ICT, Education and the Arab Value Proposal

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Alecso is Tunis-based organization (headquartered in Tunis, Tunisia) of the Arab League, established in accordance with article 3 of the Arab Cultural Unity Charter by an announcement made in Cairo, Egypt, on 25 July 1970.

Alecso is a governmental organization working under the umbrella of the Arab League and it has the membership of 22 Arab countries.

Alecso is endeavoring to conduct and coordinate Pan-Arab projects related to Educational, Cultural, Scientific and ICT fields and it is premised on the values of tolerance, moderation, respect of others and cultural diversity.
 aumento en el número de jóvenes y adultos que tienen habilidades relevantes.

- Asegurar igual acceso a todos los niveles de educación y formación vocacional para las personas vulnerables, incluyendo personas con discapacidades, pueblos indígenas y niños en situaciones vulnerables.

- Construir y mejorar instalaciones de educación que sean sensibles a los niños, a la discapacidad y al género, y que proporcionen entornos de aprendizaje seguros, no violentos, inclusivos y efectivos para todos.
Guidelines for Formulating National Strategies on Smart Learning

— The Guide provides a framework and methodology for the development of national strategy for smart learning, action plan and monitoring framework.

— It is targeted for use by the Ministries of Education and the Ministries of ICT for various countries in Arab region.

— The Guide is aimed to help in developing infrastructure and policies for smart learning, irrespective of the current level of ICT.

www.alecso.org/site/sectors/ict.html
Learning: Accessible, Quality, Equitable, Personalized, Learner-centric, Flexible, Engaged, Effective, Thoughtful, lifelong.

Jemni & Khribi, 2016
UNESCO Mobile Learning Week 2019 -- Artificial Intelligence for Sustainable Development
ALECSO Flagship ICT Activities

[Jemni & Khribi, 2015]
[Jemni & Khribi, 2016]
[Jemni & Khribi, 2017]
Exchange: OER can be exchanged widely across borders of the different Arab countries;

Scope: OER that are developed at Pan-Arabic level have a wider scope, since they are not driven only by local/national needs or requirements;

Community: educational communities across borders of the different Arab countries can be created around OER, which can lead to the exchange of good educational practices;

Quality: OER that are developed and promoted at Pan-Arabic level can increase their quality through extensive authentic use, reflections and curation.
Three main milestones are defined:

- Policies and strategies for OER
- Raising Awareness and capacity building on OER
- Technical Infrastructure
OER : Alecso main Activities

☑ Collaboration on Regional and International OER activities
☑ OER Competency Framework
☑ Arab OER Forum
☑ ICT Competency Framework for Teachers (ICT-CFT) Contextualization Harnessing OER
☑ ALECSO OER Hub
☑ ALECSO MOOC Activities
☑ ALECSO Apps Project
ALECSO is pursuing creation and adoption of OER in a two-part process:

- The first part involves cooperation with regional and international organizations, awareness-raising and capacity-building activities, along with the development of manuals and guidelines concerning the use, development, and sharing of OERs.

- The second part consists in the establishment of the ALECSO OER hub to allow Arab countries to share, develop and disseminate OERs, and thus to facilitate access to these resources and their exchange at a large scale.
What are Open Educational Resources (OER)?

Any educational resource that may be freely accessed, copied, re-used, adapted and shared ....available on an open license or in the public domain for use without paying royalties/license fees.

The term OER was firstly coined at UNESCO's 2002 Forum on Open Courseware and in 2012, OER was formally adopted at the 2012 World Open Educational Resources (OER) Congress held at the UNESCO Headquarters in Paris.
Creative Commons (CC), which is a non-profit organization, has released several copyright-licenses known as Creative Commons licenses free of charge to the public. These licenses allow creators to communicate which rights they reserve, and which rights they waive for the benefit of recipients or other creators.
Publication du guide d'accompagnement pour le référentiel de compétences REL

Le référentiel de compétences REL pour les enseignants a été développé à l'automne 2015 par un groupe d'experts mandaté par la Direction de l'éducation et de la jeunesse de l'Organisation internationale de la Francophonie (OIF). Il compte cinq domaines de compétences qui procèdent dans l'ordre logique de la production de REL :

- se familiariser avec les REL ;
- rechercher des REL ;
- utiliser les REL ;
- créer des REL ;
- partager des REL.

