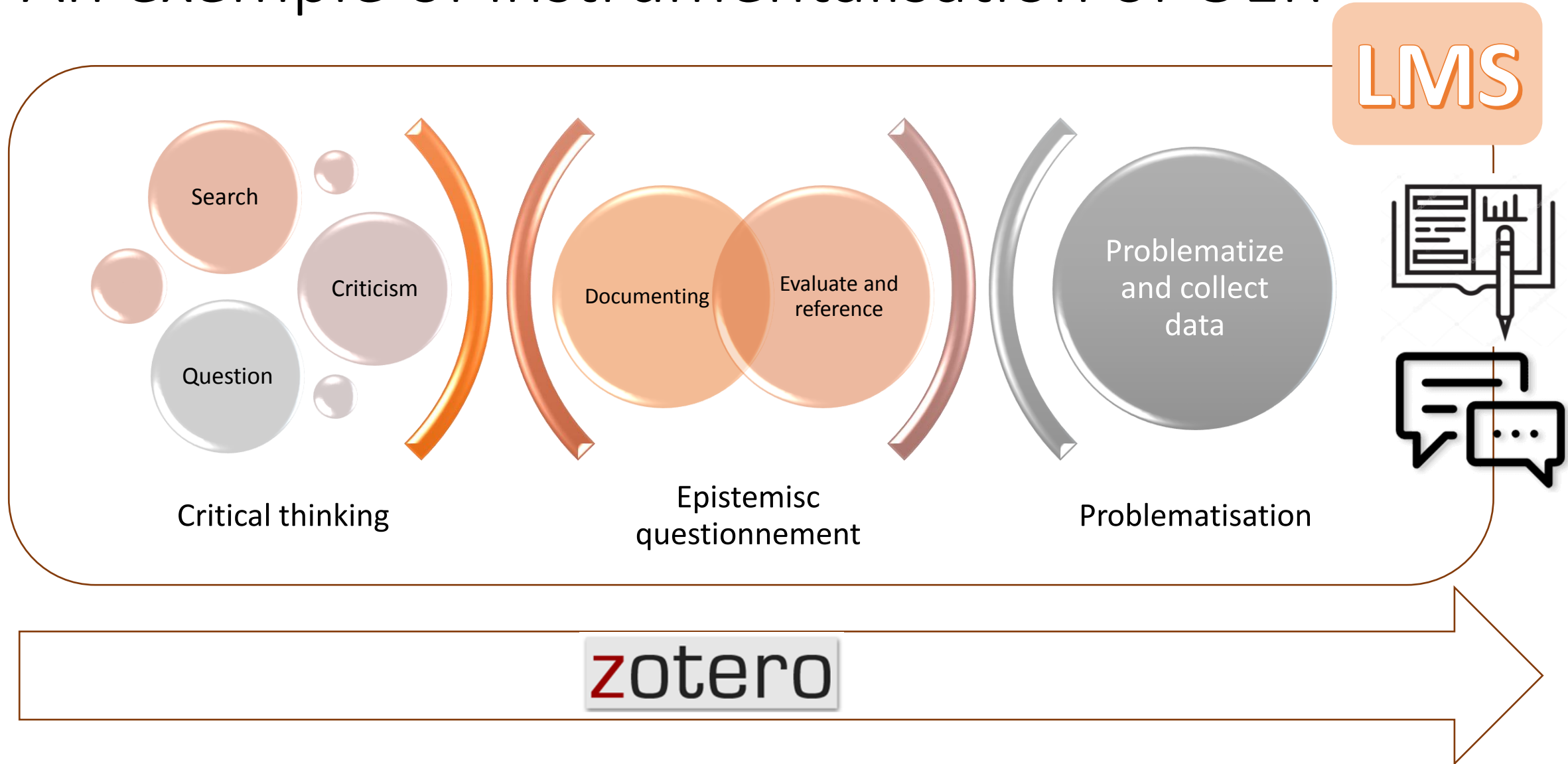


OPEN EDUCATIONAL
RESOURCES

Uses for OER literacy



An exemple of instrumentalisation of OER



Conclusions / discussion



What is made educationnal value of an OER ?



How can we help an encourage a teacher to instrumentalize an OER ?



How can we facilitate instrumental genesis of OER for student ?