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<th><strong>Project Title</strong></th>
<th>Enhance Teaching and Learning of Less Used Languages through OER/OEP</th>
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<td><strong>Project Acronym</strong></td>
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<td><strong>Funding Programme</strong></td>
<td>Lifelong Learning Programme, KA2 Languages</td>
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<tr>
<td><strong>Contract No</strong></td>
<td>543239-LLP-1-2013-1-LV-KA2-KA2NW</td>
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<td><strong>Project Start</strong></td>
<td>January, 1st, 2014</td>
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<td><strong>Project Duration</strong></td>
<td>36 months</td>
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Fryske Academy, The Netherlands (P1, Project coordination), Web2learn, Greece (P2, Project management) European Schoolnet, Belgium (P3), University of Gothenburg, Sweden (P4), Jan Dlugosz University, Poland (P5), Mykolas Romeris University, Lithuania (P6), International Council for Open and Distance Education (ICDE), Norway (P7), European Foundation for Quality in E-learning, Belgium (P8), Rezekne Higher Education Institution, Latvia (P9).

**Partnership**

**Status** | Final
---|---
**Contractual day of delivery** | March 8, 2016
**Nature of the deliverable** | E = Event
**Dissemination level** | PU = Public
**Author(s) and their institutions** | Vaiva Zuzeviciute
**Contributor(s) and their institutions** | (N/A)

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**History**
1. **Summary of the event**


INTED is one of the largest international education conferences for lecturers, researchers, technologists and professionals from the educational sector. After 10 years, it has become a reference event where experts from many countries get together every year to present their projects and share their knowledge on teaching and learning methodologies, educational innovations and experiences in technology and development. INTED is more than a conference, it is an ideal platform for strategic international networking. The best place to present your innovations and projects about education and technology. Prof. V. Zuzeviciute gave a presentation on research team’s (V. Zuzeviciute, L. Ruibyte, R. Adamoniene, A. Stepanoviene, B. Praneviciene, R. Dobrzińska) work under the title “OPEN EDUCATION RESOURCES FOR LIFELONG LEARNING OF TEACHERS: LITHUANIAN CASE”. The authors of the paper focus on two dimensions of lifelong learning that are inevitable if teachers engage more intensively in using OER. Firstly, they have to learn to filter information in order to find the useful and reliable materials, and secondly, they have to be responsible in uploading materials for other professionals’ use. That incorporates also the moral and professional obligation to monitor students’ work. Another dimension is very often an overlooked one, the one, that the project LangOER (http://langoer.eun.org) focused on: and namely the fact that teachers (also, the representatives of many other professions) are not fully aware of the legal aspects of OER. That is, the teachers have to be informed about the procedures to upload and to download materials with respect to legal framework on authorship. This dimension is often overlooked, and however, it is an important aspect for making an OER practice a reliable one. As far as Open Educational Resources are concerned, it is crucial to discuss legal aspects of their use. There is a threat to violate authors’ rights in the process of teaching. It is important to know what authors’ rights are established by legal acts and contracts, what nature authors’ rights are, in what cases use of authors’ pieces can be treated as violation of authors’ rights, how to avoid violations of authors’ rights, how authors’ rights are defended, etc. In the context of modernisation of Education, the use of Open Educational Resources (OER) is becoming a priority. Open Educational Resources offer an exclusive advantage when compared to other
educational resources for several reasons: enable increased quality assurance for the learning materials used by learners; enable innovation, creativity and sustainable use; allow legal extensive use of the resources free of charge and also create opportunities for lifelong learning and support continuous professional development. (full paper https://library.iated.org/publications/INTED2016, pages 3033-3043)

2. Target audience and impact

The target audience is threefold. Firstly, the Conference is designed for first-lien educators all around the world: teachers in primary, secondary and high education. Teachers from India, South America and surely all the European countries use the opportunity to benefit from most recent discussions and the field and show what they are doing with the technologies and materials available through technologies in classes (therefore the conference was very useful to the ideas of this project: to share results of the LangOER project with colleagues, who are actually teaching all over (and in the EU) world). Secondly, the Conference targets the educators of educators: higher education community. Especially presentations in workshops were useful to share the LangOER results with colleagues- higher education teachers and see how things are being conceptualized while educating a new generation of teachers. Thirdly, the Conference aims at providing a forum for researchers in the field. For this purpose the informal discussions were most useful to share findings of the LangOER project and identify further routes for investigation.

3. Outcomes

_The Conference was extremely useful because of THREE reasons._

Firstly, it was learnt about the next Conference in Spain (Barcelona, June, 2016- this conference and its outcomes are presented in another presentation, because this team actually used to opportunity to participate in it).

Secondly, it was learnt about one more Conference 9th annual International Conference of Education, Research and Innovation Seville, 14th, 15th and 16th of November, 2016. The team members of the LANGOER submitted their poster: CONTEMPORARY UNIVERSITY AND VIRTUAL LEARNING ENVIRONMENTS - PATHWAY TOWARDS EFFECTIVENESS OR ALIENATION?; and it was accepted into the programme. Please, note that the participation in this particular conference will be outside the project. The impact and experience in the LangOER project goes beyond initial contexts and decisions. Authors dr. E. Butrime and prof. Vaiva Zuzeviciute will pay all the expenses for participation in the Conference themselves.