Chaque domaine est constitué de compétences qui sont elles-mêmes sous-divisées en capacités que l’enseignant devrait maîtriser en vue d’adopter les REL, de favoriser leur émergence et de participer à l’essor international de l’éducation en appui aux objectifs du Plan de développement durable de l'Organisation des Nations unies (ONU).

Ce guide vise donc à cerner les connaissances relatives à chacune des capacités décrites, afin de donner au formateur un cadre de référence décrivant les connaissances, ainsi que des ressources relatives à chaque capacité du référentiel de compétences.
## OER Competency framework v1.1

<table>
<thead>
<tr>
<th>Competency domain</th>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
</table>
| D1. Become familiar with OER | D1.1 Distinguishing one OER from another | 1. Defining an OER in one’s own words  
2. Naming (mentioning) the essential characteristics of an OER |
| | D1.2 Name (Mentioning) some of factors leading to the emergence of OER | 1. Describing the role of education in the UN Sustainable Development Goals  
2. Naming actors and triggers that made OER possible |
| | D1.3 Planning to have an active role in the OER movement | 1. Identifying the "SR" that characterizes an OER  
2. Determining what could be your contribution to the "SR" movement |
| | D2. Searching OER | 1. Understanding the meaning of various terms (tank, deposit, direktory, and resource repository) and being able to recognize them as sources of OER content  
2. Seeking OER on the Internet using simple search engines and advanced search by manipulating the search parameters so as to modulate the discovery of OER according to one’s needs  
3. Knowing the biggest OER repositories and being able to specify those which fit better his/her own needs  
4. Understanding purposes of standardizing metadata for the interoperability of banks |
| | D3. Using OER | D3.1 Identifying types of Creative Commons licenses | 1. Stating, using simple terms, comparative advantages provided by Creative Commons licenses  
2. Understanding exceptions to the laws of intellectual property (IP) and being able to mention at least two in relation with teaching  
3. Stating the four basic options of Creative Commons licenses, and being able to identify their icons and to explain their meanings  
4. Being able to state at least one reason cited by objectors to the license system |
| | | D3.2 Respecting Creative Commons licensing terms | 1. Using a Creative Commons licensed resource  
2. Showing his/her applied understanding of the Creative Commons licensing system |
| | D4. Creating OER | D4.1 Designing an OER | 1. Producing original or reusable contents that can be assembled into an artwork susceptible to be licensed in order to become an OER  
2. Knowing best practices in designing resources taking into account educational and cultural dimensions of the resource, its technical quality and ergonomic, as well as basics in order to ensure its discovery and accessibility |
| | | D4.2 Editing an OER | 1. Being able to identify and to distinguish a modifiable open format of an OER (and to get the original designing format)  
2. Knowing all adaptation possibilities of OER (translation, sound system, illustration, accessibility, contextualization, etc.) |
| | | D4.3 Combining OER | 1. Knowing how to create an OER composed of other different OER taking into account specificities of licenses and their potential for dissemination  
2. Knowing how to create an OER composed of other different OER and contents that are not open, with respect to constraints in relation with this type of combined artwork and specifying rights associated with each content |
OER Forum for Arab Countries

Regional Collaboration on Open Educational Resources

News forum

Exploratory Workshop on OER Amman

Workshop Materials
- Promoting Open Learning in Arab Countries
- The Educational Case for Regional Collaboration on OER

Country Experiences
- Country Contexts

OER Proposal Writing (Group Activity)
- Case Study
- Group 1: Develop a Arab States Policy Towards OER- Project Based
- Group 2: Develop an Advocacy Strategy- Project Based

