# 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? (1)

* 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
	+ MERLOT (1997)
		- MERLOT- Multimedia Educational Resources for Learning and Online Teaching
		- The California State University created MERLOT to identify and provide access to mostly free, online curriculum materials for higher education.
		- Early means for college teachers to share teaching and learning materials.
		- Now a site with links to over 40,000 teaching and learning resources.
	+ 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.
	+ *Simultaneously, Open Access was growing, and the Budapest Open Access Initiative in 2002 helped establish open access as a world-wide approach to sharing research. The authors feel these three events/initiatives (MERLOT, Open Access and Budapest OA initiative) set the stage for the rise of OER.*
	+ Rice University – Connextions/OpenStax (1999)
		- Slightly different approach, engineering Professor Richard Baraniuk, frustrated by inability of tradi­tional publishing model to produce timely and relevant textbooks, built Connexions- web-based platform to facilitate development and sharing of open source educational content.
		- Now called OpenStax- over 20 free college level textbooks.
	+ 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’
	+ *The Hewlett Foundation (2002)*
		- *During this time, the Hewlett Foundation provided major funding and grants for a number of initiatives in the USA*.

Slide 9: Origins of OER (2)

* UK
	+ OER had more humble beginnings- developed by communities of enthusiasts- lecturers, academics, learning technologists, librarians
	+ However, the Higher Education Funding Council for England (HEFCE) funded the Higher Education Academy (HEA) and Joint Information Systems Committee (JISC) to promote and develop OER awareness, understanding, development and innovation in English higher education.
	+ HEFCE- the vast majority of the money funded projects in England- some Scottish partners
	+ Within Scotland, efforts to develop OER may have occurred more independently.
	+ 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, de los Arcos et al. 2016).
		- Recommends:
			* More advocacy work needed to promote
			* There remains a need for a cross-sector approach to supporting development
			* To enable widening access to colleges and university, and support lifelong learning, colleges and universities should work in partnership with informal learning and third sector to create OER.
				+ This can include supporting transitions into education and professional development in employment.
			* 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?

* 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 environments (UNESCO 2011).
	+ *However, 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?

* The JISC UKOER/SCORE Review of HEFCE funded UK OER
	+ IdentifiedOER engagement changing conventional institutional educational practices (McGill et al. 2013).
	+ Mixed methods- online poll (129 responses), detailed survey (50 responses) and semi-structured interviews (16 respondents)
	+ 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 (McGill et al. 2013)
	+ Furthermore, educators
		- deeper reflections on teaching practices
		- improved quality of learning materials
		- enhanced digital literacies (McGill et al. 2013).
	+ 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?

* Weller et al. (2015)…
	+ 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, in educators, OER identified positive benefits on reflection of practice (Weller et al. 2015).
	+ Similar findings to McGill et al. 2013.
	+ *Additionally, OER can:*
		- *act as a supplement to existing teaching materials*
		- *provide easily accessible resources*
		- *deliver student financial benefits*
		- *from an institution promotional perspective student, OER could present a trial for formal education*
	+ ***Though acquiring pre and post data was challenging,*** within their research, no evidence suggested OER use negatively impacting upon student performance (Weller et al. 2015).

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
	+ - In concurrence with de los Arcos et. al (2016), Hess et al. (2016) highlight educator’s concerns in locating high quality OER.
			* 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
			* Atenas and Havemann (2014) reviewed OER repository literature
				+ To provide quality- repositories must support educators in identifying materials that can be reused, adapted and modified in compliance with copyright.
				+ In doing so, repositories can embrace open practice
				+ The authors 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 (2016).
			* Rolfe 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).
			* Rolfe (2016) considers 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 (YouTube and Flickr)
				+ 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.
			* Nikoi and Armellini’s (2012) emergence of cost effective educational hosting services has enabled OER to be available at multiple locations (2016).
			* OER availability at multiple web locations is recommended to assist resilience if infrastructure changes do occur (institutionally or externally, Rolfe 2016).

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 (de los Arcos et al. 2016).
		- Institutional approaches to copyright and licensing (policy) may also impact upon educator’s OER use. In an analysis of UK universities copyright policies (81), Gadd and Weedon (2017) identified 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), and ownership issues unresolved by UK copyright law.

Slide 18: Issues relating to OER

* Policy
	+ - Institutional policy may be a factor facilitating educator OER contributions (Corrall and Pinfield 2014; Nikoi and Armellini 2012; Reed 2012).
		- Similarly, UNESCO recommendation governments support HEIs in OER policy development (2011b).
		- A lack of a suitable institutional OER policy is identified as a potential barrier to adoption (Mishra 2017).
		- *Currently only four Scottish HEIs have developed OER policies (Cannell 2017)*
		- Nikoi and Armellini discovered that few UK institutions have OER policies, though many have clear policies on Open Access (2012).
		- Stakeholders should be included in developing approach to practice OER policies (Niko and Armellini 2012).
		- Given the heterogeneity of the HE environment, different types of policy may be better suited to different institutions (Cox and Trotter 2016).
		- Cox and Trotter question whether institution policy should encourage or mandate OER use (2016)?
		- Cox and Trotter suggest that policy should not be considered a direct motivator in OER use as institutional culture mediates the role policy plays in educator decision making (2016).
		- It is theorised that 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).
		- An understanding of relationships between institutional culture elements can therefore offer insights into OER policy development (Cox and Trotter 2016).

