edShare User Group presentation

# Discussion of OER support by HEIs

## Slide 1(title slide)

No notes

## Slide 2

No notes

## Slide 3

No notes

## Slide 4: Research Aim and Objectives

Why? An area that personally interested me. Wanted to find out how other libraries in Scotland support OER. An area that I could find a lot of research about

## Slide 5

No notes

## Slide 6: Methodological approaches

Environmental scan of all Scottish HEI webpages that mention OER. Purposive sample

A multiple-case case study provided evidence from multiple sources, and provided greater opportunities to compare, contrast and triangulate.

3 interviews at GCU and UoG, 2 interviews at UoE

Semi-structured interview schedule and document request:

* Institution and department OER webpages
* Institutional OER strategy documentation
* Departmental OER strategy documentation
* Departmental OER meeting minutes
* Departmental OER promotion, service and training materials

## Slide 7

No notes

## Slide 8: Academic libraries and departments within HEIs should support OER?

Collaboration with individuals and departments external to OER services to develop and improve services

Libraries should be setting an example

Supporting moves toward digital teaching

Providing a service for educators to showcase resources (especially if they do not perform research)

**However…**

All cases tempered responses with cautionary statements:

Frameworks- policy, guidance, statements

Institution- not monetized

External drivers- not REF equivalent, not mandated by institutions

Educator OER inclination- more on this later

Uniquely placed- knowledge in online searching and digital skill development

## Slide 9: Approaches to OER service delivery

All cases agree- need for OER advocacy and training amongst educators

GCU, UoG- edShare. edShare training provided when requested. Initial edShare advocacy sessions, however not continually timetabled. Copyright and licensing advice/training also on request. Copyright OER developed at GCU, suite of copyright tools/docs available from UoG. Both libraries provide webpages supporting OER- how to find/how to use

UoE- focus on developing digital skills and copyright literacy. Do not have an institutional educational resource repository (do have a media asset platform). Encourage sharing on web based OER channels- TES Connect, Sketchfab, Wikimedia Commons, Flickr and Youtube

UoE/GCU- support OER policy. UoG- no policy

All cases- staff resource and time an impacting factor on service capabilities. GCU/UoG- edShare and OER not the sole responsibility of one person or their entire role. UoE- 1 x full time, 1 x ¾ time member of staff limits reach across institution

UoE- service based in Learning and Teaching directorate- interviewees felt this may be why skill development favoured over curation based services.

edShare level of openness- GCU open ‘worldwide’, UoG open to institution. Risk averse/risk managed? Openness at UoG was considered an improvement on previous approaches

## Slide 10

All cases identified a lack of educator copyright and licensing knowledge

Copyright can be challenging!

All cases- a potential barrier to engagement with OER services.

Fear of loss of control of resource may highlight a lack of CC license understanding amongst educators.

Services to address copyright and licensing presented at each case, though staff not qualified to deliver legal advice

GCU/UoE- importance of good copyright and licensing practices from the beginning of OER creation process. Costs associated with retrospective license checking, copyright debt. Mitigate Potential for license stacking

Interviewees at each case stated desires to educate teaching staff in copyright and licensing- however, also agreed educators must take responsibility for resource copyright and license compliance. At GCU/UoE policy states this

UoE- highlighed examples of educators who engaged with OER services becoming more copyright and CC license conscious- leading to potential widening of access to/use of resources. Focus on positive framing of copyright and licensing as facilitating open access as opposed to closing access

## Slide 11: Institutional approaches to OER

GCU/UoG services received project funding to develop repository and support services

UoE service centrally funded, strategic focus of institution

UoE service must present evidence of impact

UoE- drive from students association for diverse curriculums and freely available resources, Senior Management ‘buy in’

GCU/UoE policy- provides guidance on attribution, copyright, licensing and IP ownership

UoE- 3 strand policy: common good (everyday resources); university at it’s best (highest quality), and institutional treasures (unique digitised archive materials)

Do policies represent the institutional OER view? What role does institutional culture play? Educator agency/attitude?

A lack of external motivators- could OER be included in professional development initiatives? Could library services incentivise OER use or creation? Should OER engagement be optional or mandated?

## Slide 12: Educators and OER

All cases identified positive examples of educators using service and OER

However…

All cases also identified similar issues surrounding educators and their use of OER

Lack of OER, copyright and licensing awareness and understanding

Fear of peer judgement, loss of control, resource protectionism, anxieties surrounding quality, reputation, job security

Educate CC license- any resource can be an OER- relieve anxieties

OER searchers of an adaptation/remix mind-set- resource does not need to be perfect

However, all cases did not wish to take responsibility for educator’s resources- potential to overload an overloaded workforce, whilst also exacerbate educator digital skills gap

Open practice a complex and personal contextual decision that is continually negotiated

Have services met the pedagogical needs of educator?

Considered the perspective of the educator or the pressures facing the educator?

Again, does the culture of our institutions impact upon educator agency?