Chapter 8
National Strategies for OER and MOOCs From 2010 to 2020: Canada, Japan, South Korea, Turkey, UK, and USA

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ABSTRACT

A global agenda (Education 2030, Incheon Declaration and Framework for Action) published in September 2015 by UNESCO provides a roadmap for the next 15 years for education planners and practitioners. The main goal of the agenda is recognized as “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”. The Member States develop policies and programs for the provision of quality for open and distance education with sustainable financial and legal framework and use of technology, including the Internet, open educational resources, massive open online courses (MOOCs) and other modalities to improve access in order to reach this goal by 2030. Institutions have realized the full potential

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of OER and MOOCs and started to develop their own policies with regard to teaching, learning and research resources in the public domain. In this regard, the purpose of this study is to examine national strategies on OER and MOOCs in the leading countries such as USA, UK, Canada, Japan, South Korea, and Turkey.

INTRODUCTION

*Education is not preparation for life, education is life itself*

- *John Dewey*

Open Educational Resources (OER) initiatives have been developing and spreading rapidly since the early 2000s. These initiatives have been adopted by many well-known international institutions and organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Co-operation and Development (OECD), the World Bank, the William and Flora Hewlett Foundation, and Sun Microsystems. OER is a member of the digital openness family. Its constituent parts are Open Source Movement (for software), Open Access (for scientific output) and Open Content (for creative works) and also this family has expanded in other areas such as Open Data, Open Science, Open Innovation, Open Practices and Open Policies (Mulder, 2015). In 2001, the Massachusetts Institute of Technology (MIT) announced its Open CourseWare (OCW) initiative by making its courses for free on the Internet, under an open license. A year later, a workshop on open courseware in developing countries was organized by UNESCO first used the term “Open Educational Resources” within its “Education for All” ambition (Wikieducator, 2017). The international definition of OER, recognized by UNESCO in 2002 in the final report of the Forum on the Impact of Open Courseware for Higher Education in Developing Countries, is defined as:

*Open Educational Resources are teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.*

The William and Flora Hewlett Foundation, a charitable organization which supports the idea of open education by granting hundreds of millions of dollars to improve education by expanding the reach of openly available educational resources, has defined OER as:
English Writing via a Social Networking Platform
www.igi-global.com/article/english-writing-via-a-social-networking-platform/190874?camid=4v1a