Workshop photos
- Photos
- Workshop’s Pics

Follow-up Activities
ICT-CFT Contextualization Harnessing OER

Inception Meeting
Consensus on expected results; Overview of key ICT in Ed. Teacher Education and OER issues

Monitoring and Evaluation
Development of recommendations for programme improvement and programme 're-set' for next round

Teacher Training
Use of Teacher Training materials for capacity building on the effective use of ICT for Education

Quality Assurance
External evaluation of the programme and revision in light of recommendations

National Consultation Workshop
Stakeholder consensus on the elements of the National Implementation Strategy

National Implementation Strategy
Roadmap for developing OER-based teacher training materials linked to national ICT Teacher standards (tagged to the ICT CFT), implementing training activities

Courseware Development
capacity building on the development of development of OER Materials
ICT-CFT Contextualization Harnessing OER
تقديم النموذج

تعتبر أعمال "ميشرا وكوهار" امتدادا وتعديلًا لنموذج "شولمان" (1986) الذي صنف Shulman الذي صنف النموذج، امتدادا وتعديلًا لنموذج "شولمان" (1986) الذي صنف Shulman الذي صنف النموذج.

1. تقديم النموذج
2. استخدام نموذج TPACK في مسارات تطوير الممارسات المعنية للمعلمين في مجال التدريس الرقمي.
3. في تطبيق نموذج TPACK
4. استـلعـط لعـظـرة مـدـى تعاـلـ المعلمين
ICT-CFT Contextualization Harnessing OER

UNESCO Hub

https://www.oercommons.org/aroups/alecsa-ict-cft/3873/
ICT-CFT Contextualization Harnessing OER

Alecso Hub
ICT-CFT Contextualization Harnessing OER
ALECSO OER Hub

- Promoting OER at Pan-Arabic level by offering a Pan-Arabian OER Infrastructure where teachers and students from Arab countries are henceforth able to add, create, share, search and retrieve suitable OER.

- The proposed OER Hub is deployed internationally and integrated into the federated OER Commons infrastructure where organizations aggregate and manage their resources, collections, and groups, and share information about their OER work.
ISKME and ALECSO have established a Memorandum of Understanding to collaborate on the development of an OER Commons Hub to promote OER in the Arab region through the support of multiple Pan Arab OER repositories.

ISKME provides an OER Commons Hub and curation services, designed to support collaboration in Pan Arab communities of practice around the use of Open Education Resources (OER).
Groups and Permissions: Groups are openly accessible tools for collaboration on OER Commons

Curated Collections: Curated Collections include high-value OER, selected by OER commons digital librarians and subject matter experts

Metadata and Tagging: OER that is added to OER Commons includes highly structured metadata and tagging tools that help with discoverability and description of OER

OER Authoring Tools: Users can create OER using the OER Commons authoring tools

Open Author: allows easy import of Docs, and can be downloaded in multiple formats. The Lesson and Module builders support a sequenced learning experience with both student- and instructor-facing content.
The OER Commons ALECSO Hub, with multi-lingual (English, Arabic, French) user interface, is accessible on [https://www.oercommons.org/hub/s/ALECSO](https://www.oercommons.org/hub/s/ALECSO) where 22 links to OER commons groups corresponding to the 22 Arab countries can be found.
Official Local administrators from each Arab country are being nominated to be responsible of providing metadata associated with their OER and thus ensuring quality control over the content.
ALECSO OER Hub: Adding a resource (1)
Promoting the use and development of MOOCs in the Arab region

The mastering by instructors from Arab educational institutions of the MOOC approach to online learning and the technologies to develop them

Offering a MOOC platform for Arabic-language courses development, hosting and referencing

The use of the platform to develop and deliver MOOC courses
ALECSO MOOC Platform: Rwaq

<table>
<thead>
<tr>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Program</td>
<td>4 minutes</td>
</tr>
<tr>
<td>Exercise 1</td>
<td>1 exercise</td>
</tr>
<tr>
<td>Web Program</td>
<td>4 minutes</td>
</tr>
<tr>
<td>Exercise 2</td>
<td>2 exercises</td>
</tr>
<tr>
<td>Mobile Program</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Exercise 3</td>
<td>3 exercises</td>
</tr>
</tbody>
</table>