Thirdly, the networking opportunities were used. The contact with National Distance Education University in Madrid was started, which led to compilation and signing of the Erasmus agreement between those two universities (Mykolas Romeris (LANGOER partner) and the one in Spain. That is, the participation in LangOER has a very useful added value.
4. **Other material**

Article in Conference Proceedings 2016, pages 3033-3043
https://library.iated.org/view/ZUZEVIUT2016OP

5. **The poster**
Open Education Resources for lifelong learning of teachers: Lithuanian case
Vaiva Zuzevičiūtė, Laima Ruibytė, Rūta Adamonienė, Aistrė Stepanovienė, Birutė Pranevičienė, Rasa Dobržinskienė
Mykolas Romeris University, Kaunas, Lithuania

ABSTRACT

In the context of modernisation of Education the use of Open Educational Resources (OER) is becoming a priority. Open Educational Resources offer an exclusive advantage when compared to other educational resources for several reasons: enable increased quality assurance for the learning materials used by learners; enable innovation, creativity and new approaches to teaching and learning; provide more access to additional learning resources and development opportunities for lifelong learning, and support continuous professional development. Therefore, the authors of the paper will focus on two dimensions of lifelong learning that are inseparable – teachers engage more intensively in using OER. Firstly, they have to learn to filter information in order to find the useful and reliable materials, and secondly, they have to be responsible in uploading materials for other professionals’ use. That incorporates also the moral and professional obligation to monitor students’ work. Another dimension is very often an overlooked one, the one, that the project LangOER (http://langoer.eu.org) focused on: namely the fact that teachers (also, the representatives of many other professionals) are not fully aware of the legal aspects of OER. That is, the teachers have to be informed about the procedures to upload and to download materials with respect to legal framework on authorship. This dimension is often overlooked, and however, it is important aspect for making an OER practice a reliable one. As far as Open Educational Resources are concerned, it is crucial to discuss legal aspects of their use. There is a threat to violate authors’ rights in the process of teaching. It is important to know what authors’ rights are established by legal acts and contracts, what future authors’ rights are, what cases use of authors’ pieces can be treated as violation of authors’ rights, how to avoid violations of authors’ rights, how authors’ rights are defended, etc.

DIMENSIONS OF LIFELONG LEARNING
(FOR TEACHERS)

Firstly, teachers have to learn to filter information in order to find the useful and reliable materials, and secondly, they have to be responsible in creating and uploading materials for other professionals’ use. That incorporates also the moral and professional obligation to monitor students’ work to be uploaded. Finally, another dimension is very often an overlooked one, the one, that the project LangOER (http://langoer.eu.org) focused on: namely the fact that teachers (also, the representatives of many other professionals) are not fully aware of the legal aspects of OER. That is, teachers should be informed about the procedures to upload and to download materials with respect to legal framework on authorship. This dimension is often overlooked, and however, it is an important aspect for making an OER practice a reliable one.

RESULTS

The teachers on specific purpose of OER (N total number of choices=208, which makes up 100%). Respondents were allowed to choose 2 out of presented 5 choices

- I develop digital teaching/learning materials myself
- When I find something useful but not entirely fitting, I make adjustments
- Visual aids, illustrations, that I may use in my class
- Plan of class, other materials that I may directly use in my class
- What is the specific pedagogical purpose of internet sources in your classes

Respondents (N=72 of respondents, which represents 100%) on hoe they interpret themselves in relation to digital space.

- I share the materials with my colleagues
- I am competent in cooperating in digital space
- I am sufficiently competent in order to use OER in my teaching
- I know the concept of OER and its contents
- I think that OER is very useful for teaching

*As teachers teaching various subjects in a course – Lithuanian language – participated in the survey, it is logical to find them using OER as mainly redyesics recipes and for visualization. There are not many OER examples – textual resources – because of Lithuania being such a small country (therefore its pedagogical community is small too). The reliance on sources in other languages to some extent losses OER to a visual aid.

*Another dimension emphasized in theoretical discourse was the fact that teachers may be in need of educational support to become better acquainted with the legal considerations of both using and producing OER. As it was emphasized, the pilot empirical survey substantiated the hypothesis, with an even more deserving results: namely, it seems even if teachers are aware of the procedure itself, they do not use it. And, while the explanation may be the lack of time and energy for teachers to follow the procedure rather than conscious decision to ignore that procedure, nevertheless, such path indicates certain legal nihilism. At the society expects teachers to act as role models for students, in order to contribute to the development of a democratic, knowledge-based society, this dimension deserves further attention, especially, as digital spaces become an overarching reality of a contemporary life.

*As teachers teaching various subjects in a course – Lithuanian language – participated in the survey, it is logical to find them using OER as mainly redyesics recipes and for visualization. There are not many OER examples – textual resources – because of Lithuania being such a small country (therefore its pedagogical community is small too). The reliance on sources in other languages to some extent losses OER to a visual aid.
Dear INTED2016 participants,

Welcome to this 10th anniversary of INTED!

