

Cátedra UNESCO em Educação Aberta

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United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair
in Open Education
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Mapa Global sobre REA

www.oerworldmap.org



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Darakht-e Danesh Library Brings Knowledge to Afghan Women

Contributed by Lauryn Oates on 2015-04-22

The [Darakht-e Danesh \('knowledge tree'\) Library for Educators in Afghanistan](#) (DD Library) is the first OER effort in Afghanistan and Afghanistan's first comprehensive digital educational resource collection, established to enhance teacher subject-area knowledge, access and use of learning materials, and to foster more diverse teaching methodologies in order to improve learning outcomes in Afghan classrooms. It was conceptualized in 2009 by the NGO "[Canadian Women for Women in Afghanistan](#)" established in 1996. Work started in 2010, and the tool finally launched in 2014 at the Canadian Embassy in Kabul.

OER Research Hub

Contributed by OER Research Hub c/o Dr. Rob Farrow

[OER Research Hub](#) (OERRH) was a research project funded by The William and Flora Hewlett Foundation between 2012 and 2015. Based in the Institute of Educational Technology (IET) at The Open University (UK), OERRH was designed to build networks of professional expertise; to find ways to explore and describe the worldwide impact of OER; and to create research tools that could be reused.

- A hub for research data and OER excellence in practice
- A targeted collaboration program with existing OER projects
- An international fellowship programme
- Networking to improve connections
- Use of OER leads to improvement in student performance and satisfaction;
- The open aspect of OER creates different usage and adoption patterns than other online resources;
- Open education models lead to more equitable access to education, serving a broader base of learners than traditional education;
- Use of OER is an effective method for improving retention for at-risk students;
- Use of OER leads to critical reflection by educators, with evidence of improvement in their practice;
- OER adoption at an institutional level leads to financial benefits for students and/or institutions;

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ÍndioEduca – fighting prejudice with OER

Contributed by [Sebastian Gerlic](#) & [Tel Amiel](#)



ÍndioEduca is a network that by means of informal education aims to fight ethnic discrimination. The group created a platform for intercultural dialogue where natives from all over Brazil share their feelings, ideas and opinions on many different topics.

The initiative was focused on the most request questions and doubts raised by teachers and students in regards to the culture of native populations. More than 10 natives from different groups and regions of Brazil post multimedia content and answer questions raised online, especially from teachers and students. Through a federal law (11.654/2008) Brazilian schools must teach native history and culture in schools and ÍndioEduca can support teachers and students in this regard. Therefore, content was written with a “pedagogical outlook” to demystify some of the most generalized prejudices evident in Brazilian society. These include: Do native Brazilians walk naked? Do they eat humans? Do they live in huts?

The non-governmental group “Thydêwá” initiated the ÍndioEduca project, which was financed in 2011 for a little less than one year by the Brazil Foundation agency. The project then offered action research scholarships to natives so that they could spend their time on the site, dialoguing with the world and reducing prejudices.

Native writers have produced over 220 CC BY-licensed entries about “being a native” in the format of question and answers, generating over 1305 public comments. Many teacher have used the available content to prepare their lessons and then share them online. It is also common that teachers schedule an online chat or conversation and post comments on the site. We have also seen cases where teachers will use the computer lab to research for content, conduct research and comment on the site as a group activity.

Thydêwá has its headquarters in the region of Olivença (state of Bahia), called the “Tupinambá Territory of Olivença”, a region which is in the process of demarcation since 2009. Much violence has been brought to the region, causing suffering to the 7000 natives and approximately 5000 small farmers - generated by the lack of action by the state, which privileges a small group of large landowners connected to hereditary political forces.

The questions posted on the site make clear that we are still far from being a country where diversity and dialogue are cherished as a potency, beauty, richness and pride for all of us!