Slide 19: Issues relating to OER

* Institutional culture
	+ - Cox and Trotter’s- educator OER attitudes to 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” (2016 p. 156).
		- The authors propose that institutional culture provides a lens that “glimpses into the social and cultural world in which… lecturers operated and would potentially deal with questions regarding OER” (Cox and Trotter 2017 p.161).
		- Findings identified that at an institutional level, different culture types did not present institutional inclination toward OER support (Cox and Trotter 2016).
		- However, institutional culture types did influence educator’s personal OER decisions (Cox and Trotter 2016).
		- Educators are 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 (Cox and Trotter 2017).
		- Additionally, if within institutional culture there is a lack of recognition for creating or using OER, this may be a barrier to OER adoption (Jhangiani et al. 2016; Cox 2013; Alevizou 2012)

Slide 20: Issues relating to OER

* Sustainability
	+ - Long-term sustainability is identified as a major challenge (Hess et al. 2016; Perryman et al. 2013; D’Antoni 2009; Downes 2007).
		- Most significant barriers to OER production may be financial (Annand 2015). Barrett et al. suggest that no HEI has successfully identified a method of ensuring long-term OER sustainability (2009). Public funding, national strategies and reorganisation of institutional budgets may be key (Mulder 2013).
		- The closure of the Jisc Jorum OER repository in September 2016 highlights issues of sustainability presented by UK national repositories.
		- OER success may be reliant on wide participation and creation of a critical mass of materials (Downes 2007; Friesen 2009; Wiley and Gurrell 2009).
		- Educator’s role in producing and using OER is therefore central to sustainability (Rolfe 2012).
		- Additionally, educators may play a vital role in providing OER quality assurance, which is considered a sustainability driver (D’Antoni 2008).
		- Sustainable open practices may require financial, technical and content-based solutions (Rolfe 2012).

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 Cronin (2017)
		- Educator sharing and borrowing attitudes may be ‘entrenched in both professional and personal feelings and attitudes’ (Rolfe 2012 p.8).
		- Anderson identifies two factors that influence educator attitudes to open practice: a natural instinct to share or not share, and the level of desire to nurture, or be socially responsible toward their residing community (Anderson 2010)
			* Natural inclinations may also be influenced if open practice is valued institutionally (Anderson 2010).
			* Environments that value open practice and social responsibility may therefore boost educator’s sharing instincts.
		- The belief amongst educators that engaging with OER enhances career opportunities is a strong driver for sharing (Rolfe 2012).
		- Similarly, educators do not want to invest time in OER if it will not enhance career prospects or is not fundamental to the future or university (Browne et al. 2010).
		- Engaging with OER may require digital technologies to facilitate creation, repurposing, sharing and access. If educators do not possess digital skills to develop OER, technology may be a barrier (Anderson 2010). Alternatively, possessing digital skills can be a catalyst to OER creation (Anderson 2010).

Slide 22: How can libraries fit in with OER?

* Academic librarians have potential to play a role in developing teaching and learning using OER (Borchard and Magnuson 2017; Smith and Lee 2017; Ferguson 2017; Jensen and West 2015).
* Could Academic libraries be a “natural nexus” for OER (Borchard and Magnuson 2017 p. 1)?
* Okamoto reviewed literature identifying academic libraries supporting, promoting and creating OERs (2013).
* 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 et al. (2010) identifies areas where OER initiatives may require academic library expertise:
	+ search and discovery
	+ data storage; metadata and indexing
	+ repositories and preservation
	+ and copyright knowledge
* However, though librarians are identified as potentially possessing copyright knowledge that may assist educator OER use, Morrison and Secker identify that copyright can also be an area where librarians experience feeling of unease (2017; Secker and Morrison 2016; Morrison and Secker 2015).
	+ Morrison and Secker’s findings 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 (de los Arcos et al. 2016).
* OER support may present technological requirements (Smith and Lee 2017; Atenas and Havemann 2014).
* Though librarians are identified as early adopters of technology (Allen et al. 2014; Cassner and Adams, 2012), maintaining pace with technology developments is considered a challenge (Pinfield et al. 2017; Shank and Bell 2011).
* Academic libraries must continue to evolve to meet the developing technological needs of patrons (Pinfield et al. 2017).
* The increasing demand for online learning has impacted upon libraries, resulting in service revaluations (Pinfield et al. 2017).
* 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 (Smith and Lee 2017).
* 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 (Bueno-de-la-Fuente et al. 2012).
* This may result in a challenge to both find time to learn about OER, and to deliver effective OER services (Smith and Lee 2017).
* 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