We wish to express our most sincere thanks for being part of this inspiring forum of knowledge exchange. It is a pleasure to present a varied program with a wide range of sessions covering all aspects of learning, teaching and educational technology advances.

After 10 years, this edition has brought together nearly 700 delegates coming from more than 80 countries. This will create a truly international and multidisciplinary atmosphere that will promote the interaction with other colleagues with the same aim: to meet, learn and share ideas for a better education.

We hope that your participation in this conference will provide you with an opportunity to open your minds to other educational perspectives and explore new horizons.

Thank you very much for your contribution to these “10 Years together for Education”.

INTED2016 Organising Committee
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CONFERENCE SESSIONS

ORAL SESSIONS, 7th March 2016

Collaborative Learning
Massive Open Online Courses (MOOC)
Pedagogical & Didactical Innovations (1)
Meet the Keynote
Tutoring and Coaching
Entrepreneurship Education (1)
Management and Development in Education
Experiences in Foreign Languages Education

Problem-based and Inquiry-based Learning
Virtual and Augmented Reality
Pedagogical & Didactical Innovations (2)
Learning spaces and Next Generation Classrooms
Pedagogical Innovations in Primary and Secondary Education
Entrepreneurship Education (2)
Leadership and Management in Education
Language Learning Experiences

Flipped Learning
Open Educational Resources
Pedagogical & Didactical Innovations (3)
Creative and Innovative Projects in Education and Technology
ICT Innovations in Primary and Secondary Education
Professional Development of Teachers
Educational Experiences in Health & Life Sciences
Mobile Learning in Foreign Languages

Mobile Learning
Social Media in Education
Technology Enhanced Learning
Virtual Worlds & Robotics for Inclusive Learning
Inclusive Learning
ICT Skills and Competencies among Teachers
ICT in Health & Life Sciences
Technology in Foreign Language Education

POSTER SESSIONS, 7th March 2016

Experiences in Education

Research in Education
ORAL SESSIONS, 8th March 2016

Blended Learning
Collaborative Virtual Environments
Multicultural and Diversity Issues
Special Education
Experiences in STEM
Digital Competencies & Digital Literacy
ICT Experiences in Maths Education
New Projects and Innovations in Primary and Secondary Education (1)

e-Learning (1)
Educational Software and Apps
International Experiences and Mobility Programmes
Supporting the Undergraduate Experience for Students on the Autism Spectrum
Enhancing Learning and the Undergraduate Experience
Who's the best for the job?
Experiences in Business Education
New Projects and Innovations in Primary and Secondary Education (2)

e-Learning (2)
E-content Management and Development
Evaluation and Assessment of Student Learning
Critical Perspectives on 21st Century Education
Links between Education and Research
Competence Evaluation
Experiences in Curriculum Design in Engineering Education
Technology in Primary and Secondary Education

Research Experiences in Online Education
Learning Analytics & Big Data
ICT Innovations in Higher Education
Quality Assurance in Education (1)
Adult & Life-Long Learning
Labour Market and Skill Needs
Experiences in Engineering Education
Teacher Training and Development

Research on Technology in Education
Educational Software & Student Response Systems
University-Industry Collaboration
Quality Assurance in Education (2)
Postgraduate and Research Experiences
Work Employability
Experiences in Architecture and Civil Engineering
Pre-service Teacher Experiences

POSTER SESSIONS, 8th March 2016

Emerging Technologies in Education

New Trends and Pedagogical Innovations
VIRTUAL SESSIONS

Barriers to Learning
Collaborative and Problem-based Learning
Competence Evaluation
Computer Supported Collaborative Work
Curriculum Design and Innovation
E-content Management and Development
e-Learning
Education and Globalization
Education in a multicultural society
Educational Research Experiences
Educational Software and Serious Games
Enhancing learning and the undergraduate experience
Ethical issues in Education
Evaluation and Assessment of Student Learning
Experiences in STEM Education
Impact of Education on Development
Inclusive Learning
International Projects
Learning and Teaching Methodologies
Learning Experiences in Primary and Secondary School
Lifelong Learning
Links between Education and Research
Mobile learning
New projects and innovations
New Trends in the Higher Education Area
Organizational, legal and financial issues
Pedagogical & Didactical Innovations
Pre-service teacher experiences
Quality assurance in Education
Research Methodologies
Research on Technology in Education
Student Support in Education
Technological Issues in Education
Technology-Enhanced Learning
Transferring disciplines
University-Industry Collaboration
Virtual Universities
Vocational Training
ABOUT INTED2016 Proceedings

HTML Interface: Navigating with the Web browser

This USB Flash drive includes all presented papers at INTED2016 conference. It has been formatted similarly to the conference Web site in order to keep a familiar environment and to provide access to the papers through your default Web browser (open the file named "INTED2016.html").

An Author Index, a Session Index, and the Technical Program are included in HTML format to aid you in finding conference papers. Using these HTML files as a starting point, you can access other useful information related to the conference.

