# RGU OER Presentation (transcript/notes) 15th March 2019

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**Slide 1: Title slide**

**Slide 2: Personal introduction**

* Read slide

**Slide 3: Presentation contents**

* Read slide

**Slide 4: What are OER? (1)**

* The United Nations Educational, Scientific and Cultural Organization (UNESCO) Paris OER Declaration states that OER are…

**Slide 5: What are OER? (2)**

* An image or moving picture (photo, movie, gif)
* An educational document (a guide, quiz, test, presentation)
* A textbook
* A full online course (MOOC- Massive Open Online Course)
* OER can be broad ranging and diverse!

**Slide 6: What are OER? (3)**

* **The Five Rs of OER**
	+ Retain - make, own, and control copies of the content (e.g. download, duplicate, store, and manage)
	+ Reuse - use the content in a wide range of ways (e.g. in class, in a study group, on a website, in a video)
	+ Revise - adapt, adjust, modify, or alter the content (e.g. translate)
	+ Remix - combine the original or revised content with other material to create something new
	+ Redistribute - share copies of the original content, your revisions, or your remixes with others

**Slide 7: Before we discuss OER origins**

* OER global

**Slide 8: Origins of OER (1)**

* **USA**
	+ **David Wiley, Utah State University**
		- Proposed license for free and open content as an alternative to full copyright (1998)
		- This made it easy to turn web-based or other educational materials open for others to use.
		- In collaboration with others, the first Open Content License would eventually lead to the Creative Commons licenses being published in Dec 2002.
	+ **MIT – OpenCourseWare (1999)**
		- MIT committed themselves to freely share with the world the content of all of their courses
		- MIT OpenCourseWare (MIT OCW) grew out of discussions to determine how MIT should position itself in the distance learning/e-learning environment
		- Provide a new model for dissemination of knowledge and collaboration among scholars around the world, and contribute to the ‘shared intellectual commons’

**Slide 9: Origins of OER (2)**

* UK
	+ **OER had more humble beginnings**- developed by communities of enthusiasts- lecturers, academics, learning technologists, librarians
	+ **Higher Education Funding Council for England (HEFCE)** funded Higher Education Academy (HEA) and Joint Information Systems Committee (JISC) to promote and develop OER awareness, understanding, development and innovation in English higher education.
	+ Vast majority of the money funded projects in England- some Scottish partners
	+ **Open Scotland** is a voluntary cross sector organisation
		- Aims to raise OER awareness across all Scottish education sectors developed the Open Scotland Education Declaration in 2013.
		- Open Scotland’s declaration built upon the UNESCO Paris Declaration (2012)
			* Called for Scottish Government, Scottish Funding Council and Scottish education sectors to endorse principles aimed at ‘opening’ resources.
			* However, the declaration is yet to be accepted by the Scottish Government.
	+ **OEPS Report (2017)**
		- OER awareness levels amongst Scottish HE educators to be generally low from an educator survey in 19 Scottish HE institutions (235 responses from 15 institutions).
		- Recommends:
			* More advocacy work needed to promote
			* There remains a need for a cross-sector approach to supporting development
			* Recommend adopting Scottish Open Educational Declaration.
			* OER creation should be recognised by the Scottish Funding Council as a component of knowledge exchange and appropriate funding arrangements established.

**Slide 10: Open Licenses**

* What makes things ‘open’ or how can you legally use OER and apply with 5Rs?
* **Creative Commons licenses**
	+ CC0 – waive rights worldwide
	+ CC BY- All CC licenses require that others who use your work in any way must give you credit the way you request
	+ SA- Can copy, distribute, display, perform, and modify your work, as long as they distribute any modified work on the same terms.
	+ NC- Can copy, distribute, display (unless you have chosen No Derivatives), modify and use your work for any purpose except commercially.
	+ ND- Can copy, distribute, display only the original work.
* If you want to do anything to the original work out with license terms- must contact creator.

