Covenant University

Ota, Canaan Land, Ogun State, Nigeria

Open Educational Resources

POLICY FOR DEVELOPMENT AND USE OF OPEN EDUCATIONAL RESOURCES (OER)

August 2016

CC BY

Preface on OER Policy

In the bid to join the efforts to drive Open education, Open science, encourage and widen open education participation by staff and students, Covenant University has enacted her Open Education Resources – OER policy.

Covenant University encourages its faculty and students to pursue global best practices in teaching and learning, and thus builds a veritable scholarly community that transcends the various disciplines of pedagogy and research. In line with this outlook, staff are encouraged to innovate and create teaching materials that support exceptional teaching, promote continuous improvement of the learning environment for our students and align with our all-inclusive approach to learning termed "*Lifemathics*"

Engaging the use of OER as a pivotal compendium of educational tools is integral to our drive to expand and export beyond our immediate environment, our brand of educational practicalism and a commitment to participating in global leading teaching, research and learning practices.

Covenant University encourages faculty, staff and students to use, create and share OERs as purpose-centered tools for improved student experiences, innovation outlets for staff and students and to contribute to the global pool of growing educational resources on the internet.

Whilst the OERs generated by staff and students of the University in their various forms can be used by all, Covenant encourages the respect for IPR and terms of licenses of materials employed by its staff and students. Covenant, in addition, expects such OERs generated to comply with its Accessibility policy and to be licensed with appropriate Creative Commons licenses, to ensure the widest use and sharing possible.

Prof. A.A.A. Atayero
Vice Chancellor, Covenant University.
August 2016.

ACKNOWLEDGEMENTS

The effort toward the Open Education Resources policy in Covenant University as a tool for access, creation and disbursement of teaching and learning resources to improve pedagogy and education came through a series of processes or reviews and contributions.

The committee is grateful to Prof. A.A.A. Atayero for the continuation of the drive to make Open Education, Open Science and Research a prime issue at Covenant University; the erstwhile Vice-Chancellor of Covenant University, Prof. Charles K. Ayo, who encouraged the vision of open education and research communication and thus supported the Co-ordinator's (Chair) initial efforts to kick-start the Open Access, Open education drive through dedicated investment in ICT resources and deployment of several learning management systems and creation of OER materials by the university as well as the setting up of a distance learning arm of the institution.

The committee will also like to appreciate several of individuals that contributed or reviewed this policy. Amongst such is Dr. Christopher Nkiko, former Director, Centre for Learning Resources (CLR), Pastor Afolabi, former Director, Centre for Systems and Information Services (CSIS), members of the Legal Unit of the University and Prof. Innocent Chiluwa of the Department of Languages and General Studies, for the review of the document, Mr. Ademola Olopade, e-learning officer of the university and Mrs. Ronke Asaolu, curator of the University repository.

Conrad A. Omonhinmin Ph.D
Associate Professor & Chair,
Committee on Open Science & Education in Covenant University.
August 2016

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1.0. BACKGROUND TO OPEN EDUCATIONAL RESOURCES (OER) IN COVENANT UNIVERSITY

As stated by the UNESCO; scientific information is both a researcher's greatest output and technological innovation's most important resource. Open Access (OA) is the provision of free access to peer-reviewed, scholarly and research information to all. It requires that the rights holder grant worldwide right of access to copy, use, distribute, transmit, and make derivative works

Open Education is at the heart of UNESCO's goal to provide universal access to information and knowledge. In all the work UNESCO does in the field of OA, the overarching goal is to foster an enabling environment for OA in the Member States so that the benefits of research are accessible to everyone through the public Internet.

Access to high-quality education is integral to the building of peace, sustainable social and economic development, and intercultural dialogue. Open Educational Resources (OER) provide a strategic opportunity to improve access to quality education at all levels and increase dialogue, knowledge sharing and capacity building. In the education and research ecosystem, OER and OA form two important interventions that work in an integrated fashion to promote the quality of learning and generate new knowledge. The term OER was coined at UNESCO in the 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries.