Related

 [THYDÊWÁ](#)

 [ÍndioEduca](#)

Livro Didático Público

Service type

Textbooks

Available at

<http://www.educadores.diaadia.pr.gov.br/modules/conteudo/conteudo.php?conteudo=6>

Available languages

- por

Audience

- [Lower Secondary Education \(ISCED-1997:2\)](#)
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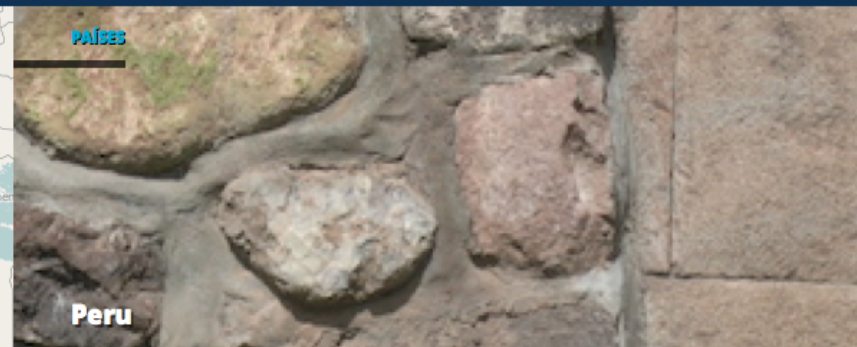