**Topics:**
- Developing Mobile Applications

**Schedule:**
- June 11 (23:59:59)
- May 17 (23:59:59)
ALECSO MOOC Platform: Rwaq
ALECSO MOOC Platform: Rwaq
Guidelines to improve the use of the Cloud Computing Technology in Education in Arab Countries

December, 2016

Guidelines for Formulating National Strategies on Smart Learning

Advanced Draft
Translation into Arab Language

Inclusive ICT in Education for People with disabilities

Web Content Accessibility Guidelines (WCAG) 2.0

Leads translating organisation:

Arab League Educational, Cultural and Scientific Organisation
In collaboration with: Arab Center for Analysis, Translation and Publication, Damascus, Syria
Avenue Mohamed 6, Mostapha 1002 Tunis Belvedere
Republic of Tunisia
Web site: http://www.alecso.org/
General Coordinator of the translation: Mohamed Jami (email: mohamed.jami@alecso.org.tn)

http://www.alecso.org/wcag2.0/

Download the policy

http://www.alecso.org/inclusive_ict/
E. Popescu, Kinshuk, M.K. Khribi, R. Huang, M. Jemni, N.-S. Chen, D.G. Sampson (Eds.)

**Innovations in Smart Learning**

Series: Lecture Notes in Educational Technology

- Presents the state-of-the-art research in smart learning going on around the world
- Demonstrates the future directions of research and practice for effective futuristic learning
- Guides research and practices in future learning environments

The book aims to provide an archival forum for researchers, academics, practitioners, and industry professionals interested and/or engaged in the reform of the ways of teaching and learning through advancing current learning environments towards smart learning environments. It facilitates opportunities for discussions and constructive dialogue among various stakeholders on the limitations of existing learning environments, need for reform, innovative uses of emerging pedagogical approaches and technologies, and sharing and promotion of best practices, leading to the evolution, design and implementation
Open Education: from OERs to MOOCs

M. Jemni, Kinshuk, M.K. Khribi (Eds.)

Open Education: from OERs to MOOCs
Series: Lecture Notes in Educational Technology

- Provides a comprehensive overview of open educational resources and MOOCs, as well as their emerging pedagogical perspectives
- Presents selected international experiences in the field of open educational resources and MOOCs
- Enhances the impact of openness on institutions and on the future of education
- Provides specific information concerning the use of technologies to support openness in education

This book focuses on the emerging phenomenon of Massive Open Online Courses (MOOCs), which are changing the fundamental underpinning of educational systems worldwide and forcing educators and other stakeholders to re-think the way instruction is currently conducted. It examines the origins of MOOCs within the context of the open education movement, and reviews current policies, guidelines and initiatives to promote the use of ICT in education through the development and use of open educational resources from international practices, including implementation and licensing issues. With a particular focus on new trends in MOOCs, the book explores the potential of this emerging paradigm, its rise and its impact on openness in education. Various new initiatives are also presented, including more global examples and those that are more geared to certain regional contexts. The book is intended as a stepping stone for both researchers and practitioners who are looking to approach MOOCs from a holistic perspective.
Selected Publications


- M. Jemni and M. K. Khribi. Toward empowering Open and Online Education in the Arab world through OER and MOOCs. In Open Education: from OERs to MOOCs, 2016. M. Jemni, Kinshuk and M.K. Khribi, (Eds.), Springer Lecture Notes in Educational Technology series.


- M. Jemni and M. K. Khribi. Toward empowering Open and Online Education in the Arab world through OER and MOOCs. In Open Education: from OERs to MOOCs, M. Jemni, Kinshuk and M.K. Khribi, (Eds.), Springer Lecture Notes in Educational Technology series, 2016.
Selected Publications


THANK YOU FOR YOUR ATTENTION