In 1991, the high-energy physics preprint server, arXiv7 (preprints are the pre-peer review version of journal articles) was established and the practice of self-archiving (depositing in an Open Access archive) of scientific articles took root in that community. This and the succeeding developments led to the development of a formal definition of Open Access.

1.1. Open Access and Open Education

At present, the established as the working definition of Open Access is the 'BBB definition of Open Access', following the successive definitions that evolved from the three; Budapest Open Access Initiative (2001), Bethesda Statement on Open Access Publishing (June 2003) and the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities (October 2003); and it states:

> *Open access to peer-reviewed journal literature is the goal.* ***Self-archiving*** *and a new generation of* ***Open Access journals*** *are the ways to attain this goal. They are not only direct and effective means to this end, they are within the reach of scholars themselves, immediately, and need not wait on changes brought about by markets or legislation.*

In order to implement the Berlin declaration institutions should implement a policy to:

> ***require*** *their researchers to deposit a copy of all their published articles in an open access repository and* ***encourage*** *their researchers to publish their research articles in open access journals where a suitable journal exists (and provide the support to enable that to happen).*

The reflection on the definitions above makes it clear that there are three main issues to deal with in policy development:

i. what should be covered by a policy
ii. what should be specified with regard to timing, costs, and how Open Access should be provided
iii. and what conditions should be applied with respect to copyright and licensing

This account of the definition of Open Access ensures that policies do not specify too little – in which case what results is not a true Open Access body of literature; or too much – in which case there are too many hurdles to clear to achieve Open Access satisfactorily.

In the effort to design this policy, Covenant University has tried to be incongruent with the BBB definition both in principle and in action, by ensuring that enabling infrastructure and technical expertise are available; choose the most practicable mandate for deposition and access, licenses for rights, engage in advocacy to enlighten its community and training to improve capacity and well as collaboration to expand its resource base and capacity and align open pedagogy and learning with open research communication.

> *The adoption of an OER policy driven by the Open access momentum signifies the willingness of the university to embrace innovative means of teaching, learning and research. CU expects that its engagement with OER will facilitate curriculum development and improvement, enhance the teaching and learning experience of students and educators, promote knowledge sharing and dramatically improve the visibility of the institution.*

2.0. PURPOSE OF OPEN EDUCATIONAL RESOURCES POLICY

The purpose of this OER Policy is to:

i. guide the development and review of OER materials prior to sharing them on the free worldwide scale
ii. clarify publication rights and licensing issues
iii. outline policies regarding the use of required infrastructure (information technology, library, etc.) and other support services
iv. identify human and other resources to support faculty in developing OER for research, teaching and learning
v. define collaborations within and without the university and the intent(s) to allow access.

3.0. MANDATE FORMAT

Covenant University shall adopt for its repository archiving; *The Immediate Deposit, Optional Access-setting (ID/OA)* mandate. This mandate was selected from several because it immediately guarantees at least 63% OA plus 37% Almost-OA, argues all objections on copyright grounds, and does not put the author's choice of journal at risk by requiring individual licensing negotiations by the would-be author with the publisher. This is because such negotiations are often not successful on the part of the author, since submission for publishing in a journal is in the first instance entirely at the prerogative of the author, and is optional.

4.0. METADATA AND DATA POLICY

'Metadata' refers to information describing deposited items in the CU Institutional Repository. Metadata is available free of charge, and may be re-used in any medium for not-for-profit purposes without prior permission, provided the OAI Identifier or a link to the original metadata record is given. The metadata must not be re-used in any medium for commercial purposes without prior formal permission.

Access to all files deposited within the CU Institutional Repository is free of charge. Where full items are available, single copies can be reproduced, displayed, or performed in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge. Full items must not be used or sold commercially in any format or medium without the formal permission of the copyright holders.

