Open Educational Resources

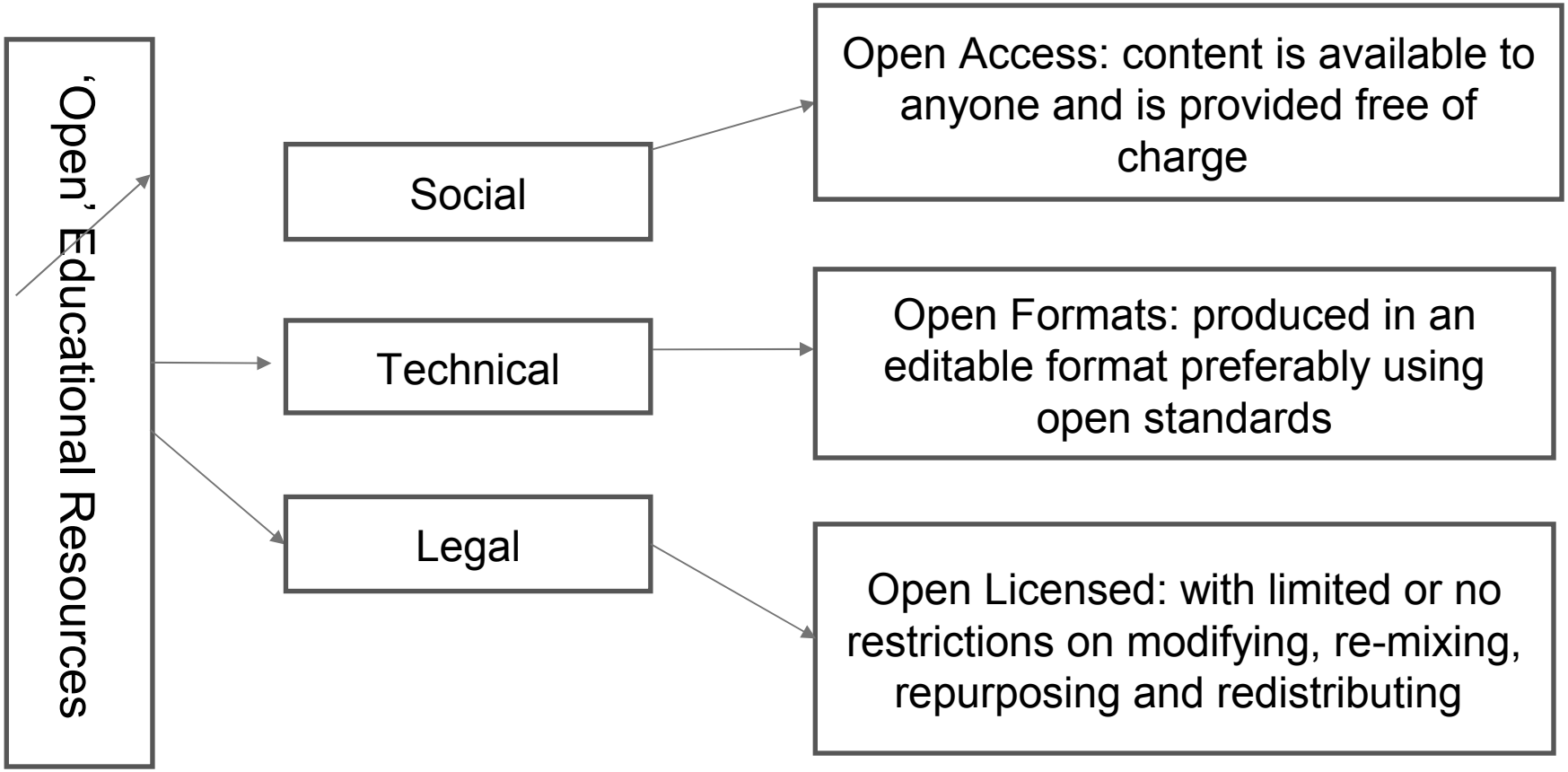
Teaching & Learning
UCL conference 2010

Overview

- OER in the context of
  Open Access and Open Content
- Emerging approaches
- Key issues and challenges
- UKOER programme (JISC/HE Academy)
- OER at UCL?