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2. For Look In, choose Select Index.
3. In the Index Selection dialog box, select an index, if the one you want to search is available, or click Add and then locate and select the index to be searched, and click Open. Repeat as needed until all the indexes you want to search are selected.
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For Acrobat 7 and earlier:
1. In the "Edit" menu, choose "Full Text Search".
2. A new window will appear with search options. Enter your search terms and proceed with your search as usual.
OPEN EDUCATION RESOURCES FOR LIFELONG LEARNING OF
TEACHERS: LITHUANIAN CASE

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Abstract

The paper presents theoretical considerations of pressures that contemporary teachers experience in
the context of high expectations for being at the frontier of innovations in their field of expertise
(especially, teachers of natural sciences and technologies), also, at the frontier of innovations in
pedagogical methodologies. The paper will present data from a pilot empiric study, completed in
Lithuania, where teachers shared their ideas on how much of the materials they use are Open
Educational Resources, and how much of the materials they produce they later designate as Open
Educational Resources.

Keywords: Open Educational Resources, lifelong learning, teachers' competence, intellectual
property.

1 INTRODUCTION

In the context of an ever increasing pace of change, prompted by the developments in information and
communication, also, other technologies, the landscape of pedagogical practice changes. Teachers
are compelled to use the technologies, and some of them need additional support to integrate ample
opportunities provided by a vast ocean of resources in a meaningful way.

In the context of modernisation of education the use of Open Educational Resources (further on: OER)
is becoming a priority. OER offer an exclusive advantage when compared to other educational
resources for several reasons, because potentially they enable to increase quality assurance for the
learning materials used by learners, they enable innovation of pedagogical approaches. Also OER
may have a positive impact on creativity, foster sustainability; they may allow legal extensive use of
the resources free of charge and also create opportunities for lifelong learning and support continuous
professional development.

The aim of this paper is to discuss the pressures and possible educational support for teachers who
face necessity to meet expectations at least at two dimensions regarding OER (namely: to produce a
qualitative piece of OER; and to learn to share and use OER with regards to the legal framework).

Methods of critical analysis of sources and a pilot empiric survey (quantitative: questionnaire) were
employed for the development of this paper.

2 OPEN EDUCATION RESOURCES IN A CONTEMPORARY TEACHER'S
WORK

Let us start with the quotation that one of the teachers in the seminars on the open educational
resources (organised in the framework of project LangOER 2013 – 4107 / 001 - 001); (No. 543239-
LLP1-1-2013-LV-KA2-KA2NW) shared:

"Sometimes I feel as in the room of mirrors.... Everyone speaks about the necessity to
use technologies out there... the head teacher dedicates half of each meeting for the
question... but, actually, there are fewer opportunities to actually learn to use them
(authors' note: the technologies)... I would say that there is a paradox - instead of talking
so much about a necessity to use technologies, it would be better to actually have
opportunities to do that...or to learn to use the most recent ones..." (Woman, 17 years of
pedagogical experience; teaching Lithuanian language).

Those and similar conversations prompted the reflection on the pressures that teachers have to face
in their everyday activities. Teachers are expected to be at the frontier of innovations in their field of
expertise (especially, teachers of natural sciences and technologies); also, at the frontier of innovations of pedagogical methodologies, and they are also expected to provide social and emotional support for their students [1], [2], [3]. With so many high expectations they surely may feel pressured and also lost, and therefore educational support for teachers themselves is of utmost importance if we want to have a productive, rewarding and proactive education in any country, including Lithuania (a small Baltic country with 2.9 million citizens).

Therefore the authors of the paper will focus on two dimensions of lifelong learning that are inevitable if teachers engage more intensively in using OER. Firstly, they have to learn to filter information in order to find the useful and reliable materials, and secondly, they have to be responsible in creating and uploading materials for other professionals’ use. That incorporates also the moral and professional obligation to monitor students’ work to be uploaded. Another dimension is very often an overlooked one, the one that the project LangOER (http://langoer.eun.org) focused on: and namely the fact that teachers (also, the representatives of many other professions) are not fully aware of the legal aspects of OER. That is, teachers have to be informed about the procedures to upload and to download materials with respect to legal framework on authorship. This dimension is often overlooked, and however, it is an important aspect for making an OER practices a reliable one. There is a threat to violate authors’ rights in the process of teaching. It is important to know what authors’ rights are established by legal acts and contracts, what is the nature of authors’ rights, in what cases use of authors’ pieces can be treated as violation of authors’ rights, how to avoid violations of authors’ rights, how authors’ rights are protected, etc.

Intensive, extensive, continuous lifelong learning has long gone beyond academic discussions and became an integral part of almost each person’s life, with an aspect of pressure, unfortunately, being almost inevitable.

Concerning teachers’ competence in using OER with respect to legal requirements, firstly, the main document should be consulted: the Constitution of the Republic of Lithuania provides for the inviolability of property. Art. 23 part. 2 states: “The rights of ownership shall be protected by laws” [4].