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Brasil

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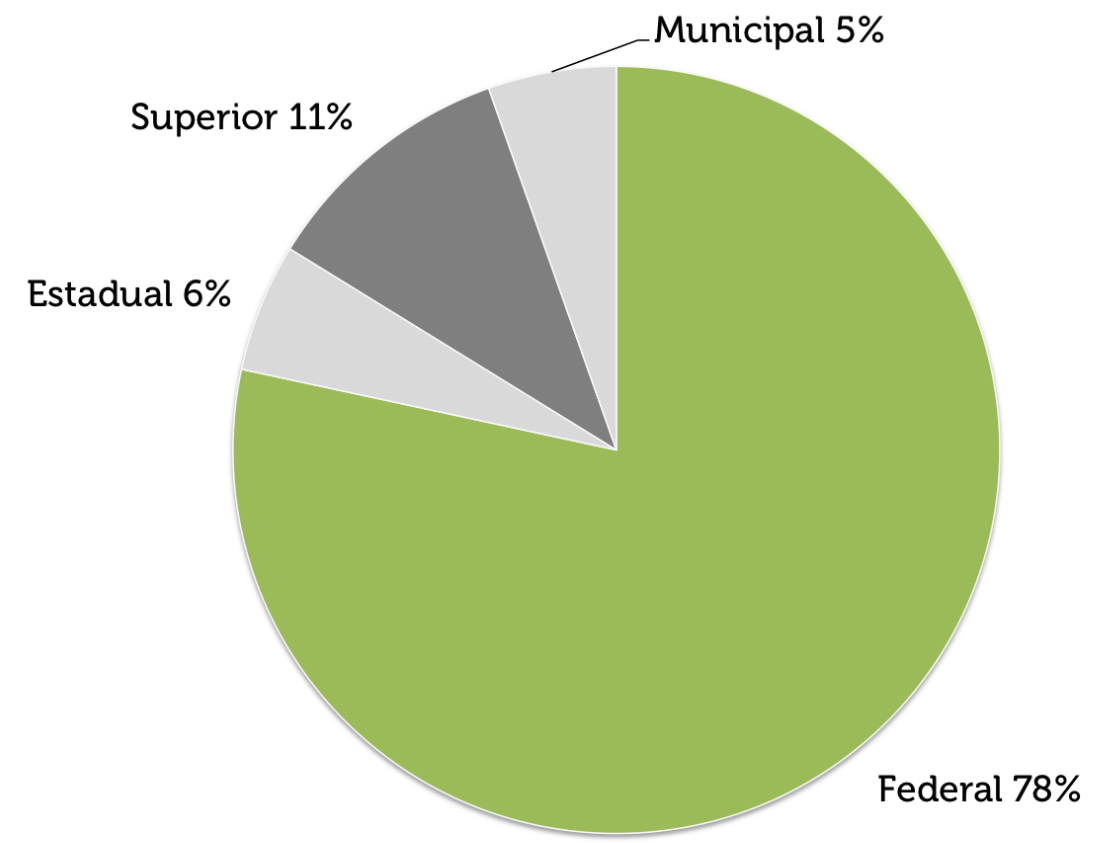
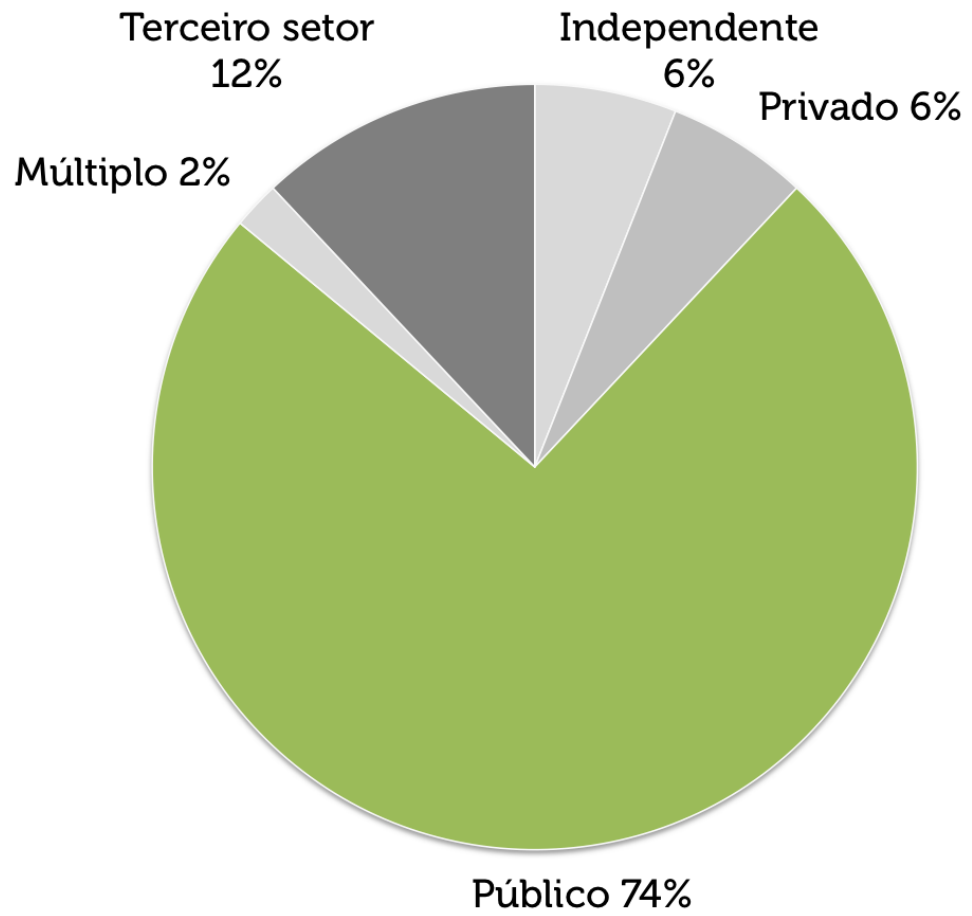