**Slide 11: Open Licenses (2)**

* Talk about slide

**Slide 12: Why make educational resources open? (1)**

* Examples looking at this from a teaching and learning perspective… but there are also positive PR/ narrative opportunities- ‘common good’
* **UNESCO propose…**
	+ OER may contribute in developing and diversifying curricula, reducing costs, supporting pedagogical transformation and creating links with wider working environment (UNESCO 2011).
	+ **Transformative potential may depend on issues including:**
		- Utilising peer review in OER development
		- Garnering the benefits of OER contextualisation
		- Stressing importance of openness and quality enhancement
		- Positioning OER use within educator professional development objectives
		- Serving the needs of all student populations
		- Student involvement in educational processes, including OER selection and adaptation
		- Optimal use of budgets
		- Ensuring correct acknowledgement of resources

**Slide 13: Why make educational resources open? (2)**

* **The JISC UKOER/SCORE Review of HEFCE funded UK OER**
	+ Mixed methods- online poll (129 responses), detailed survey (50 responses) and semi-structured interviews (16 respondents)
	+ IdentifiedOER engagement changing conventional institutional educational practices
	+ **Three significant OER teaching and learning outcomes were discovered:**
		- Increased student resource access
		- Improved pedagogy
		- Greater sharing between educators.
	+ **Examples of positive student experiences:**
		- Increased confidence in learning
		- improved learning experiences within collaborative projects
	+ **Furthermore, educators**
		- deeper reflections on teaching practices
		- improved quality of learning materials
		- enhanced digital literacies
	+ **Five broad motivations to adopt OER identified amongst educators and institutions:**
		- To build reputation
		- Improve efficiency, cost and quality of resources
		- Open access to knowledge
		- Improving pedagogy and student experience
		- To build technological momentum

**Slide 14: Why make educational resources open? (3)**

* **Weller et al. (2015)…**
	+ Explored OER impacts on teaching and learning
	+ Utilising a mixed methods approach- 21 surveys (7,500 responses both educators and students)
	+ **Evidence established OER use positively impacting upon student’s attitudes and perceptions of learning**
	+ **Thought comparative data was challenging to locate**
		- Weller et al. propose that student attitudinal responses such as:
		- enthusiasm for learning,
		- engagement in learning activities,
		- and confidence in learning **present a case for OER adoption**
	+ **Furthermore, similarly to the JISC Review**- OER identified positive benefits on educator’s reflection of practice
	+ **Though acquiring pre and post data was challenging,** within their research, no evidence suggested OER use negatively impacting upon student performance

**Slide 15: Issues relating to OER**

* **Awareness**
	+ - As mentioned- OEPS (2017) findings low awareness of OER amongst Scottish educators.

**Slide 16: Issues relating to OER**

* **Locating high quality**
	+ - Numerous file formats
		- Numerous platforms, both institutionally and on the internet.
		- How do you know what’s good?
		- Where to find it?
	+ **Should institutions use repositories, or should OERs be shared on wider social sites?**
		- Repositories can be good- single place, version control…
		- Athenas and Havemann propose that themes of searching, sharing, reusing and collaborating should underpin repository design
		- Rolfe investigated online OER hosting and found that OER upon platforms out with institutions received greater exposure than OER within institutional repositories
			* + Investigated the use of blogs and search engine optimisation (SEO) techniques (keywords) to promote OER discovery through web searches, referrals, social media and direct URLs (2016).
			* Benefits to assisting OER discovery through blogs and SEO in comparison with institutional repositories:
				+ Blogs were easier to discover
				+ Content was available on major platforms
				+ SEO techniques were easy to implement (no need for specialist support),
				+ Externally hosted sites may not be subject to infrastructure changes in the same manner as universities.
			* **Availability at multiple web locations** is recommended to assist resilience if infrastructure changes do occur (institutionally or externally).