Thus, the provision “Property shall be inviolable” of Article 23 of the Constitution is applicable to all types of property—private, public, substantive as well as intellectual [13]. As it was stated in the Constitutional Court Ruling, “Intellectual property is inviolable too. It must enjoy protection to the same extent as substantive property. Thus, the persons who have infringed intellectual property must be subjected to measures as strict as those applied to persons who have infringed substantive property”. Therefore, legal protection of intellectual property is at the same importance as substantive property. The legislator by safeguarding of such protection seeks to ensure the interests of authors on the one hand, and to implement the international obligations of this country. So, legal protection of intellectual property is treated as a public interest as well.

After the restoration of independence of Lithuania, the system of protection of intellectual property, especially copyright and related rights protection system has been developed from the scratch. In 1992 the Republic of Lithuania joined the Convention Establishing the World Intellectual Property Organization [5]. Later, the Republic of Lithuania started to ratify various international treaties and conventions, acting in the field of protection of intellectual property. In 1994 Lithuania ratified Berne Convention for the protection of literary and artistic works [8]. International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organisations [7] and the Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms were ratified in 1999.

In 1999, influenced by the above mentioned international regulations, first Law on Copyright and Related Rights of the Republic of Lithuania was adopted [7]. This Law incorporated the provisions of international agreements and civil code of the Republic of Lithuania.

In 2003 revised version of Law on Copyright and Related Rights was adopted and few times amended, thus it was harmonized not only with international regulation, but also with directives of European Union.

Then the Code of Administrative Violations of Law of the Republic of Lithuania was amended with Article 214 [12] which provides that “illegal reproduction, circulation, public performance, other use by any means for commercial purposes of works of literature, science or art (including computer software and data bases) and/or video recordings (i.e. without permission of the author, or producer of audio
and/or video recording, or that of a successor of their rights) as well as their storage for the said purposes shall incur a fine together with seizure of the items illegally produced, reproduced, circulated or used in other way or stored." [10]. This amendment has grounded the idea, that the intellectual property has a specific character. The owner either himself manages substantive items that belong to him by right of private ownership or he/she can exert control over their management after he/she has transferred these items to other persons to manage. However, the author usually cannot control the use of his published works by himself. The published works become accessible not only on the territory of one state but also on the international level. Therefore, there exist international agreements on protection of intellectual property. The provisions of agreements, which Lithuania has joined, become mandatory.

In 2009 Criminal Code of the Republic of Lithuania was revised and amended with Articles 191 and 192, which embedded criminal liability for:

1. Any person who publishes or it’s publicly announced a literary, scientific or artistic work (including computer software and databases), or part of it.

2. Any person who, by using his official position or mental abuse forced the literary, scientific or artistic work (including computer programs and databases) or part of the authors to recognize another person or a co-author of the assignee or refuse to copyright.

3. Those who illegally reproduced a work of literature, science or art (including computer programs and databases) and related rights in an object or part thereof for commercial purposes or transported or held for commercial purposes illegal copies" [11].

‘State officials’ knowledge and training in the field of copyright was one of the main directions of the implementation of copyright protection. Only a clear awareness of the importance of protecting the copyright and knowledge about the legal regulation in this field enables officers to effectively investigate cases of copyright infringement.

Another important aspect is public legal education in order to prevent copyright infringements was started in 2000-2003. The Ministry of Culture implemented the Copyright and Related Rights Strategy, approved by the Government of the Republic of Lithuania on 29 September 2000 No. 1176 on copyright and related rights strategy and its implementation measures in 2000-2003 [12] and the European Union PHARE project "Copyright and Related Rights implementation system strengthening". Public education program has certain objectives:

1. To inform users and the general public about the harm caused by piracy (copyright and related rights holders for losses, a negative impact on the creative industries, state and regional economy and the like.);

2. To increase awareness of copyright and related rights holders, users and the general public about the need to combine their interests in the information society and promote discussions on the subject;

3. To engage the younger generation (pupils and students) to draw attention to the importance of intellectual property, to participate in discussions about the problems in this area;

4. To improve the skills of workers in cultural institutions on copyright and related rights;

5. To improve the skills of officers and other law enforcement bodies who act in the area of intellectual property rights.

In order to implement these programs there are organized seminars for different target groups (businessmen, librarians, law enforcement officers). Members of society are informed that intellectual property covers authors rights (copyright) to works of literature, science and art (books, brochures, articles, diaries, other pieces of literature, computer software, speeches, lectures, sermons and other verbal works, pieces of music either with a text or without it, audio-visual pieces (cinema films, television films, video films, slide films, other works made by means of cinematography) etc. The Law on Copyright and Related Rights states, that intellectual property also covers the rights of performers, producers of phonograms, broadcasting organisations and producers of the first fixation of an audio-visual work (film) (related rights).

