

## 8 Norwegian Digital Learning Arena

From: Liv Heidrun Heskestad Ämne: The over all goal is to deliver open and free digital learning recourses of high quality for all, and involve teachers and students in active and participatory learning processes

Organisation: NDLA

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Projekt namn: The over all goal is to deliver open and free digital learning recourses of high quality for all, and involve teachers and students in active and participatory learning processes

### Short summary:

NDLA started in 2006/2007 with resources from the government, and 18 out of 19 county councils in Norway agreed on collaboration. From 2008, the county councils agreed on partnering and NDLA is fully owned by these 18 county councils. The joint partnership is anchored in identical political decisions on county / regional level.

Projekt hemsida: [www.ndla.no](http://www.ndla.no)

Slide share:

Summary:

NDLA is a joint partnership of 18 out of 19 county councils in Norway, which includes about 167 000 students at upper secondary level. (of total about 183000 students). NDLA receive 410 NOK for each student, which is approximately about 20 % of the total allocation fo public funding for learning resources in upper secondary education in Norway. This gives a budget of about 68 MNOK

Argument for nomination:

The idea and implementation of open end free digital learning resources for all, wether in public or private schools, publicly payd, and open for everyone in the whole world, is worth a prize.

The specific objective are:

- To develop open and accessible digital learning resources in all upper secondary education subjects
- The digital learning resources can be accessed free of charge for everybody
- To facilitate upper secondary education characterized by interaction and sharing
- Engage teachers and students in active and participatory learning processes

- Communities and networks from around the country as a driving force in the development of high-quality digital learning resources
- Develop and contribute to a marketplace that delivers content and services attuned to the needs of teachers and learners

NDLA is made for the future as a virtual organization without a physical headquarter. Necessary support system are available through a county council or via ICT tools such as Skype, Google Hangouts, Jira, Google Apps.

NDLA is a unique collaboration between a great number of county councils enabling and empowering the county councils to carry out a task they are obliged to carry out according to the education and training legislation of Norway.

NDLA has evolved as a virtual organization with a small administrative core. The administrative resources are pooled from existing resources in order to keep the need for investments in administrative software and services at a minimum level.

Within the current level of expenditure NDLA has increased both the volume, diversity, the perceived quality and the awareness among NDLA constituents.

NDLA has mastered two challenging processes at the same time. On the one hand, NDLA is growing, which means that NDLA must secure that the basic content offered to students and teachers maintain sufficient quality. On the other hand, NDLA has been able to innovate and offer new services to its constituents. Recently, a new arena for sharing resources and user-generated content has been implemented, which in the future will increase volume, diversity and interaction in digital learning resources for the benefit of the learners.

By opening up for user-generated content, NDLA has been able to start the transition from a traditional single-mode of content delivery to a dual-mode of delivery and interaction, which supports the pedagogical foundation of the NDLA initiative from the

beginning back in 2006.

Summing up, NDLA has been able to expand its offerings and increase the use of its resources within the current financial framework. This makes it easier to optimize resources for investing in resources and innovation capacity.

Key results from NDLA

1. The numbers of subjects has risen from 2 in 2007 to 42 in 2014, and with 13 under developing
2. User statistics show an increase in traffic, with about 42000 daily numbers of visitors.
3. Awareness among key NDLA constituents, such as upper secondary teachers, has increased considerably. More than 90 % of all teachers are aware of the NDLA resources, and over 60 % use NDLA in their teaching. The teachers that use NDLA give high scores on value and quality.
4. Numbers and scope of service have increased considerably. The increased scope of service allows for sharing, co-creation of content, re-use and the phasing in of user-generated content. This development is documented through the NDLA website