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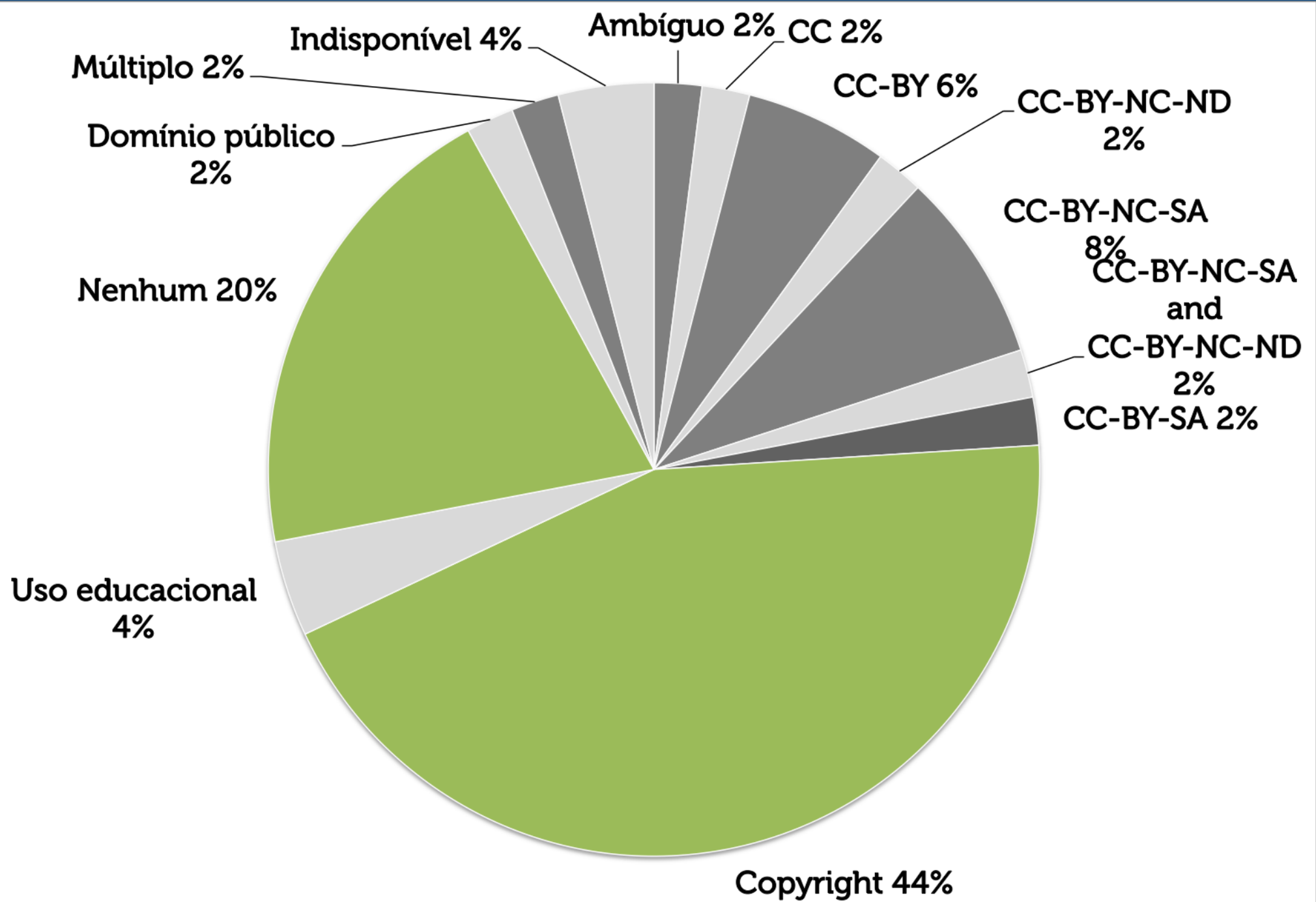
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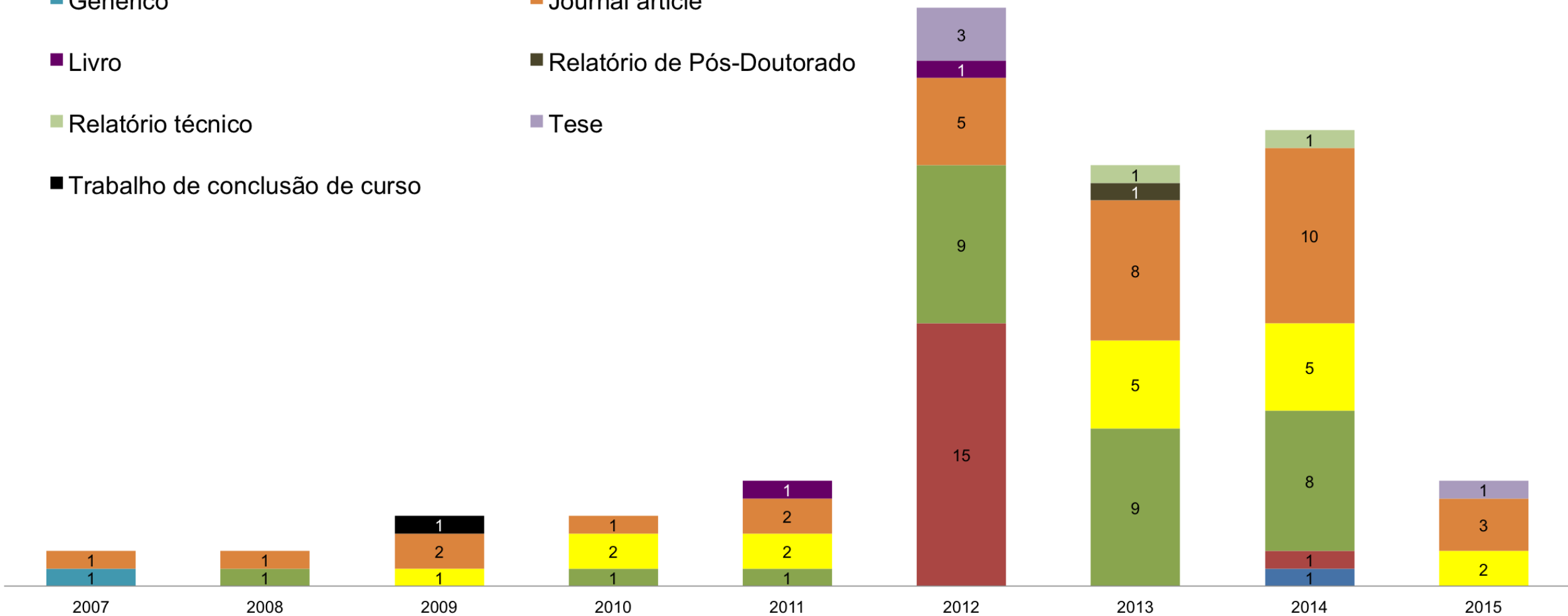