The Constitution not only protects the right to property, but the safeguarding and protection of the rights and interests of authors is provided by Paragraph 3 of Article 42 of the Constitution as well, wherein it is established that the law shall protect and defend the spiritual and material interests of
authors which are related to scientific, technical, cultural, and artistic work. Therefore, the Law on Copyright and Related Rights regulates:

1  Copyright in literary, scientific and artistic works (copyright);

2  The rights of performers, producers of phonograms, broadcasting organisations and producers of the first fixation of an audio-visual work (film) (related rights);

3  The rights of makers of databases (sui generis rights).

There are many forms of works, according to the Law, that are interpreted as objects of copyright protection: for example, "Audiovisual work" means a cinematographic work or any other work created by means of cinematography that comprises a series of related images expressing motion, with or without accompanying sounds, recorded (fixed) on an audiovisual communication medium; "Reproduction" means the making of a copy (copies) of a work or an object of related rights by any means and in any material form, including permanent or temporary storage of a work or an object of related rights, in whole or in part, in an electronic form; "Phonogram" means the fixation of the sounds of a performance, or of other sounds, or of the representation of sounds, by technical devices in any material sound-recording medium; "Photographic work" means an image produced on surfaces sensitive to light by means of light or any other radiation, irrespective of the technology (chemical, electronic, etc.) of such fixation, provided that the composition, selection or way of capturing the chosen objects show originality; a still picture extracted from an audiovisual work is not considered to be a "photographic work", but a part of the audiovisual work concerned; "Photographic work" means an image produced on surfaces sensitive to light by means of light or any other radiation, irrespective of the technology (chemical, electronic, etc.) of such fixation, provided that the composition, selection or way of capturing the chosen objects show originality; a still picture extracted from an audiovisual work is not considered to be a "photographic work", but a part of the audiovisual work concerned; "Computer program" means a set of instructions expressed in words, codes, schemes or in any other form capable, when incorporated in a computer-readable medium, of causing a computer to perform a particular task or achieve a particular result; this notion also includes preparatory design material of such instructions, provided that the nature of the preparatory design material is such that the said set of instructions may be established from it.

To sum up, "Work" means any original result of intellectual creation activity in the field of literature, science or art, whatever may be its artistic value, or the mode or form of its expression [7]. Author of a work has Author's Moral Rights and Economic Rights, which are enshrined in the Law. Moral rights is related to the . . . . right to claim authorship of the work, by indicating the author's name prominently on all the copies of a published work, and in connection with any other public use of the work (the right of authorship); the right to claim or prevent the mention of the author's name in connection with any use of the work, or the right to claim that the work be disclosed to the public under a pseudonym (the right to the author's name); the right to object to any distortion or other modification of a work or the title thereof, as well as to any derogatory action in relation thereof, which would be prejudicial to the author's honour and reputation (the right to the inviolability of a work). By implementing author's economic rights, the author shall have the exclusive right to perform or to authorize any of the following acts [7, Art. 2.17.]:

1  Reproduction of a work in any form or by any means;

2  Publication of a work;

3  Translation of a work;

4  Adaptation, arrangement, dramatization or other transformation of a work;

5  Distribution of the original or copies of a work to the public by sale, rental, lending, or by any other transfer of ownership or possession;

6  Importation of the copies of a work;

7  Public display of the original or copies of a work;

8  Public performance of a work in any form or by any means;

9  Broadcasting of a work;

10  Retransmission of a work;

11  Communication to the public of a work.
Any mode of exploitation of the original of a work or its copies without the permission of the author, his successor in title or the person duly authorized by him shall be considered illegal (with the exception of the cases provided for in this Law). The author or his successor in title shall have the right to prohibit such exploitation of the original of a work or its copies.

The author shall have the right to receive remuneration for each mode of exploitation of the work. In the case of public performance or communication to the public of a work, the author shall be entitled to remuneration for both the direct (live) performance, and when the aforementioned acts are done with the help of a phonogram or audiovisual fixation, radio and television broadcasting or retransmission. In the case of broadcasting and retransmission of the work, the author shall be entitled to receive remuneration for both the broadcasting and retransmission of a direct (live) performance of the work, and for the use of a phonogram or audiovisual fixation. The amount of remuneration and the payment procedure thereof shall be agreed upon in the copyright agreement, as well as in the licensing agreement negotiated between users of works and the authors or associations for the collective administration of copyright.

The author, after the transfer of his rental or lending right in respect of a phonogram of his work to the producer of a phonogram, shall retain an unavailable right to obtain equitable remuneration for the rental and lending of such work.

"Infringing copy of a work or an object of related rights" means a copy of a work or of an object of related rights produced or imported into the Republic of Lithuania without the permission of the author or owner of related rights, their successor in title or a person duly authorized by them (without concluding an agreement or upon violating the terms and conditions provided in it, except for the cases specified by this Law when a work or an object of related rights may be reproduced without permission), as well as a copy of a work or of an object of related rights in which the information regarding the management of copyright or related rights has been removed or altered without the permission of the author or owner of related rights.

Reproduction of a work for teaching and scientific research purposes [7]:

1. The following shall be permitted without the authorization of the author of a work or any other owner of copyright in this work, and without the payment of remuneration:

   o The reproduction for teaching and scientific research purposes of short published works or a short extract of a published work, by way of illustration, in writings or sound or visual recordings, provided that such reproduction does not exceed the extent justified by the purpose;

   o The reproduction for non-commercial purposes of lawfully published works in raised characters or any other special method meant for the blind or sight-impaired, with the exception of works specifically created for this purpose.

