Open Education Resources

Professional Development - Group N

Robbie Moore
Rohan Chopra
Teebiga Surendirarasa
Edmund Murphy

UNIVERSITY OF
Southampton

Introduction

- Open Education Resources (OERs) are educational resources that are publicly available and are free of any exclusive usage rights and licences
- They can be used for teaching, learning, educational, assessment and research purposes
- They can be publicly editable, but this is not a requirement
- They are available online through various organisations that run services and share their own resources to support this ideology
- A price for such material is a highly debatable topic

Origin Of Open Movement

- Wayne Hodgins coined a term 'Learning Object' in 1994 to popularise the idea that digital materials can be designed to allow easy reuse in a wide range of teaching and learning situations[1].
- The OER movement originated in the late 20th century with the rise in open and distance learning programs and a mentality of open knowledge sharing , open source development, free data sharing and peer collaboration[2].
- In 1993 George Soros formed the Open Society Initiative which was later changed to Open Society Foundations or Open Society Institute.
- In 2002 MIT introduced the 'MIT OpenCourseWare project' which is known to be one of the first Open Education resources and is also credited for having sparked a global Open Educational Resources Movement after being announced in 2001[5].
- The term "open educational resources" was first adopted at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries[3].

Origin Of Open Movement

- In 2005 OECD's Centre for Educational Research and Innovation (CERI) launched a 20-month study called "Giving Knowledge for Free: The Emergence of Open Educational Resources" to analyse and map the scale and scope of initiatives regarding "open educational resources" in terms of their purpose[4].
- In September 2007, the Open Society Institute and the Shuttleworth Foundation convened a meeting in Cape Town to which thirty leading proponents of open education were invited to collaborate on the text of a manifesto. The Cape Town Open Education Declaration was released on 22 January 2008,[6] urging governments and publishers to make publicly funded educational materials available at no charge via the internet[7]. The Free International University (*FIU*), was a support organization founded by the German artist Joseph Beuys together with Klaus Staeck (1st chairman), Georg Meistermann (2nd chairman) and Willi Bongard (secretary), based on principles laid down in a manifesto written by Joseph Beuys and Heinrich Böll.

26 – 1. SETTING THE SCENE

Table 1.1. Institutions participating in the OECD case studies

Country	Institution	Expert(s) carrying out the visit
Australia	AEShareNet	Brian Fitzgerald and Nic Suzor, Queensland University of Technology
	Macquarie University	Brian Fitzgerald and Nic Suzor, Queensland University of Technology
Canada	Athabasca University	Walter Steward, Walter Steward & Associates
	Télé-Université	Judy Roberts, Walter Steward & Associates
Denmark	Aalborg University	Knud Erik Hilding-Hamann, Danish Technological Institute
France	ParisTech	Jan Hylén, OECD
Greece	Crete University	Katerina Kikis-Papadakis
Japan	The Japan OCW Consortium with visits to the following institutions: University of Tokyo, Keio University, Kyoto University, Osaka University, Waseda University, and Tokyo Institute of Technology	Toshio Kobayashi and Akemi Kawafuchi, NIME
Mexico	Autonomous University of Guadalajara	Francisco Benavides, OECD
	Instituto Tecnológico de Monterrey	Francesc Pedró, OECD
Sweden	Stockholm Institute of Education	Jan Hylén, OECD
Spain	The region of Extremadura	Francesc Pedró, OECD
	The Spanish National University of Distance Teaching (UNED)	Francesc Pedró, OECD
United Kingdom	Open University	Tom Schuller, OECD
United States	John Hopkins University's Bloomberg School of Public Health	Marianne Phelps
	Tufts University	Marianne Phelps

Source: OECD.

Although every second university in the OECD area (1 846 in all) was contacted by e-mail for the questionnaire to institutions, the response rate was so low that the results were not usable. This was probably due to imperfections in the e-mail addresses, a lack of language competence – the message was sent in English, French and Spanish – and the likelihood that OER activities are still largely grass-roots activities among individual

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Impact of the open movement in educational collections, repositories, and courses.

Impact on Collection

- Open Movement has enabled multiple minds to write down and collect materials for education and to edit them at the same time from any part of the world. This has lead to upgradation in overall education quality.
- The fact that collection of educational material has been made open also means that all the material is kept up to date and is modified at a rapid pace.
- The emergence of open movement has also lead to collection of educational materials on a large scale. Meaning that educational material for multiple subjects/topics is available at the same source.

Impact on Repositories

- Huge educational databases have been created, which posses material for multiple subjects
- Centralisation of Educational material has lead to better accessibility of all the data.
- Data of different subjects/topics can be linked together

Impact on Courses

- Availability of multiple educational courses at one place
- Interactivity of education increases since questions can be asked by anyone and answered by anyone
- Multiple view points on the same topic can be gathered from around the world
- Courses are usually free and can help educate underprivileged sections of society, thus helping develop society as a whole.

Organisational, licencing, costing and participation models of OERs

- **Organisational models**
    - **Customer Value Proposition**
        - Proposes to answer the needs of the customers in a particular segment of the market
        - Normally provides Basic OE resources
    - **Value Chain**
        - Relies on an open and distributed business model to create value through external pathways [8].

- **Cost models**
    - **The reasons for producing OER materials:**
        - They can be categorised as altruistic
        - Women in some communities have limited educational opportunities but may have new possibilities to learn at home online.
        - Commercial, where the university increases its visibility through an OER initiative leading to increased student recruitment or other funding possibilities.

Organisational, licencing, costing and participation models of OERs

- **Licencing models**
  - Copyright and intellectual present the biggest barriers to the expansion of OER.
  - Institutions aren individuals are concerned that their work will be reused without their consent.
  - The way this is being handled is through the Creative Commons initiative which provides licences that can be attached to OERs making explicit the uses to which the OERs can be put and how authors should be attributed.

- **Participation models**
  - To participate in OER projects, the are some facilities which offer the opportunity to either support or help the current project. The open university provides a small list of current active projects which need support.

Technical and social implications of OERs

- **Social Implication**
    - Easy for anybody to have an equal chance when compared to others who can afford to pay for education at learning about what they are interested in
    - Usually the first place that people will look to find new information
    - OERs have become an alternative for libraries
    - They provide a more
    - Knowledge in all fields have been extended from people being able to share their findings with other people
    - The introduction of OERs have changed the way that people go about learning

- **Technical Implication**
    - OERs are ideal examples for informal learning but also have value for non-formal and informal learning.
    - The new technologies would effect have an economic divide such as Personal computers, desktop and laptop.
    - Knowledge in many fields have been furthered due to how simple it has been made for people to discuss topics with the rest of the world

How OERs are to Grow/Change in the Future

- I expect the number of OERs to increase
  - A great way for a company to gain public interest is to make their resources open to the public
    - In this way people will begin to associate the company as being resourceful, and have the opportunity to see the quality of the company's resources
- I feel that the quality of OERs will never be up to the standard of companies that require a subscription/payment to access their resources
  - These companies can afford to put more time and effort into ensuring the quality of their resources, as they are selling their knowledge as a commodity
- OERs such as Wikipedia will always continue to grow on a phenomenal scale as they have the largest base of helpers possible; us!
  - People will always be willing to continue to add and update Wikipedia's resources to share our knowledge
- OER projects are likely to grow faster if they utilise an open format; where anybody can edit the resources.
  - If a business employed 10 people to add resources, then it would still not grow anywhere near as fast as an OER where anybody can add to it
- In the future, it may be a possibility for some OERs to be closed from public access by the server managers, and the licencing changed to make the resources added by everybody belong solely to a single organisation.

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