Forms of ‘openness’

Dimensions of Openness

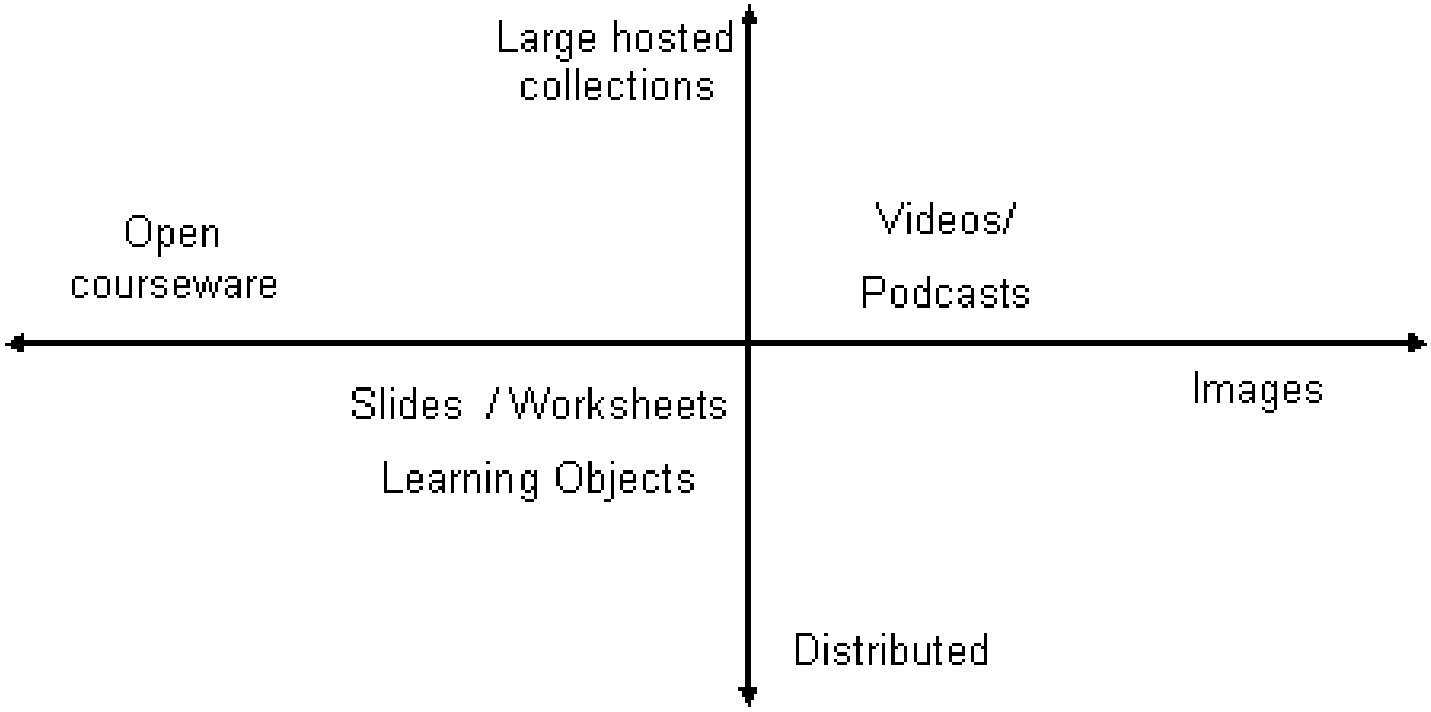


OER definitions

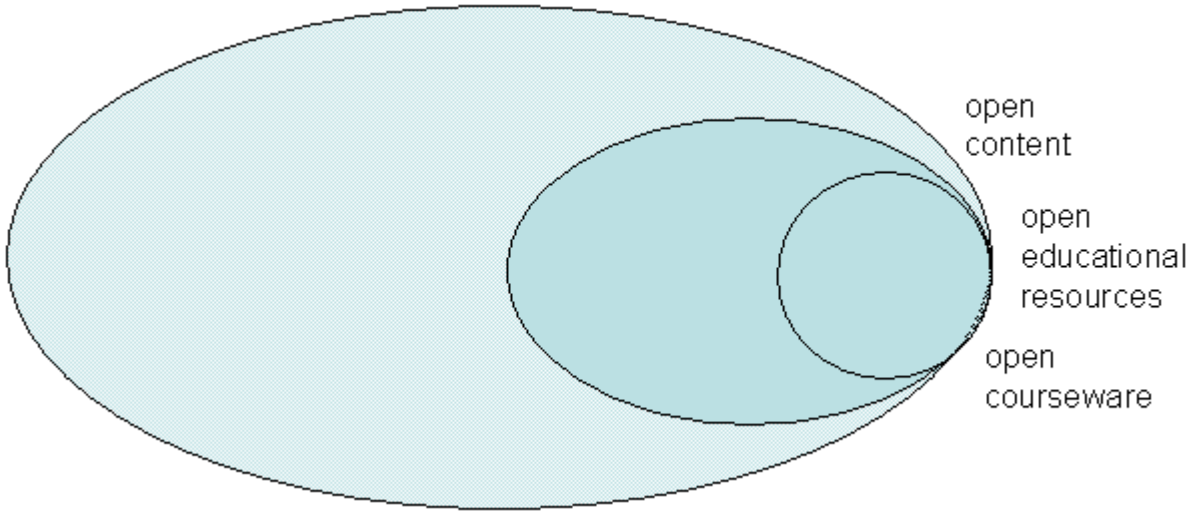
- “... digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research.”

Giving Knowledge for Free: The Emergence of Open Educational Resources
Organisation for Economic Co-operation and Development (OECD, 2007)

Spectrum of OER content



Open Educational Resources between Open Content and Open Courseware



Visions and Goals

"Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use. These educators are creating a world where each and every person on earth can access and contribute to the sum of all human knowledge."

Cape Town Open Education Declaration, Sept. 2007

Why OER?

- Sharing knowledge is in line with academic tradition (altruistic argument)
- HEIs leverage taxpayer's money by allowing free sharing and reuse/repurposing of resources
- Quality can be improved and the cost of content development reduced by sharing and reusing
- Good for the institutions public relations (showcase effect)
- Sharing will speed up the development of new learning resources
- Internationalisation

Drivers of OER

- Available funding by international organisations
- Competition among leading institutions in providing free access to educational resources as a way of attracting new students
- Success of open access initiatives and repository projects
- Rapid development of social software tools and services and emergence of personal learning environments
- Subject and community based sharing, ‘Web 2.0 ethos and practice’ etc.