2. When a work is used for the purposes specified in paragraph (1) of this Article, the name of the author and the source used shall be indicated.

Quotation [7]:

1. It shall be permitted, without the authorization of the author or any other owner of copyright, to reproduce a relatively short passage of a published work, both in the original and translated language, in the form of a quotation in another work, provided that such a reproduction is compatible with fair practice and its extent does not exceed the extent justified by the purpose.

2. The indication of the source and the name of the author must accompany the quotation if the name of the author appears in the work from which the quotation is taken.

The in-depth analysis of the legal basis for using and labelling of the products designated as OER are in most cases national-legal framework based, though certain international agreements and principles are quite clear. For our purposes, two main issues should be emphasized. Firstly, the legal basis thought quite strict in some cases, for the purposes of teaching and learning, however, has a level of certain latitude and provides for freedom of action for teachers and especially learners. Secondly, the teachers may not be informed about certain boundaries even in the context of relatively not strict legal limitations for using products if they are designated to be used as OER. Therefore further on, the results of pilot study are presented, with the following two issues at focus.

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3 METHODOLOGY OF EMPIRIC STUDY

In order to investigate situation further, especially, it was necessary to focus on how teachers evaluate their own competence and their own readiness to use educational resources, and, most importantly, to find out if they are aware of the related legal considerations.

The study was designed as a quasi-action research. Firstly, 26 teachers in Lithuania were invited to join the series of seminars (in Spring 2015), financed by the LangOER project (2013 – 4107 / 001 - 001); (No. 543239-LLP1-1-2013-LV-KA2-KA2NW). Teachers from all over Lithuania, but primarily from Kaunas (about 300,000 inhabitants) were invited to the series of 3 seminars. The questionnaire data presented here are from the initial seminar. All 26 participants were asked to fill in the questionnaire and ask 3 more colleagues back in their schools to do the same. Therefore, the convenience sampling was used. Later, after the three seminars (20 contact hours totally), and in between-blended learning activities, another questionnaire was used to monitor, whether changes were achieved and of what nature. The data for the second wave of questionnaires are still being processed, and will be presented on other occasions.

For the first wave, as it was mentioned, the convenience sampling resulted in 72 responses. Both closed and open type questions were used. The multiple-choice answers (respondents were asked to choose three answers that reflect their opinion best), Likert scale and nominal scale were used. In some cases the percentage used for presentation of data in the paper reflects the proportion of respondents (N=72 (100%)), in some other cases (that will be indicated separately), the percentage reflects the total number of responses (therefore the N may be 208 (100%) or another number, that will be indicated next to each figure).

Respondents

As it was mentioned above, the majority of teachers live and work in Kaunas, however, several respondents come from the capital city, also form Alytus, Kedainiai, Kybartai, Vilkaviskis, the cities from 100 to 50 km., radius from the city In which the seminar on OER was organised by the LangOER team. This very fact serves as evidence for the necessity for teacher to acquire methodological support in this field.

The majority of teachers/respondents are women (59, that is 82%), and the rest- men. However, they mostly teach in gymnasiums (Fig. 1).

![Fig. 1. Respondents' schools.](image)

The respondents represent quite a wide range of subjects they teach (Fig. 2).
Regarding other demographical data of respondents, it should be noted that the average number of years of pedagogical experience is 26.7 years (however, in the sample there were two teachers with just 3 years of experience, and 12 with more than 40 years of experience). The average age of respondents is 48.8 years, with the youngest being 34 years of age. The relative age of teachers is quite mature too. This phenomenon is explained by the fact that sometimes people choose the career of a teacher much later in their life time (contrary to an early beginning at 23-25 years of age). It was exactly the case in this sample.

4 RESULTS

Lithuanian teachers about OER in their professional life

It is interesting to note that the majority of the teachers are just moderate OER users for their classes, as it is evident from the results in Fig. 3.

We may see that the majority uses OER for developing approximately 40-80% of materials, which are reflective and believable in a contemporary school. With contemporary textbooks, state-approved teaching materials of other kind, it would be irresponsible to rely too much on OER in classes.

Regarding the employment of OER in classes, teachers thought that it was a good method to increase motivation of students and to actualise class materials within the realities of contemporary life. Please see Fig. 4.

As you may see, Figure 3 presents 4 choices, because, while contributing to entry "other" teachers also added incorporation of visuality as helping memorisation, also they noted the usefulness to relate class with the realities of life, and also making teaching and learning process more diverse.
Fig. 3. Respondents (N=72 of respondents) on the proportion, regarding to how much of materials are OER or OER based in their classes.

While analysing further on what the specific purposes are for which the teachers use OER, the situation, however, raises some questions, if not concerns, see Fig.5.

Fig. 4. The teachers on the usefulness of employing OER in classes (N=172).
Respondents were allowed to choose 2 out of presented 4 choices.

The data show that teachers (according to the distribution of indicated choices) are orientated towards very basic and utilitarian purpose: to find something directly fitting the class with the least additional time and efforts necessary. The second choice is visual aids and illustrations.

