

RESEARCH REPORT

Open Transferable Technology-enabled Educational Resources (OTTER) project

STAKEHOLDER VIEWS ON OPEN EDUCATIONAL
RESOURCES

UNIVERSITY OF LEICESTER

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1. Context and background

This research report is based on data gathered from staff, students and senior managers at the University of Leicester and students from the University College of Falmouth, as well as Librarians in the East Midlands on their views on Open Educational Resources (OERs). The research was part of the Open Transferable Technology-enabled Educational Resources (OTTER) project, one of the [JISC](#) and [Higher Education Academy](#) funded institutional projects on OERs at the University of Leicester. OTTER enabled the evaluation of systems and processes designed to support individuals, teams and departments at the University of Leicester to release high-quality open educational resources (OERs) for free access, reuse and repurposing by others under an appropriate open license.

In recent times, the usefulness and impact of OERs on teaching and learning have become the focus of discussions at major conferences (OER10, 2010), and in publications on open education. As an example, a report by the Digital Connections Council (2010) on harnessing openness to improve research teaching and learning has observed that "...to be successful OER must meet the needs of users". Similarly, a paper on user needs and demand and uptake of OERS has noted as follows:

"User studies that measure the number of "hits" or page-views to a site, or report out on anecdotal and random responses to online Web site surveys, are ubiquitous and frequently used as evidence that a particular Web resource has "value." These measurements surely indicate a form of popularity, but they tell us only about relatively enthusiastic users of a particular brand of content. They reveal nothing about whether a brand may be valued or useable by a wider potential audience operating in complex formal educational institutions that confer degrees or certificates". (Harley, 2008)

The objective of this piece of research was to ascertain stakeholders' views, within the University of Leicester and also externally on OERs developed by the OTTER project, in order to assess their value to teaching and learning and how they could be made more reusable and re-purposable.

2. Research method and data collection

The research utilized qualitative methods, designed not to measure usage but rather to hear all the different and dissenting voices and perspectives on OERs. Data were gathered between December 2009 and April 2010 from students, academics, senior managers and librarians through:

- Survey of students using open ended questions delivered online (see appendix C)
- Face to face interviews with staff and senior managers across different departments of the university (see appendix D)
- Workshop with Librarians from across the East Midlands (see appendix E)

Emails requesting interview appointments were sent to academic members in departments that contributed materials to the OTTER project as well as to non-contributors, e.g., physics and engineering. Students were recruited for the research at the University of Leicester with help from the Academic Affairs Officer at the Students Union and at the University College of Falmouth with help from a BDRA colleague working there on the CALF project. Table 1a shows the number of staff interviewed in each academic department or subject discipline in which OERs were released as part of OTTER. Table 1b shows the number of students

responding to the questionnaire survey, again by department. Table 1c shows the number of librarians who participated in the workshop.

Table 1a Number of staff interviewed

Departments	Staff interviewed
GENIE (Genetics)	3
Psychology	1
Student Union	1
Medical School	2
Lifelong Learning	1
Media and Communication	2
Biological Sciences	1
Physics	1
Pro VCs (Teaching and Learning & Internationalisation)	2
Staff development	2
Heads of Dept (Engineering/CDDU)	2
Library	1
Total	19

Table 1b Number of student respondents

Disciplines	Student respondents
Genetics	13
Psychology	8
Student Support and Development Services	10
Archeology and ancient history	10
Politics and international relations	9
Media and Communication	9
Law	1
Education	6
Criminology	4
BDRA	1
Total	71

Table 1c Number of Librarians who participated in workshop

Participating libraries	Number of attendants
Bishop Grosseteste University College	2
Coventry University	3
De Montfort University	2
University of Derby	3
University of Leicester	11
Loughborough University	2
University of Nottingham	4
Nottingham Trent University	2
University of Northampton	3
University of Warwick	3
Total	35

Students who completed this survey were free to select materials from their own or a different discipline, therefore subject disciplines in Table 1b are to be read as subject areas of interest to students participating in this survey both from the University of Leicester and the University College of Falmouth.

