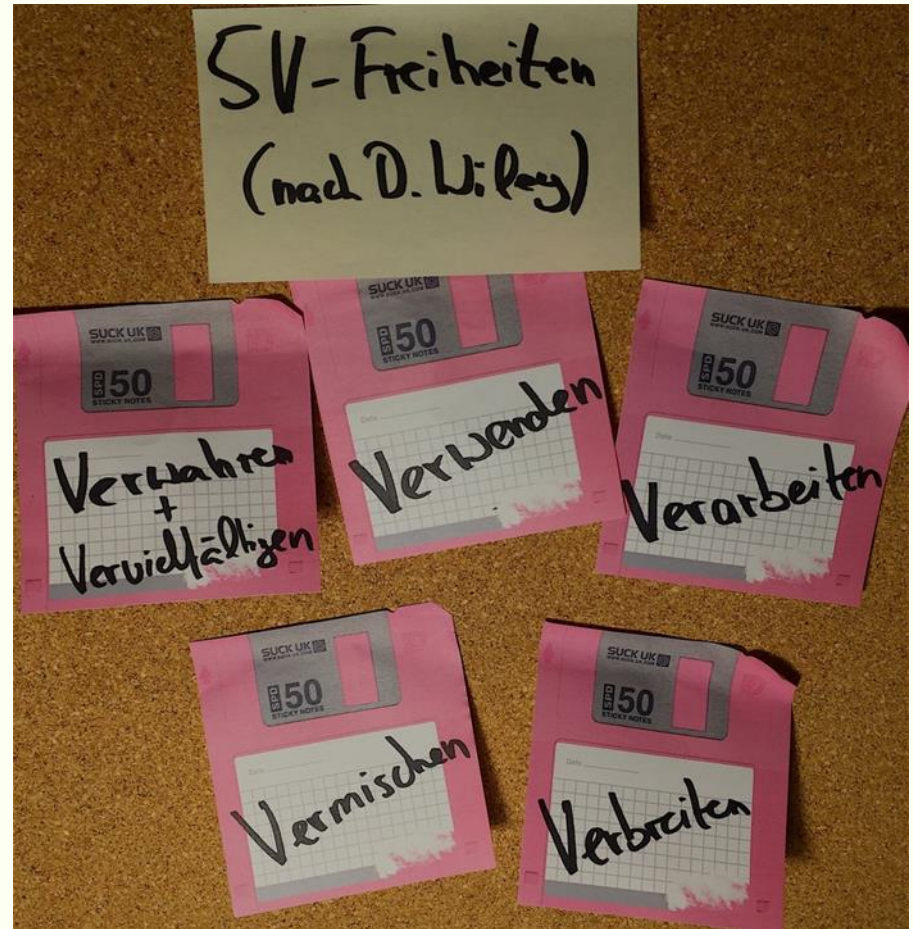


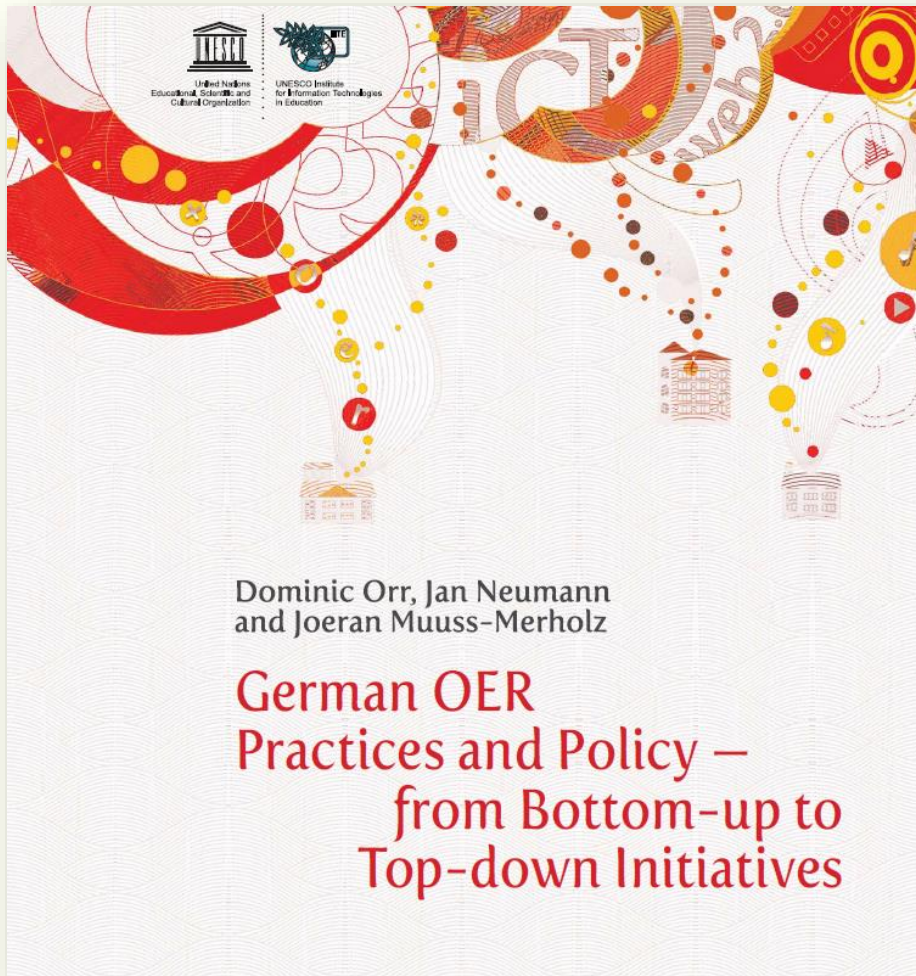
## German experience of OER development - little content adaption, more process inspiration

Dominic Orr,  
FiBS Research Institute for the  
Economics of Education and Social  
Affairs, Berlin, Germany

Jan Neumann,  
North Rhine-Westphalian Library  
Service Centre (hbz),  
Cologne, Germany



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Germany can be described  
as a **late-comer** to OER.