Here, we, authors of the paper think, it is a uniqueness of Lithuanian respondents. In a small country, speaking one of the rare languages, it is reasonable to expect teachers looking for visuality rather than texts. In a small country it is more difficult to expect to find a lot of textual materials (in the Lithuanian language for teaching of various subjects in the state language).
Fig. 5. The teachers on specific purpose of OER (N =208).
Respondents were allowed to choose 2 out of presented 5 choices).

It is rather more reasonable to search for and use the visual illustration of the theme at focus, because illustration may be produced by an author in quite a different country (speaking different language).

However, the most vital question addressed in this paper, is about the teachers’ awareness on the fact that EOR is a complex phenomenon that involves licensing, being aware of other person’s copyright and being aware of the procedure of using certain items.

Fig. 6. Respondents (N=72) about whether they are aware of the existence of licensing procedure and whether they use it.

As it is evident from the data in Fig. 5, the hypothesis that the lifelong learning of teachers has to have one of the dimensions on this particular issue was validated by the empiric data.

It is evident that not even everyone is aware of the fact itself, but, what is even more disconcerting, just a half uses the procedure themselves. The awareness itself may be raised (and that was the very purpose of the seminars in spring 2015); what is more disconcerting is the fact that the awareness itself does not prompt teachers to act in a legally and morally responsible way in this regard: almost 20% of respondents, even knowing the procedure, neglect it. On the one hand, it adds sufficiently to the main idea of this paper; and that is, the necessity to help teachers to learn to become responsible, knowledgeable, law abiding users of the OER, because only in the case when they - teachers - perform adequately in this respect, they will provide a good role-model for students.

With the digital world becoming an overarching reality of a contemporary student, a competence to act in a responsible and legally acceptable way is also an important issue to consider in an educational process.
Also, interesting to note that teachers have very diverse opinions on themselves as users of digital space. Sometimes the opinions are paradoxical, Fig. 7.

![Graph showing teacher opinions on digital space use]

<table>
<thead>
<tr>
<th>I think that OER are very useful for teaching</th>
<th>I know the concept and contents of OER</th>
<th>I am sufficiently competent in order to use OER in my teaching</th>
<th>I am competent in cooperating in digital space</th>
<th>I share the materials with my colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not know</td>
<td>0,0</td>
<td>5,6</td>
<td>11,1</td>
<td>16,7</td>
</tr>
<tr>
<td>Do not agree</td>
<td>0,0</td>
<td>33,3</td>
<td>16,7</td>
<td>22,2</td>
</tr>
<tr>
<td>Agree</td>
<td>100,0</td>
<td>30,6</td>
<td>77,8</td>
<td>55,6</td>
</tr>
</tbody>
</table>

Fig. 7. Respondents (N=72) on how they interpret themselves in relation to digital space.

On the one hand, everyone believes that OER are useful for teaching. On the other hand, just a third believe they know the concept well, and just a half believe about themselves as ready to cooperate in a digital space (with is crucial while OER are analysed). Not everyone shares OER with others, and still approximately 23% of respondents feel they may be better at using OER in a competent manner in their teaching. This last item illustrates teachers to be reflective and honest about their competence, which is a positive result, because it shows the readiness of teachers to participate in lifelong learning and develop the competencies that are becoming more essential with every day.

5 CONCLUSIONS

The analysis of Lithuanian legal basis on the usage of digital products as OER enables the following conclusions. Firstly, the legal basis thought quite strict in some cases, for the purposes of teaching and learning, however, has a level of certain latitude and provides for freedom of action for teachers and especially learners. Secondly, the teachers may not be informed about certain boundaries even in the context of relatively not strict legal limitations for using products if they are designated to be used as OER.

As an empiric data of a pilot study, which main limitation is the convenience sampling seems to indicate. Lithuanian teachers need educational support in both the dimensions, presented in a theoretical discourse.

Firstly, teachers acknowledge the necessity to use OER as a contemporary source of teaching materials. They think OER to have a motivating role for teaching; also, teachers believe that using OER helps to relate teaching materials better to everyday life of students.

As teachers teaching various subjects in a rare Lithuanian language participated in the survey, it is logical to find them using OER as mainly ready-made recipes and for visualisation. There are not that many OER examples - textual resources - because of Lithuania being such a small country (therefore
its pedagogical community is small too). The reliance on sources in other languages to some extent limits OER to a visual aid.

Another dimension emphasized in theoretical discourse was the fact that teachers may be in need of educational support to become better acquainted with the legal considerations of both using and producing OER. As it was emphasized, the pilot empiric survey substantiated the hypothesis, with even more disconcerting results. Namely, it seems even if teachers are aware of the procedure itself, they do not use it. And, while the explanation may be the lack of time and energy for teachers to follow the procedure rather than conscious decision to ignore this procedure, nevertheless, such path indicates current legal nihilism. As the society expects teachers to act as role models for students, in order to contribute to the development of a democratic, law-based society, this dimension deserves further attention, especially, as digital spaces become an overarching reality of a contemporary life.

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