5.0. CONTENT POLICY

The CU Institutional Repository allows the deposition of over 40 different types of research outputs, ranging from journal articles to audio-visual objects. The available content types include (but are not limited to):

Journal articles, Bibliographic references, Conference and workshop papers, Unpublished reports and working papers, books, chapters and sections, Datasets, Learning objects, Multimedia and audio-visual materials,

Deposited items may include: working drafts, submitted versions (as sent to journals for peer-review), accepted versions (author's final peer-reviewed drafts), and published versions (publisher-created files),

Items are individually tagged with their version type and date. The CU Institution Repository displays both the date the deposited item was published in the repository and the publication date as defined by the author/depositor.

6.0. CONTENT LANGUAGE

The principal language of submitted items is English, however considering the local cultural heritage of Nigeria, and the global perspective of the institution, materials in Hausa, Igbo, Yoruba and French can be submitted. Such a deposit should have at least an Abstract translation in English.

7.0. COPYRIGHT AND LICENSES FOR OPEN CONTENT

The principles on which CU Copyright Policy are based will be as outlined:
Publishers' policies on copyright and licensing must be respected by authors/depositors. These may include but are not restricted to, embargo periods or restrictions on deposited content for non-commercial purposes.

To identify which version of a document should be deposited with the repository, the author should refer to the copyright agreement, which they have made with the publisher(s).

The copyright of a preprint, which has not yet been peer-reviewed, resides completely with the author, and can therefore be self-archived. The copyright of a post-print, which has been peer-reviewed, depends on the wording of the copyright agreement, which the author has signed with the publisher.

Many publishers' policies allow the peer-reviewed post-print to be archived, so author(s) should check with the copyright agreement or directly with the publisher. If possible and/or necessary, author(s) should amend their copyright agreement with the publisher so that self-archiving is not prohibited.

7.1. Faculty

Materials that originate from a Faculty without any reservation are entirely his/her to appropriate. The author reserves the right to decide the conditions under which the material will be shared. This remains so except in the following situations:

- The project and resultant publication(s) is specifically funded/commissioned by the University or the University provided the financial (beyond APCs) or material contributions. In this case, the university holds the right on how the material will be shared.

- The project and resultant publication(s) is funded/commissioned through a specific collaboration(s). In this case, guidelines governing that collaboration will prevail. However, where specific conditions are not stated, sharing will automatically be considered under a Creative Commons Attribution license (See Appendix A).

7.2. Non-Faculty Staff

It is noted that Non-Faculty staff can create achievable materials. Where such materials are a result of the creative work of the staff, amounting to a substantial intellectual contribution, the same guidelines that pertain to faculty shall apply. However, where staff as part of their job responsibilities created such materials, they will be owned by the university.

7.3. Students

This policy presumes that students will not be creators of OER material. Students who assist with creating or producing OER shall be acknowledged as collaborators. In the event that students are involved in developing OER as part of their university education, the authorship rights should fall to the University but the students will be appropriately attributed.

8.0. TYPES OF LICENSES

Most existing licenses are very restrictive and prevent the open distribution of published works, the very idea that open access seeks to pursue. Therefore, for the purpose of the OER, Covenant University will adopt the Creative Commons (CC) license scheme as its basis for sharing OER as it addresses various copyright issues and sharing options that have been identified. Creative Commons is a non-profit organization that develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation. Creative Commons allows authors, scientists, artists, and educators to easily mark their creative work with the freedoms they want it to carry, so others can share, remix, and use commercially, or any combination thereof. The Various CC conditions are outlined in Appendix A.

9.0. PRODUCTION, DELIVERY AND ACCESS

For the OER to succeed, there must be healthy production (authoring), delivery (sharing) and unrestricted access of materials from the CU platform. Consequently, efforts will be conscientiously applied to:

i. discover and harness the vast expertise in the University for Content Development.
ii. identify and motivate faculty who are already involved in the OER process and encourage others to do likewise.
iii. require colleges, schools, departments, and centres to make budgetary allocations for the development of OER within their units; as well as explore external funding, such as grants and collaborations to roll out OER as a means of addressing existing curriculum needs.