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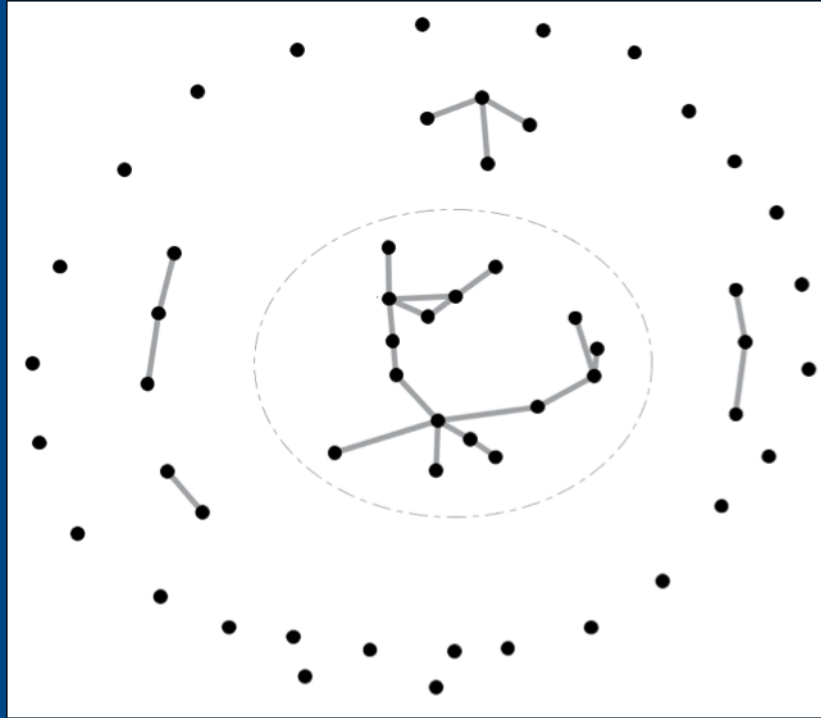




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Novo é melhor

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