**Slide 17: Issues relating to OER**

* **Copyright and licensing**
	+ - **Uncertainty regarding permissions to use and adapt OER were identified amongst Scottish educators in the OEPS project.**
		- **Institutional approaches to copyright and licensing (policy) may also impact upon educator’s OER use.**
		- **Four areas that may affect educator’s OER engagement:**
			* conflicting copyright ownership information
			* global legal and cultural context confusion
			* shared resource ownership interests (educators and institutions)
			* ownership issues unresolved by UK copyright law.

**Slide 18: Issues relating to OER**

* **Policy**
	+ - **Is the present of policy a facilitator or the lack of policy a barrier?** Some conflicting evidence
		- Currently only four Scottish HEIs have developed OER policies
		- **Should policy encourage or mandate OER use?**
			* **Policy should possibly not be considered a direct motivator in OER** use as institutional culture mediates the role policy plays in educator decision making.
			* Successful OER policies may be governed by existing policy structure, social culture and educator agency, and these elements constituting an “institutional culture” (Cox and Trotter 2016 p. 147).
			* Understanding relationship between institutional culture elements may therefore be key

**Slide 19: Issues relating to OER**

* **Institutional culture**
	+ - Educator OER attitudes can be influenced by institutional policy frameworks, but also:
			* “impacted by the social, departmental, and disciplinary norms and expectations, or “culture,” that defines their workspace and networks” (Cox and Trotter 2016 p. 156).
		- Educators influenced by personal values, the presence or non-presence of institutional support mechanisms (financial, technical and policy), and social expectations of departments within which they are employed
		- A lack of recognition for creating or using OER- may be a barrier to OER adoption

**Slide 20: Issues relating to OER**

* **Sustainability**
	+ - **Long-term sustainability is identified as a major challenge**
		- Most significant barriers to OER production may be financial
		- Public funding, national strategies and reorganisation of institutional budgets may be key
		- **OER success may be reliant on wide participation and creation of a critical mass of materials**
		- Educator’s role in producing and using OER is therefore central to sustainability
		- Additionally, educators may play a vital role in providing OER quality assurance, which is considered a sustainability driver
		- Sustainable open practices may require financial, technical and content-based solutions

**Slide 21: Issues relating to OER**

* **Educators themselves**
	+ - A need to be persuade educators to share materials as OER, resource proprietary, and a fear of colleague judgement, fear of loss of resource control, and fear of peer judgment
		- Performing open educational practice is a complex, personal and contextual decision that is continually negotiated
		- Educator sharing and borrowing attitudes may be ‘entrenched in both professional and personal feelings and attitudes’ (Rolfe 2012 p.8).
		- Belief that engaging with OER enhances career opportunities is a strong driver for sharing
		- Educators don’t want to invest time in OER if it will not enhance career prospects or is not fundamental to future of university

**Slide 22: How can libraries fit in with OER?**

* Academic librarians have potential to play a role in developing teaching and learning using OER
* Could Academic libraries be a “natural nexus” for OER
* **Okamoto highlights academic library projects that resulted in:**
	+ the creation of OER websites
	+ providing links to repositories and OER providers
	+ advocacy work encouraging use
	+ and training and awareness building sessions (2013).
* Similarly, Kleemeyer identifies areas where OER initiatives may require academic library expertise:
	+ search and discovery
	+ data storage; metadata and indexing
	+ repositories and preservation
	+ and copyright knowledge
* **Copyright can be an area where librarians are uneasy/unsure**
* This may be of key importance in supporting educator’s OER use, where uncertainty regarding permissions to use and adapt OER are identified amongst Scottish educators
* **Though librarians are identified as early adopters of technology, maintaining pace with technology developments is considered a challenge**
* OER support may present technological requirements
* The need to understand online learning highlights academic librarians’ requirements to be knowledgeable of emerging field developments, and also developments within wider higher education contexts
* To perform OER-related roles, librarians need to learn the culture of open education, whilst also developing knowledge in areas of open licensing, e-learning, and OER technologies
* Though librarians may possess skills transferable to supporting OER, the challenge of evolving technology, multiple existing responsibilities, and some of the previously identified OER issues, may present potential barriers to OER support