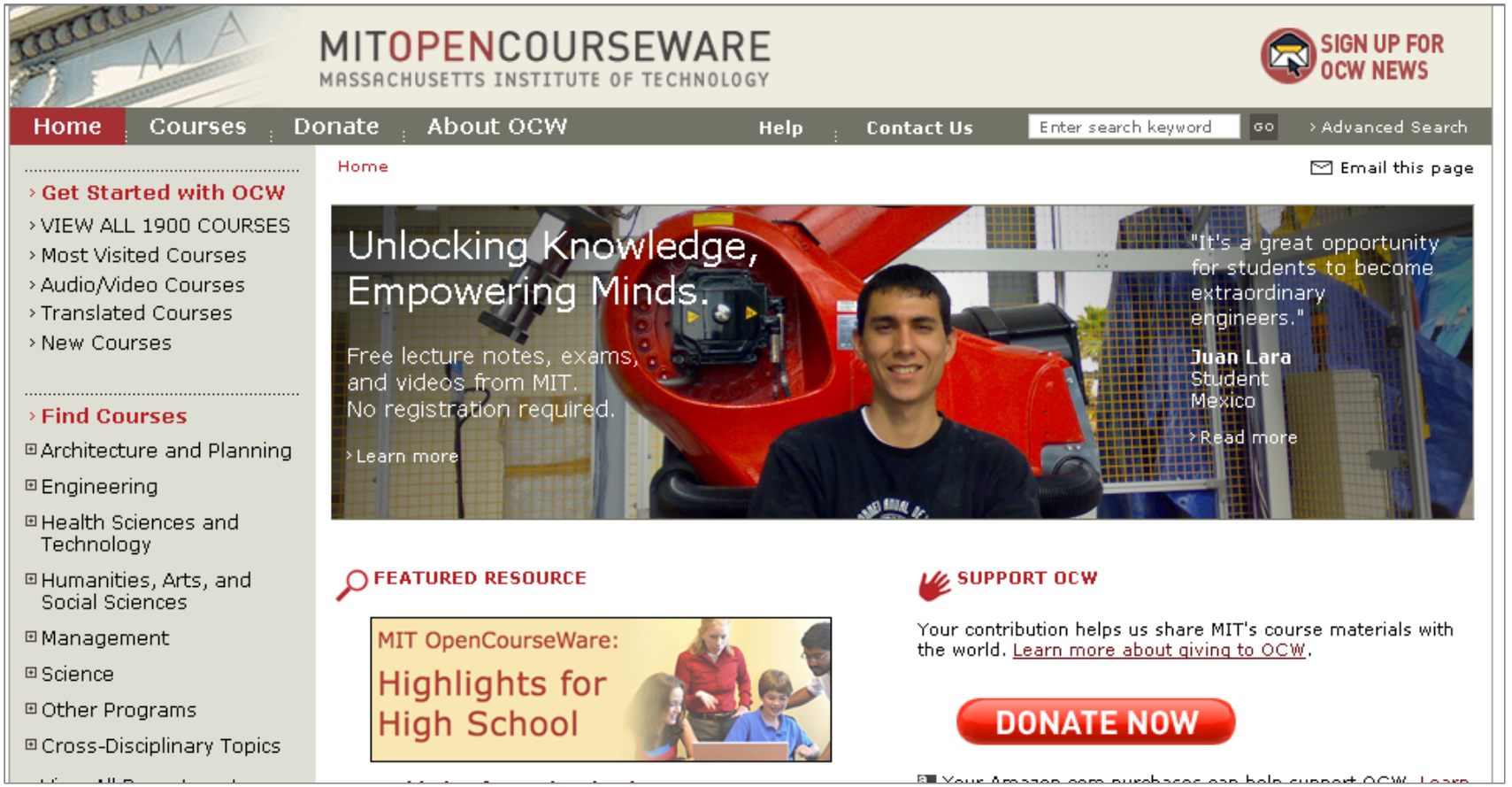
Inhibiting factors

- Growing competition for scarce funding resources
- Difficulty in finding a balanced approach to open and commercial educational offerings
- Intellectual property rights issues
- Fear of low recognition for Open Access publications
- Lack of policies for development and use of repository at institutional level
- Lack of communication and cooperation between system and tool developers and educators

Milestones in OER development

- 1998 – Open Content Initiative
- 2000 – UNESCO conference
- 2001 – Wikipedia
- 2002 – MIT OpenCourseWare
- 2002 – Creative Commons
- 2006 – OU OpenLearn [UK]
- 2007 – Cape Town Open Educational Declaration
- 2009 – JISC/HE Academy OER Pilot Programme [UK]

Major OER initiatives in HE (MIT)



<http://ocw.mit.edu/>

Major OER initiative in HE – Open Univ. (UK)

<http://openlearn.open.ac.uk/>

Worldwide OER movement

- US: Utah State University <http://ocw.usu.edu/>
- US: Rice University Connexions <http://www.cnx.org/>
- US: Carnegie Mellon University <http://www.cmu.edu/oli/>
- China: China Open Resources for Education (CORE), > 750 courses <http://www.core.org.cn/>
- Japan: Japanese OCW consortium, >400 courses (http://www.jocw.jp/)
- France: ParisTech OCW project (…)

UKOER pilot programme (2009/10)

subject

institution

individual

support function – covering technical, legal, strategic advice, workshops, support for deposit and aggregation of materials, communities of practice.
Based around existing JISC services & **OU "SCORE" project**.