3. Key findings

Our findings indicate that, while staff and students and librarians are happy with making teaching and learning materials freely and openly available, questions and concerns still remain, notably in the areas of cost benefit, staff capacity and time to develop resources, the quality of resources, funding and sustainability of OER production and release, subject coverage and access to resources at different levels. Appendix A compares responses on a range of questions from:

- senior managers
- academic staff
- students

Below is a summary of key findings from the various stakeholders.

a. Key findings from staff (including senior managers)

- i. In general, staff support the open sharing of educational resources. They see OERs as helping to position UK HE, especially UoL, in the world HE market, although they believe that more evidence is needed to make a convincing case about the value and impact of OERs.
- ii. Most senior managers would like to see a mandate in the form of a policy and strategic action in order to take the OER agenda forward.
- iii. Staff are happy and very keen to use OERs released through OTTER, as well as other OERs available in the public domain, for their teaching. The OERs will be used either 'as is' or modified, depending on the teaching objective or context.
- iv. OERs are seen as potentially beneficial to teaching, learning and also as additional information resources for students
- v. Staff are happy to make selected teaching materials available as OERs based on conditions related to ownership, copyright, quality and support in 'designing for openness'.
- vi. A team effort, working with all stakeholders, is seen as the appropriate way forward for OER development and use.
- vii. Sustainability in terms of funding, staff capacity and support are seen as issues which need to be resolved.
- viii. Reward and recognition of academic staff are seen as key factors in successfully promoting the generation of OERs. However, non-financial reward is much preferred to financial reward.
- ix. More awareness of Creative Commons licensing is needed.
- x. For the future, a developmental approach around a pilot focused on production and evaluation of generic materials within individual colleges is preferred by some senior managers to a large-scale approach across the institution.

b. Key findings from students

- i. Students support the open sharing of teaching and learning resources and view OERs as supplementary resources that could improve the quality of their learner experience.
- ii. Students find it very easy to navigate through current OERs available through the Plone site of the UoL (www.le.ac.uk/oer).
- iii. 96% of students rated the quality of the OTTER OERs as 'good' to 'extremely good'. The 4% who were unhappy attributed this to links in the zipped files in the Plone site that appeared to be broken. (This was rectified through a 'Read Me' message that appears on every page of the Plone site, advising users that zipped folders need to be extracted in order to function effectively.)
- iv. Students appear to have adequate knowledge of Creative Commons licensing, but express concerns about the implications for the institution's reputation in the event that the materials are misused by third parties.
- v. The preferred options for access to OERs are the institutional virtual learning environment (VLE) and OER repositories.
- vi. Students are happy with the quality of OERs produced through OTTER, based on the concise nature of information provided as well as the structure and layout. However, they express concern about quality and sustainability of future OERs.
- vii. A third of students say they would not be willing to turn their own materials (e.g. lecture notes) into OERs and share them with other students.
- viii. Students would like to see future policies address the issue of easy access to OERs in different formats to support teaching and enhance the student learning experience.

c. Key findings from Librarians

- i. Librarians see OERs benefitting UK Higher Education in terms of institutional prestige, shared good practice, cost reduction and showcasing teaching materials.
- ii. The main issues of concern to Librarians are 3rd party copyright; currency and quality of materials and funding of OERs
- iii. Librarians would like to see policies that reflect management support; take up and put down of OERs and metadata requirements.
- iv. Librarians see themselves playing the roles of managers of OER repositories; developers of generic OERs e.g. study skill materials; indexers and cataloguers of OERs and liaison and promotion of OERs.

4. Conclusion

Our research shows that staff, students and information professionals welcome the use of OERs in teaching and learning and see their potential to transform UK higher education and beyond. However, if OERs are to make such an impact the following questions need to be addressed:

- i. What national and institutional policies are needed to encourage the development and use of OERs?
- ii. Who are the target audiences for OERs, teachers or learners, formal campus based or informal/non formal students, UK or international audience?
- iii. What reward and recognition framework should be put in place to encourage OER development by academic staff?

