From global to local: learning from TESS-India’s approach to OER localisation across seven Indian states

Conference or Workshop Item

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Teacher Education through School-based Support in India

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From global to local: learning from TESS-India’s approach to OER localisation across multiple Indian states
The power of OER and the removal of ‘unfreedoms’

- ‘Unfreedoms’: e.g. poverty, limited economic opportunity, inadequate education and access to knowledge, deficient health care, and oppression
- ‘Increasing the freedoms that men and women enjoy is a definition of development, and greater freedom empowers people to be more effective agents of development.’ (CoL 3 yr Plan)
- **OER**: more teachers; better teachers; more engaged learners; improved learner retention; better access to knowledge
The need for OER localisation

“What is the future of open education? Where is it going? I think there is only one answer: localisation” (David Wiley)

“Localization must involve locals; ...effective localization is directly proportional to understanding local contexts.” (Tiffany Ivins)

“Localization unlocks the power of OER.” (Tiffany Ivins)
Our research focus

• The **challenges** to localising OER for use in development education

• The impact of **context** and localiser **perceptions**

• How best to **support** OER localisers

• The **relationship** between institutional quality **control**, localiser **freedom**, and the **spirit of open**.
Quantity and quality

- India: needs 1.33 million teachers
- Bihar: 75% of teacher ed. colleges did no training between 2007-2010
- India - Bihar: 45% of teachers don’t have minimum qualification.
- India: some states, only 1% pass Teacher Eligibility Test
- India – ASER: “A ritual exercise bringing the same disturbing but worsening news” (Deccan Herald, 2013)
Focus States:
Assam, Bihar, Karnataka, Madhya Pradesh, Odisha, Uttar Pradesh, West Bengal

Subject areas:
English, Math Science, Leadership, Language & Literacy

Content:
• 125 Pan Indian study units
• Collaborative development
• Stand alone, self directed
• Supporting teachers in changing their practice
• Suggests and inspires rather than being prescriptive and exhaustive
Production

## Contents
- Introduction
- Learning outcomes
  1. English emergent literacy
  2. How much do pre-readers know?
  3. Using singing and rhyming
  4. What rhymes teach
- Using rhyming in class
- Summary
- Resources
  1. Singing poetry
  2. Classroom songs
- Related units

### Activity 5: Use a rhyme or poem in the classroom

Now watch the video below, where a teacher is outside with her class. They are chanting a familiar rhyme together. Notice how the teacher encourages a playful way for students to try the sounds and words in English. She encourages them to perform the rhyme to each other as well as with her. You may also find it useful to use the video’s transcript.

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## Elementary English

### Songs, rhymes and word play

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Oh, let me tell you about Mr. Kumar at school. He uses English to do all sorts of things: give instructions, praise the students, even sometimes to explain things from the book. He doesn’t worry too much about making mistakes or his pronunciation—he thinks it is much more important for students to listen to English so that they get used to it.

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Photos: TESS-India CC-BY-SA
Localisation process

- State based orientation workshops.
- Content Translation
- Third party NGO
- State Localisation Managers
- Subject Localisation Experts
- 2 State based Localisation workshops (1 combined)
- No direct control of adaptation
The challenges of localising OER

- Managing translation
- Use of Hindi keyboard
- Navigating localiser perceptions & experience as educators in India
- Navigating localiser unfamiliarity with OER, openness & online learning
- The relationship between institutional control, quality, localiser freedom and openness

Photos: TESS-India CC-BY-SA
The challenges of translation

- Localisers don’t have translation skills + translation agency doesn’t have context/educational knowledge;
- = Distortion of meaning.
- Localisers have to correct this, but have to look at English version to do so.
- Little use of Hindi keyboard so annotated hard copies used - time consuming.
Navigating perceptions and experience

- SLEs’ background as textbook writers
- Focus on subject over method
- Preference for formal, rather than conversational writing style
- Unfamiliarity with activity-based pedagogy

“Many of the localisers had PhDs and really wanted to engage more with the topic than the technique... they thought that the teacher should have all subject knowledge in one place.”
“We need to allow time for reflection and working on the materials.”

“We need to sit as a group again to deliberate on matters of localisation as now our understanding of the matter has increased.”

**Context**

- Hierarchical view of knowledge ownership
- No understanding of OER
Conclusion: Creating a knowledge partnership

- Respect for individual perceptions & experience
- Institutional (quality) control & guidance
- Sensitivity to context (e.g. status of knowledge ownership)

Knowledge partnership

Openness & ‘embedded’ engagement with OER
Conclusion: Quality, control, freedom and openness

“I would like to see more from the State people… like if they want to see more assessment done in the classroom or if they want more attention paid to low achievers that sort of thing… Really, I’d like more radical localisation rather than safe localisation but there’s a reluctance, a deference that gets in the way.”

(TESS-India Academic Manager, 2014)