OER infokit – a "how to" guide for future work

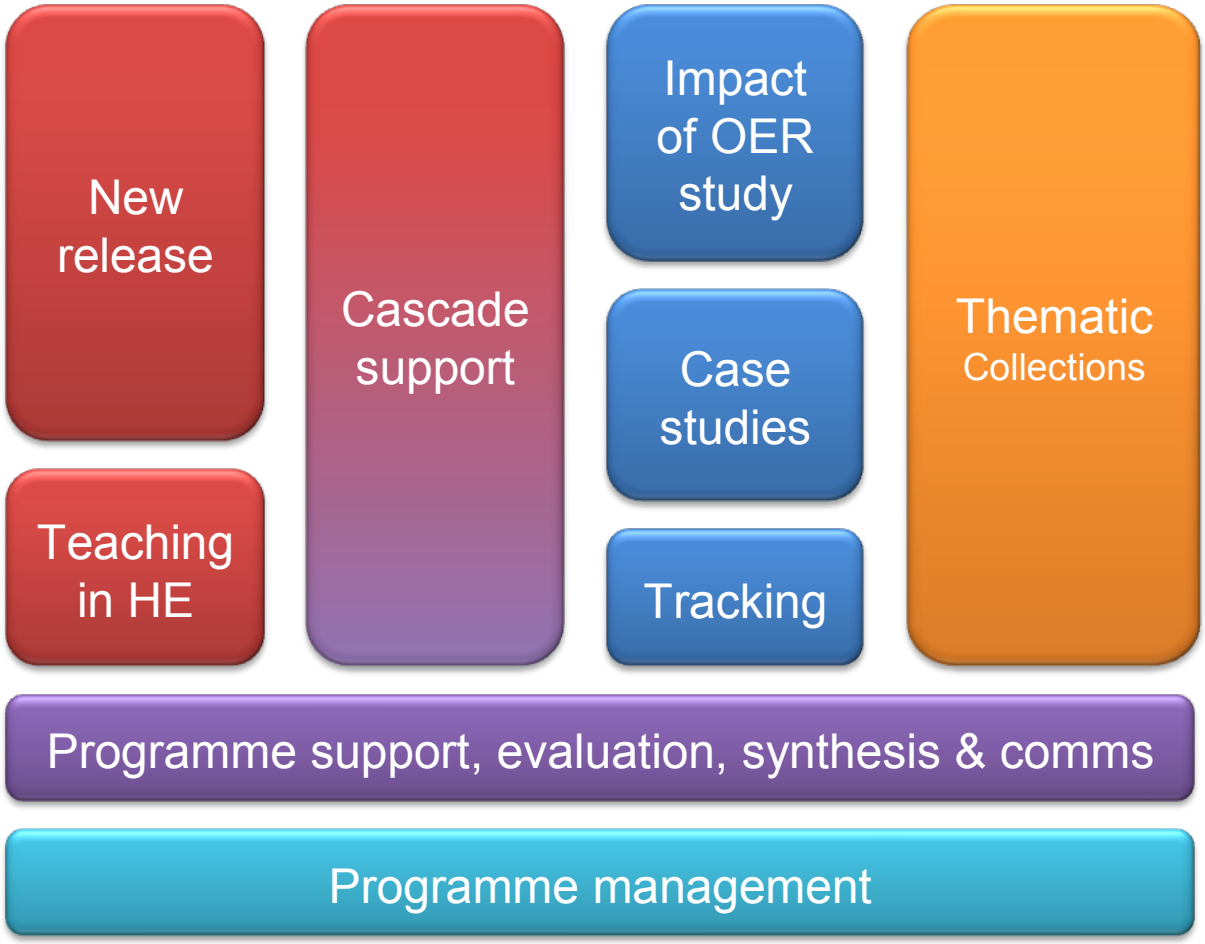
evaluation & synthesis function

JISC Programme Management

HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND hefce

one year programme – HEFCE-funded;
managed by JISC & the Higher Education Academy.

UKOER phase II (2010/11)



one year programme – HEFCE-funded;
managed by JISC & the Higher Education Academy.