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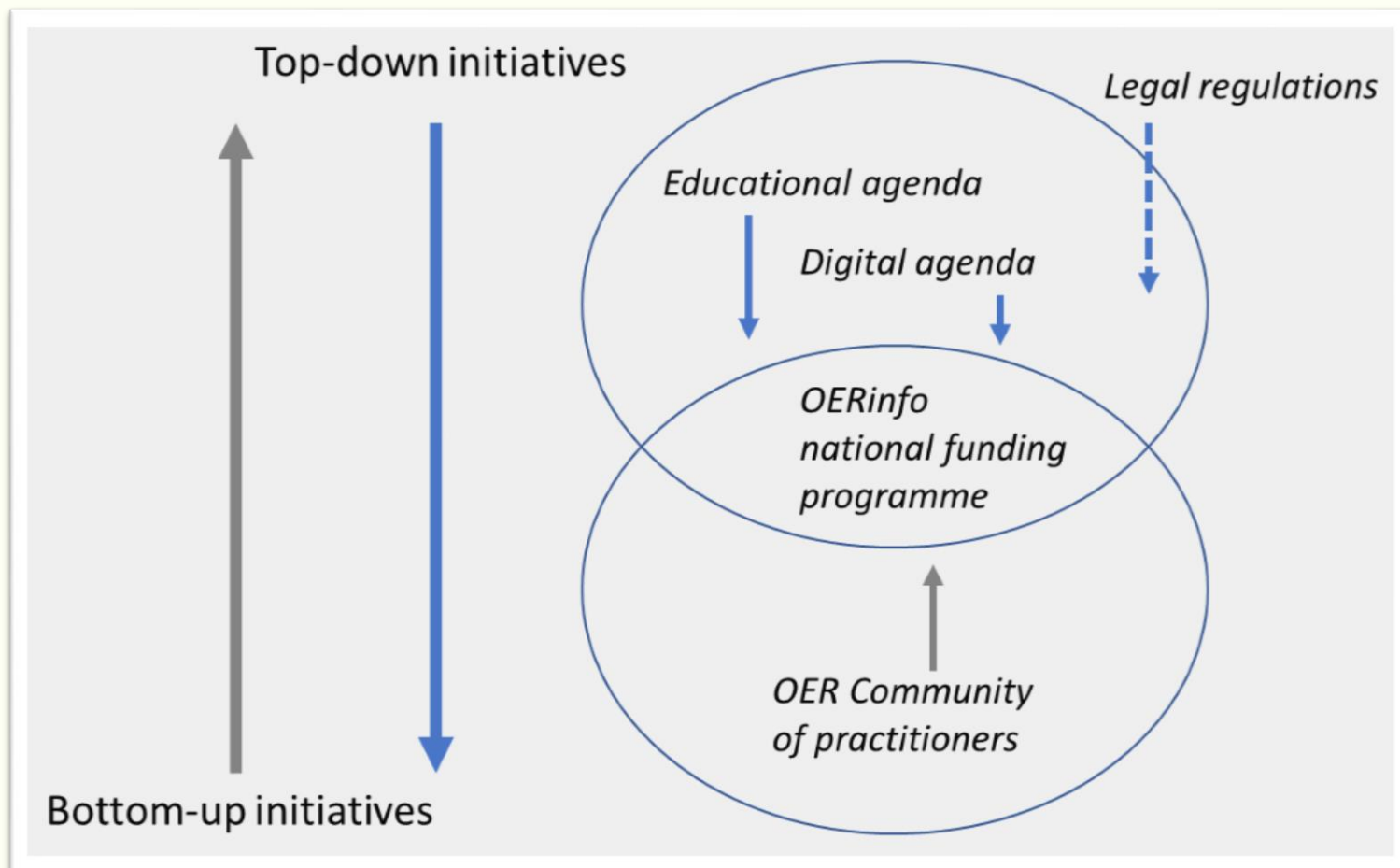
## The OER playing field in Germany

Despite clear challenges for the current educational system being highlighted in independent reviews, many of the official strategic documents from policy-makers have had a ***very limited view of what OER can be used for.***

Whilst debates have been on-going on policy level, the ***grass-roots movement in Germany has been very strong.***

The many champions of OER across Germany have formed a strong community of practice and exchange. There has been a need for ***sharing questions, experiences and materials*** between players, who have been isolated in their own institutions. These players found opportunities for sharing in cross-sector events and communities.

# The OER playing field in Germany





## Four key lessons for other countries (I)

- ➔ ***A potential for supporting OER is emerging within the general educational debates*** on how to assure effective digital educational strategies and practices. OER are well-placed within this framework, but it is important to review whether their full potential is reflected in key strategic documents.
- ➔ In many countries, there are ***a significant number of OER practitioners***. Governments can use top-down policy programmes to support them and provide them with the opportunity for exchanging knowledge and practices.

## Four key lessons for other countries (II)

- ➔ **Copyright clarity remains an important framework condition for OER** and indeed for digital education, since legal uncertainty before OER practices will not disappear afterwards. But at the same time, the confusing situation in Germany can be considered one of the main drivers of OER adoption. The more the law fails to provide practical solutions, which make use of the potentials of the new technologies, the more OER appears to be a feasible alternative.
- ➔ Quantitative and qualitative information, monitoring and research are important for any educational reforms and therefore it is also just as important for OER activities. In this context, the authors would like to point to the relevant information which could be attained for the German entries to the **OER World Map**. This tool **should be exploited by other countries to fully highlight their own activities**. However, this is not enough. Specific evaluations of programmes and practices are vital.

# Thanks!

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