- iv. What should quality look like, back of the envelope quality or showcase quality?
- v. How can the development of OERs be made more sustainable?
- vi. What are the most effective mechanisms for tracking and gathering evidence of use, reuse and repurposing of OERs?

Answers to these questions may lie not just in having more OER programmes, but rather creating public platforms to discuss the issues and challenges faced by the UK OER movement and to envision the future of OER in teaching and learning across the UK.

We conclude that OERs are viewed in a positive light by staff, students and librarians despite concerns and unanswered questions. Evidence from our research also shows the potential of OERs to transform teaching in HE and enhance the student learning experience, as reflected in the following quotations.

All my life I have supported the sharing of open educational resources so to me it's a good thing...the issue is about how you make them easily available and usable and that is something that's bedevilled education for many many years. (Senior manager)

OERs are starting to show me the kinds of things I could do to make our course a lot more interesting (Academic staff member)

As far as OERs go I am a firm believer. I think it is something that should be done I think it is something that will be done more and more (Academic staff)

It looks very, very useful and provided it is kept up to date, and provides something different from the resources already available on Blackboard it could be very popular (Student)

I look forward to it being more commonly used and more information to be available as I will definitely refer to it to improve my learning (Student)

I think the OTTER project is an excellent start... but I do think it needs to be publicised somehow, in some way, to try and get people more enthusiastic, particularly members of staff. (Academic staff)

OERs will save time, increase institutional prestige and make resources easily accessible to students (Librarian)

Appendix A: Research findings – Senior Managers, Academic staff and Students

1. Knowledge and understanding of the term “Open Educational Resources”.

Stakeholders	Info. resource	Teaching resource	Learning resource	Quotes
Senior Managers	<ul style="list-style-type: none"> • Parallel with open access research output. • Quasi educational resource. 	<ul style="list-style-type: none"> • Similar to MIT and Open University staff. 		<ul style="list-style-type: none"> • <i>One of the key drivers for open access to research materials was that institutions which were funding research wanted the outputs of those research projects to be more available to people so there was a driver there which perhaps isn't there is the same way in terms of OERs.</i> • <i>There is no problem of people creating resources but it is the problem of accessing them and using them that is the issue.</i>
Academic staff	<ul style="list-style-type: none"> • Free quality resources. • Online resources freely accessible. • Educational resource like a book. • Copyright preserved open sharing. • Free material that require some form registration. 	<ul style="list-style-type: none"> • Resources on a subject or course • Success story on teaching • Freely accessible materials in repositories • Internet materials for teaching students. • Resource for use and repurposing • Sharing expertise. 	<ul style="list-style-type: none"> • Resources for self learning 	<ul style="list-style-type: none"> • <i>Knowledge should be transferred, it should be freely available and OERs enable that to happen</i> • <i>Digital teaching materials that are made freely accessible online, usually in repositories...</i> • <i>Materials which are not behind any kind of pay wall...for people to access to use, to modify, to change, for their own purpose, and possibly repurpose, and use it for whatever they see fit... also for self learning.</i>
Students	<ul style="list-style-type: none"> • Materials freely available online. • Information and knowledge for all. • Information to read and/or edit. • Resource for the academic community. • Media-rich resources e.g. videos, PDFs, and e-books. • Resource to supplement reading lists. 	<ul style="list-style-type: none"> • Free discipline based materials. • Materials available without log in. • Course/subject to use and redistribute. • Resource developed by experts. • Non-commercial teaching and learning resource. 	<ul style="list-style-type: none"> • Distance learning materials. • Resource for courses online. • An interactive resource that utilise technology. • Complementary study resource. • Whole modules plus reading list. • Lecture handbook. • Relevant and accessible online 	<ul style="list-style-type: none"> • <i>Resources open to all in the academic community... in varied forms... differing from the traditional process of learning; focusing more on interactional input that utilise available technology.</i> • <i>An educational resource that is available for students and teachers alike to access from anywhere in the world with an internet connection.</i>

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2. Business case for UK higher education to share teaching and learning resources