Objectives of the UKOER programme

- Not that much about creating learning resources
- But about Cultural Change
- And sustainable processes
- Embedding the creation, release and exchange into institutional processes

UKOER Programme Aims

- Release a significant amount of resources ‘openly’
- Prompt change and clarity in institutional policies about online learning resources.
- Adapt processes and policies to ensure release is sustained
- Act as a pilot to inform the design of a next (and larger) phase of the OER Programme
  - offering value for money to the UK HE sector.
  - promoting a positive profile for institutions and the sector worldwide
  - test a “business model” for open release
- contribute to understanding of practicalities of open release in different contexts

Open Release

- Materials will be published via:
  - Open institutional repositories
  - Web 2.0 services
  - Institutional websites
  - And JorumOpen <http://www.jorum.ac.uk/> a new national repository for OERs, launch date: January 2010

Lessons learned

- OER prove highly successful for the institutions in terms of reputation, student recruitment etc. (e.g. MIT OCW, OU OpenLearn report 2009)
- Cultural issues and localisation
- Incentives for individual academics
- User support and experience

Lessons learned

- What architecture and aggregations are needed?
- How useful is content packaging outside of specialist packages?
- Granularity vs. complexity of Learning Objects
- Rich metadata: worth the effort?
- Responsibility for (long-term) preservation?
- Reluctance with sharing and/or reusing

Major Challenges

- Sustainability
- IPR (Copyright) Issues
- Quality Assessment and Enhancement
- Interoperability

OER movement : developing issues

The programme hopes to learn more about …

- Improving institutional and individual workflows for managing content
- Limitations and benefits of different file formats for OER
- Limitations and benefits of different platforms for OER sharing
- Search engine optimisation and resource discovery mechanisms such as bookmarking and tagging
- Persistent identities and version-handling for OER
- How to track usage and impact of OER

‘VirtualDutch’ – teaching & learning programme

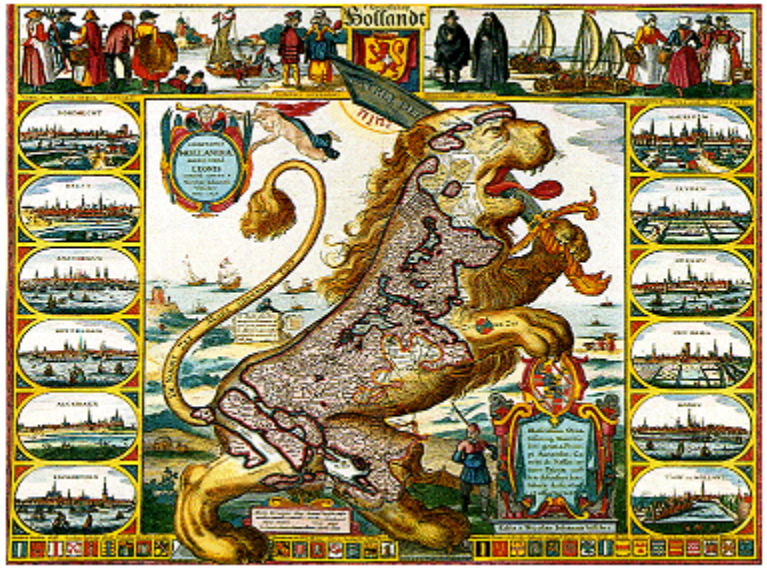
- VirtualDutch is an inter-institutional collaborative teaching programme between the four university department where Dutch is taught in the UK (UCL, Sheffield, Cambridge and Nottingham; from 2001–2004 also Hull).
- VirtualDutch aims are to create shared Open Educational Resources, and to develop ICT-supported forms of inter-institutional collaboration in teaching and learning.
- The programme started in 2001, mainly in response to the declining interest in modern languages in the UK which is affecting all modern languages, but the lesser-taught languages like Dutch in particular
- VirtualDutch tries to bundle existing resources and expertise to overcome the crisis by taking advantage of the latter development.
- A large number of OERs have been created which will be re-released as OERs with CreativeCommons licenses

Open Learning Environment in Early Modern Low Countries history (UCL)

Part of the individual strand of the UKOER programme (JISC/HEA)

The project will

- turn a comprehensive survey course in early modern Low Countries history into a multimedia and Web 2.0 enriched Open Educational Resource (OER).
- specifically focus on relations between the Low Countries and the Anglophone world.
- will use freely available Web 2.0 tools and services and be based on open and transferable standards (e.g. SCORM, AICC) which can be delivered by a variety of platforms and Virtual Learning Environments
- combine a series of multimedia teaching and learning objects like the interactive multimedia timeline in an integrated resource-rich but directed open learning environment.