10.0. TECHNICAL ASSISTANCE

For functional productivity of the OER system in Covenant University, corporate institutional image and well as high-quality research work will not be compromised. Consequently, all relevant departments/units to help maximize these efforts will be enlisted to ensure good quality production; delivery and access are attained, alongside the expertise of the author(s). These departments/units and all other relevant departments will support the design, development, review, sharing and storing of OERs. Such departments/units include but not restricted to;

i. **CU Centre for Learning Resources (CLR):** To provide the library expertise at the various stages of production, delivery and access stages.

ii. **CU Corporate Affairs Unit and Mass Communication Department**: For production of desktop and related publishing output, which may include but not restricted to graphic design, editorial delivery etc. Also, they will be involved in the training of faculty, staff and students engaged in OER in design and media-related skills as well as provide the human resource to assist in the development of OERs.

iii. **CU Centre for Systems and Information Services (CSIS) and The Computer and Information Science Department:** IT Specialists for Web Design, Editors Delivery, IT Helpdesk Officers, software etc. These officers will include, but not restricted to

10.1. Production Stage Personnel

i. Graphic Designer

The graphic designer professional that will help design and present OER information in a way that is both accessible and aesthetic; reflecting the CU corporate image at all times.

ii. Editor

The Editor will be responsible for the digital production of OER content with regard to checking copyright issues and other digital publishing related matters.

iii. Web Designer

The Web designer will ensure the presentation of content delivered to end-users through the World Wide Web, are incongruent with functionality, visibility and good traffic goal and hence user friendly. The web designer will also ensure compatibility with internet platforms like Web browsers, Internet television, metric systems, micro blogging and RSS readers as well as all other social media network systems.

10.2. Delivery Stage Personnel

i. *IT Specialist(s)*

Multifaceted IT personnel with good knowledge of information systems and versatile in the application of several IT technologies to deliver OER content as appropriate.

10.3. Access Stage Personnel

ii. *IT Helpdesk Officers*

iii. To provide support for hardware and software issues related to the OER. Handle phone, email and e-chat support systems for the institution, and author(s)/contributor(s).

All specialized staff are encouraged to have considerable knowledge of OER systems.

10.4. Software/Hardware

Where possible, the University will continually improve in its provision of software and hardware suitable for OER producers and users. The success of OER will largely depend on the ability to disseminate and access the OERs. This means the availability of computers as well as an efficient and reliable network.

10.5. IT Network/Management and Infrastructure

CU currently has an internet bandwidth of 1.08Gbps, with dedicated bandwidth for the various components of the University. The University will continue to pursue improved bandwidth through several avenues as well as provide other ICT infrastructures that will sustain these efforts.

To maximize access within the University to the OER platform, the University will work towards providing an efficient intranet system with the widest coverage within the university territory including the non-residential student areas to cut down on bandwidth usage using wireless technology.

The intranet will provide a platform for the distribution of OER materials to faculty, staff and students. The IT network will support the OER website that shares selected materials on the World Wide Web.

An effective university's Information and Communication Technology (ICT) policy will be required to augment this OER policy.

11.0. REVIEW SYSTEM

The review system for the quality and clearance will be established across the University system and structures. The system will follow a department-based review mechanism, followed by a school and college clearance OER officer/co-ordinator before the materials are released for publication. At the university level, an OER Board will be created to review policy as well as the production, delivery and access processes of OER.

12.0. AWARDS AND RECOGNITION

OER production and publishing would be recognized and given similar credit (actual weighting to be decided by University Appointments and Promotions Committee) as peer-reviewed publications. The university would also allow time allocation for faculty to produce OER materials. Staff involved in OER publications would be eligible to receive OER grants (when available).

In order to facilitate innovation and motivation, the university will institute the organization of a periodic (annual) exhibition of OER materials from all colleges and departments, such as 'OER Day.' This will enhance the reputation of those departments that excel in OER production and make their accomplishments more visible to the university at large. In addition, the university can promote the OER culture by organizing certificate-awarding advocacy seminars, hands-on workshops, etc for faculty, staff and students.

13.0. LIABILITY (DISCLAIMER)

All OER materials shared from the university platform will carry a disclaimer stating that the materials are solely for educational purposes and that the university absolves itself, its designates and representatives of any practical misuse of the OER materials or their contents.