Stakeholders	Marketing and PR	Teaching and Learning	Quotes
Senior Managers	<p><i>Positive case</i></p> <ul style="list-style-type: none"> • Flagship for UK courses. • Market and brand UK higher education. • Contribute to exporting UK education. • Recruitment of foreign students. 	<p><i>Positive case</i></p> <ul style="list-style-type: none"> • Support development of distance education. <p><i>Negative case</i></p> <ul style="list-style-type: none"> • Potentially undermine distance education. 	<ul style="list-style-type: none"> • Looking at it from a countrywide perspective the UK has a very good reputation in higher education and we can capitalize on that. • All my life I have supported the sharing of open educational resources so to me it's a good thing...the issue is how you make them easily available and usable and that is something that's bedevilled education for many many years. • I think the business case about sharing is going to be more difficult to make, because I think there is a cultural change that needs to be made in academia around sharing • No business case should be based on lack of information...of possible losses, direct and indirect gains.
Academic staff	<p><i>Positive case</i></p> <ul style="list-style-type: none"> • Attract local and international students. • Advertisement for UK higher education. • Promote individual institutions. 	<p><i>Positive case</i></p> <ul style="list-style-type: none"> • Efficiency gains in terms of duplication of effort • Improved quality teaching • Improved effective learning • Good student satisfaction • Improved global educational standards <p><i>Negative case</i></p> <ul style="list-style-type: none"> • Undermine uniqueness of individual universities • Taking but not sharing 	<ul style="list-style-type: none"> • We rely so much on international students so...making selected teaching and learning materials available is good PR for us. • I don't understand the business case... [but] the intellectual case... the community as a whole will be rich. • There is a moral case for it. Teaching in higher education is funded by public money...so they should be made freely available almost as a condition of their production. • If we want to use the net as a way of promoting ourselves as an institution we have to get more of what we do out there and one way of doing that would be providing access to our materials. • One disadvantage might be that universities have their own unique blend of teaching... you wouldn't want each university to deliver exactly the same material. • I struggle to see the business case for sharing with the wider world unless the wider world shares with you and then you have access to a lot of learning material at zero cost.
Students	<p><i>Positive case</i></p> <ul style="list-style-type: none"> • Social inclusion. • Improved mobile 	<p><i>Positive case</i></p> <ul style="list-style-type: none"> • Get away from textbooks. • Reach out to groups 	<ul style="list-style-type: none"> • [OER] helps to reach out to new groups without access or prior knowledge of higher education. • It can be read by anyone, at any

	<p>learning.</p> <ul style="list-style-type: none"> • Promote distance education. • Support learner transition. 	without access to HE.	<p>time, with access to the internet.</p> <ul style="list-style-type: none"> • ...resources should be aimed at first years and possibly in some cases second year students as well as A-level students.
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3. Maximising the impact of Leicester Research Archives, Distance Learning Course Design and Development Unit resources and OTTER open access resources

Stakeholders	Technical integration and team work	Promotion and usability	Quotes
Senior Managers	<ul style="list-style-type: none"> • Have interlinked but separate repositories. • Have a single structured repository easy to access. • Have RSS feeds to maximise use. • Attend to good educational design (BDRA, DL & Marketing). 	<ul style="list-style-type: none"> • Address branding and ownership issues. • Ensure the wider world knows what we're doing. • Monitor what other universities are doing. • Decide target audience e.g. students or teachers. • Promote sharing internally. • Get students and staff to use OERs. • Address staff pressure to increase research rating. 	<ul style="list-style-type: none"> • <i>It will be highly undesirable if individual units within the university were independently setting things up without reference to the other that will be a waste of opportunity and effort.</i> • <i>We [should] be concerned about sharing materials internally in the university in the first place, and these are course design and delivery issues.</i> • <i>We have very little interest in making little bits of teaching available to others...the problem is what the hell do you do with this?</i> • <i>What we should be looking at is the availability of books...Its access to libraries and significant materials that for me is the key.</i> • <i>Within the University [we need] to get the students to use them more. Because the students are excellent ambassadors for these sort of things.</i>
Academic staff	<ul style="list-style-type: none"> • Provide easy access 		<ul style="list-style-type: none"> • <i>Now getting multiple repositories, it's not clear to me whether I am going to have to start searching all of them separately or whether we are going to have some sort of join up</i>
Students	<ul style="list-style-type: none"> • Provide searchable OER catalogues 		