<http://www.ucl.ac.uk/dutch/OER/>

VIRTUALDUTCH

1 The Dutch Revolt against Philip II, king of Spain and ru

Marks: --/1

Answer: True

False

Submit

Topic outline

Welcome! This interactive M
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Countries and who would like
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Revolt better, using a historic
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original edition of the docum
translation, get help with hist
specific concepts, analyse certain themes, and study rela
offers a series of resources and help files on the topic. It
that are highlighted, further explanations of the terms a
The study pack aims to be as interactive as possible. You
after every fragment of the document you read. If you a
ready to continue with the next sections.

News forum

1 Section I. Introduction to the Document: *Plakkaa*

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1000

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1486: William de Machlinia prints bull of pope Innocent III

1495: Christiaen Snellaert publishes Everyman

1481: William Caxton publishes first English edition of Reynard the Fox

1493: Gerard Leeu publishes Chronicles of England

1502: Vewicke Maynard p Henry VII

or

1487: Lambert Simnel becomes king Edward VI of England

1496: the history of John O Groats

e meets

1496: the history of John O Groats

The history of John O'Groats, popularly known as the most Northerly point of the British mainland, is clouded in folklore. The name of the supposed ferryman is first mentioned by the Caithness-born Sir John Sinclair in his statistical account of Scotland of 1793. He describes how Dutchman Jan de Groot and his two brothers arrived at this part of Scotland around the reign of James IV (1473-1513). Jan is said to have instituted the ferry making the six mile crossing to South Ronaldsay (a service that remains to this day). Apparently Jan had eight sons. Together they organised an annual feast to celebrate their arrival in Scotland from Holland, gatherings that became increasingly disputatious as a result of conflicting claims to the right to sit at the head of the table. The original John Groat is therefore said to have built a symmetrical

EKEN UYTEN HOVE

Open Learning Environment for Early Modern Low Countries History

A VirtualDutch Open Educational Resource funded by JISC and the Higher Education Academy

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Categories: Project News Search

Home

This project is part of the individual strand of JISC's and the Higher Education Academy's Open Educational Resources programme. This pilot programme has been designed to

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<http://www.ucl.ac.uk/dutch/OER/>

VIRTUALDUTCH

Open Access at UCL

- UCL Open Access Policy (June 2009) <http://www.ucl.ac.uk/media/library/OpenAccess>
- Subject to copyright permissions, all UCL research outputs will be placed online in the university's institutional repository, freely accessible to all
- RAE2008 outputs already on e-prints server

A few quotes from the press release on UCL's Open Access policy

- “In the competitive environment of a global higher education market, Open Access repositories provide a platform on which a university can showcase its research. Open Access helps prospective students make a judgement on which University to choose, shares blue-skies research with the widest possible audience, and supports outreach activity to open up higher education to new communities.”
- “Material made available in an Open Access repository is available to everyone with a wish to view it, and free at point of use. As part of our move towards Open Access, we will also be investigating the best ways to roll it out in a way that might offer a model for the sector, and we would be happy to discuss our experiences with colleagues from other institutions.”

→

A few quotes from the press release on UCL's Open Access policy (ctnd.)

- "Impact is the watchword for research and this depends on it reaching the widest audience possible. Open Access is a critical enabler for this. UCL's plans to build a major scholarly resource around its Open Access policy is warmly welcomed by researchers across UCL."
- "The potential benefits of Open Access as a means of making cutting edge research available across the world cost free are enormous. This is an opportunity to make a major impact in regions where cost is a potentially insuperable obstacle to access. The scale, diversity and outstanding quality of UCL research make us ideal leaders in this field."

→

For discussion

- Do the same arguments apply to OER?
- Scope for a UCL policy on OER and an institutional repository?

Thank you very much!

- JISC/HE Academy UKOER programme
  <http://www.jisc.ac.uk/oer/>
  <http:/www.heacademy.ac.uk/oer/>
- Open Learning Environment Dutch history
  <http://www.ucl.ac.uk/dutch/OER/>

Ulrich Tiedau
u.tiedau@ucl.ac.uk