The disclaimer will further state that OER materials authored and published by staff of the University do not necessarily reflect the opinion of the university.

A clear warning should be placed on all images of medical-orientation, and a statement confirming that such images of patients were obtained with the expressed consent of those involved.

A warning should **precede** explicit violent and nudity images, indicating the sensitive nature of such materials to be displayed.

14.0. PRESERVATION POLICY

CU will ensure that all outputs are accessible and readable for a minimum of **15 years** after deposition. All text-based deposited items are converted into PDF format for archival purposes, before uploading to the CU Institution Repository. All other file types (format) are stored in their original format within the CU Institution Repository. All non-text-based depositions will be stored in the recommended format for easy retrieval on the World Wide Web (www).

Items deposited may be removed from CU Institution Repository on an exceptional basis, such as:

i. Proven copyright violation or plagiarism
ii. Legal requirements and proven violations
iii. Falsified research

Withdrawn items are not deleted *per se*, but are removed from public view and their identifiers/URLs are retained indefinitely. URLs will continue to point to 'tombstone' citations, to avoid broken links and to retain item histories.

15.0. SHARING

CU will foster open sharing of educational materials with institutions worldwide and in particular, Nigerian and West African institutions as long as they possess open policies similar to CU's. Where possible, this sharing policy will mandate the placement of OER materials produced by other Nigeria and non-Nigeria Universities as well as other regulatory bodies like the Nigerian University Commission (NUC) on the CU intranet; as well as the complementary placement of CU-developed materials on similar sites of other Universities and regulators as they promulgate OERs and have complimentary sharing policies that align with those of CU and the UNESCO (Appendix A).

16.0. APPENDICES

Appendix A: Open Licensing: Creative Commons License Conditions

BY: Attribution

You let others copy, distribute, display, and perform your copyrighted work - and derivative works based upon it — but only if they give credit the way you request.

SA: Share Alike

You allow others to distribute derivative works only under a license identical to the license that governs your work.

NC: Non-commercial

You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for non-commercial purposes only.

ND: No derivatives

You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.

APC: Article processing Charges.

Creative Commons License Options

The following describes each of the six main licenses offered when you choose to publish your work with a Creative Commons license. They are listed starting with the most accommodating license type you can choose and ending with the most restrictive license type you can choose. Creators choose a set of conditions they wish to apply to their work.

Attribution

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered, in terms of what others can do with your works licensed under Attribution.

Attribution Share Alike

This license lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This license is often compared to open-source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use.

Attribution No Derivatives

This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

Attribution Non-Commercial

This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must acknowledge you and be non-commercial, they do not have to license their derivative works on the same terms.

Attribution Non-Commercial Share Alike

This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. Others can download and redistribute your work just like the BY-NC-ND license, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same license, so any derivatives will also be non-commercial in nature.

Attribution Non-Commercial No Derivatives

This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the "free advertising" license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can't change them in any way or use them commercially.

