

Literacies for Open Practice

Open up and say OER?

Leo Havemann

Birkbeck, University of London

Presented at the *Digital Literacy for Teaching and Research* BLE Event, IOE, 19 February 2014



Open Education: Various uses of 'open'

- The **Open** University
- **Open** Access (OA) – *gold, green, or 'diamond'*
- **Open** Educational Resources (OER)
- **Open** Educational Practices (OEP)
- Massive **Open** Online Courses (MOOCs)
- **Open** Scholarship - *sometimes a.k.a. Digital Scholarship*

...and 'misuses'

- A.k.a. '**Openwashing**'
 - E.g. *The Open Education Alliance* – a new “industry-wide alliance of employers and educators” that will “bridge the gap between the skills employers need and what traditional universities teach.”
 - Wiley proposes '**fauxpen**': a term to use in describing fake open initiatives
- [- Source](#)
- What about commercial publishers claiming to do 'open' things?
 - And what of MOOCs ?

Defining OER

Wiley:

- While there are dozens of definitions of “open educational resources” which emphasize and highlight different nuances, they all agree on the common features of **(1) free and unfettered access and (2) liberal copyright permissions** like those articulated in the Creative Commons Attribution license.

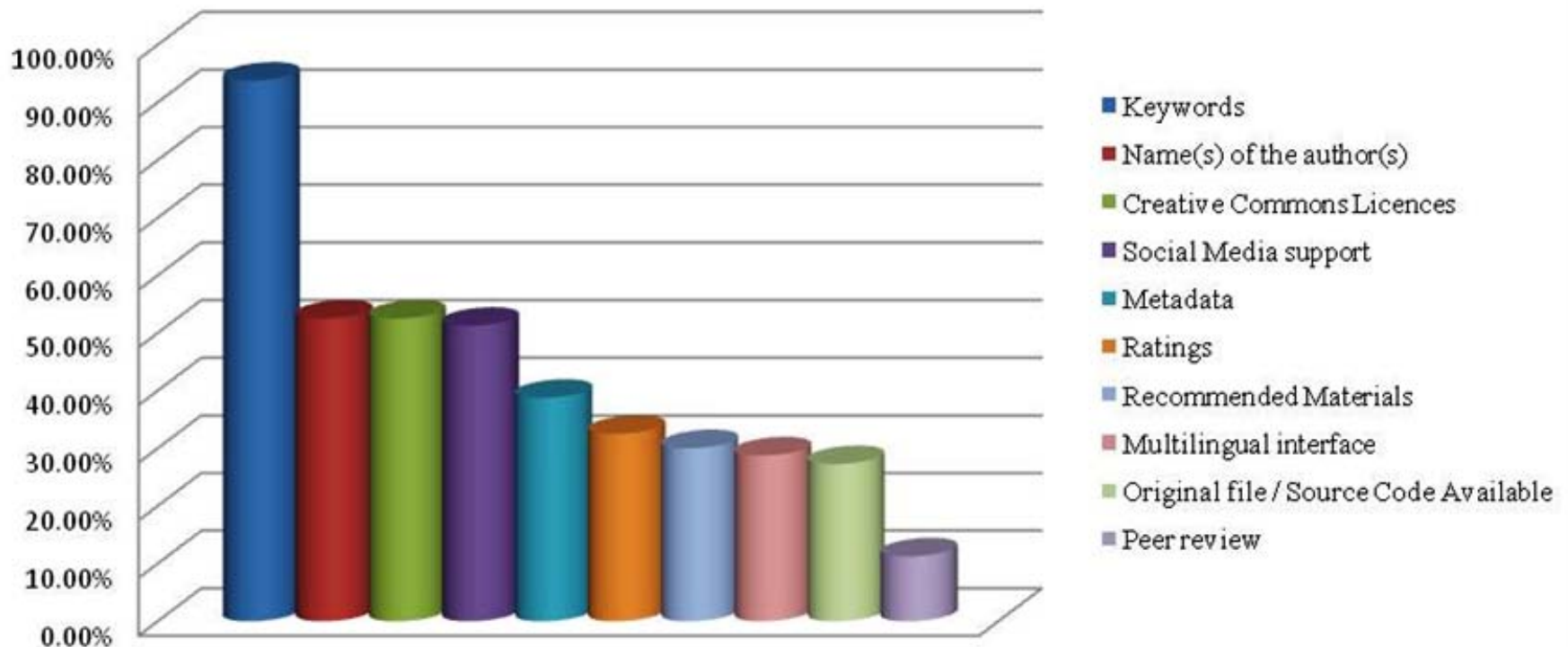
<http://opencontent.org/blog/archives/2922>

Very brief history of OER

- RLOs pre-existed the concept of OER
- MIT OpenCourseWare
- UNESCO definition developed at OCW conference 2002, supported by the OECD 2007, Comprehensive Paris declaration on OER 2012
- Creative Commons now generally agreed as appropriate licensing structure (no single licence suffices)
- A lot of academic literature and debate continues
- The rise of the repositories (ROER)

Repositories of OER

Incidence of IQA in ROER



- Atenas & Havemann ([2013](#))

Issues with resource-focus

For Windle et al ([2010](#)),

- to date the OER movement has mostly focused on the input or sharing aspect.... A relatively large amount of funding has been made available for the creation of repositories, and the movement has had some success in encouraging individuals to share their resources. Much less is known about the reusability or reuse of the resources that have been accumulated. Who is reusing the resources? How much is being reused? What is being reused? Why are they reusing? What makes it easier or more difficult?

The turn to OEP

According to Alevizou ([2012](#))

while the origin of the OER movement is located on the emphasis of entitlement (of access to, and adaptation of, free pedagogical material), the new wave of policy and advocacy initiatives focus on transparency enabled by the adoption of **open educational practices** (p. 3).

In other words: although the content needs to be open the focus is moving onto the **people who create and (re)use it and what we are doing with it.**

Recognises that just uploading a resource to a repository may not be enough.

Open, as in, not closed

For Wiley,

“Open” is a **continuous, not binary**, construct. A door can be wide open, completely shut, or open part way. So can a window. So can a faucet. So can your eyes. Our commonsense, every day experience teaches us that “open” is continuous.

<http://opencontent.org/blog/archives/1123>

OEP as sharing resources

- ‘Sharing’ - though now a key social media buzzword - is not in itself so new
- Reusable Learning Objects – required technical expertise to create, conceived like electronic interactive books, bogged down in metadata, how to update them, er – licensing?
- The OER model – could be made by anyone, and could be anything – licensed appropriately of course – therefore there is more OER – which is great – but creates its own problems too!

OEP as networked practice

- Blogging, tweeting, presenting about, debating, and other forms of transparency around academic practice, in ways that promote **reusability, revision, collaboration**
- E.g. Creating, using, repurposing a resource
- E.g. The Learning Designer – collecting pedagogical patterns that can be reused in entirely different subjects
- E.g. use of social networks to engage in discussions around work in progress

Barriers to OEP

- **Regulatory** – institutional policies may be prohibitive or unclear, terms and conditions (e.g. of MOOC platforms) can be unnecessarily restrictive
- **Technical** – repositories of OER not always well designed to support open practice
- **Cultural** – not the way we do things around here/not perceived as being rewarded
- **Literacies/skills** – for discovering, retrieving, embedding, repurposing open content, applying licences

Things to do

- Find repositories of OER: [OER Repositories World Map](#)
- Learn about CC Licences: [Open content licensing for educators](#)
- Open Education Week: www.openeducationweek.org

Thanks!

- Find me on Twitter: [@leohavemann](https://twitter.com/leohavemann)