Appendix B: OER Africa

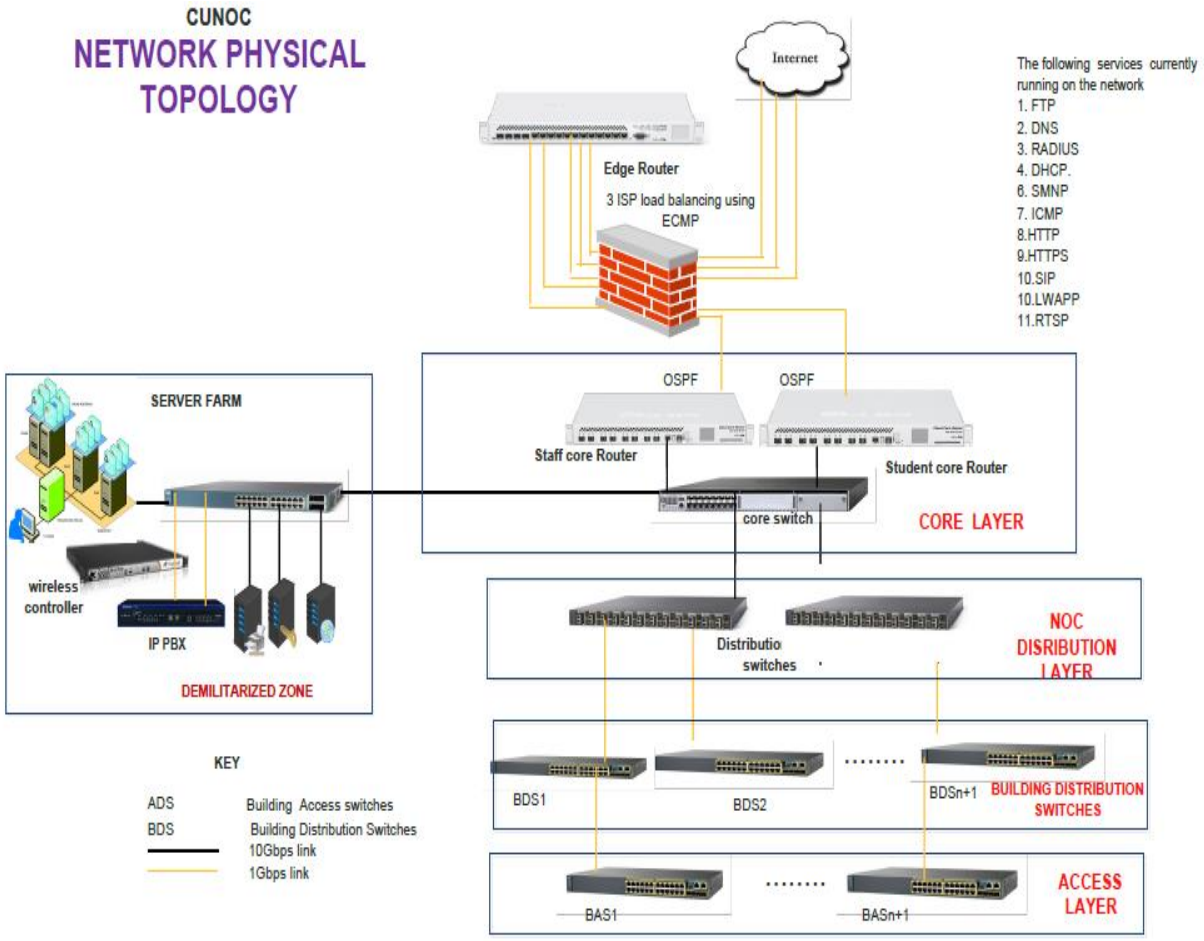
Established in 1992, The South African Initiative for Distance Education - *Saide* anticipated how distance education methods could assist in meeting the mammoth educational challenges facing post-Apartheid South Africa: in redressing the inequalities of the past; in vastly increasing access and quality; and in developing a future education system where education is no longer seen as a once off preparation for life but rather as a lifelong process to meet ever-changing demands.

Saide's mission is to increase equitable and meaningful access to knowledge, skills and learning across the African continent, through the adoption of open learning principles and distance education strategies. *Saide*'s recently launched *OER Africa* initiative brings together all of its OER-related activities under a common conceptual framework.

Over the next three years, OER Africa seeks to respond to a clear set of specific problems faced by the higher education sector in Africa. OER Africa has already begun work in several key activity areas including institutional policy engagement, creation of collaborative networks, research into OER concepts and practice in Africa and the management and growth of OER Africa website. (www.oerafrica.org)

Users and Contributors (authors) alike in Covenant University can engage this platform for wider African reach for OER resources as well as contributors to the OER resources housed by this African portal. Already several African Universities are active on OER African platform, and CU may well be the first private University in Nigeria to do so. Available are resources and outlets like the OER Repositories & OWC Search, OER Africa Projects and the OER Initiatives in Africa amongst several projects and initiatives.

Appendix C: Network Architecture of Covenant University



Credits:

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