4. Ease of navigation through the OERs

Stakeholders	Reasons for easy navigation	Reasons for non-easy navigation	Quotes
Senior Managers	***N/A	***N/A	
Academic staff	***N/A	***N/A	
Students	<ul style="list-style-type: none"> Clearly labelled titles and sub-titles. Functional links. Useful abstracts. User-friendliness. Clarity of expression and instruction. Detailed and easy to read. 	<ul style="list-style-type: none"> Web accessible. Speed of download. File format. Text heaviness. 	<p>Positive</p> <ul style="list-style-type: none"> The titles were clearly labelled and easy to follow. It was very clearly listed under the psychology which then followed on with a useful abstract explaining what the resource was about. The information is clearly explained and there were several links given to enable you to access presentations and useful documents. The navigation is user-friendly, tabs on the left side makes it easier to browse through the topics and information provided is very specific and to the point, which holds the attention span of user, makes it easier to read and navigate even quicker through different resources without taking up too much time. <p>Negative</p> <ul style="list-style-type: none"> I couldn't access the web page. Some of the modules did not open. The file was a RAR thankfully I had winzip, otherwise accessibility could have been an issue. The large blocks of text did make it a bit difficult to read through.

***Question applied to only stated stakeholders

4a. Ease of navigating through the OERs (Number of students' responses)

	Extremely easy	Very easy	Easy	Not easy	No response	
No. of respondents	25	28	8	4	6	71
Percentage (%)	35	39	11	7	8	100%

5. Quality of the OERs.

Stakeholders	Technical	Learning design	Quotes
Senior Managers	N/A	N/A	N/A
Academic staff	<ul style="list-style-type: none"> • A challenge updating various versions. 	<ul style="list-style-type: none"> • Very concise. • Right quantity of details provided. 	<ul style="list-style-type: none"> • <i>The person who put it together obviously spent time thinking about the right quantity of details to convey in other for the messages to be concise but accessible.</i> • <i>A lot of the current interest in OERs is about the technical procedure... there is a certain neglect of the teaching implications, and that all teaching materials are provided for specific sort of teaching purposes with specific groups of students usually as part of bigger courses... not just the OERs can be purposed by the user but they almost always must be reused and repurposed to fit in with their teaching aims, so I see OERs as often kind of raw material but you then have to work it up teaching.</i> • <i>You can update your version of resources, you cannot update the versions that have been taken and used and adapted, although perhaps you have responsibility for that.</i>
Students	<ul style="list-style-type: none"> • Convenient way of getting information. • Visually engaging. • Use of diagrams to support text. • Available if different formats. • Option for downloading. • Good links to e-books. 	<ul style="list-style-type: none"> • Written by experts. • Appropriate details. • Nicely laid out. • Clarity of language and good structure. • Provide a good overview. • Includes further reading list • Well edited. • Suitable depth. 	<ul style="list-style-type: none"> • <i>Clearly written and provides sources to add substance to the information that it provides.</i> • <i>It seems to be of fairly good quality, with good amount of detail. Much like many of the module handouts I get from university.</i> • <i>The information on DNA - which is not my course - looks very interesting and detailed enough to explain to a novice about the topic.</i> • <i>As a media student the broadcast and recording quality is very clear, well put together.</i> • <i>The diagrams lack in quality as they are a little blurry in some places.</i> • <i>Without a lecturer, it might be hard to understand.</i>

***Question applied to only stated stakeholders

6. Preferred forms of access to OERs.

Stakeholders	Learning Management System	Social networking site	OER repository	Quotes
Senior Managers	<ul style="list-style-type: none"> N/A 	N/A	<ul style="list-style-type: none"> N/A 	
Academic staff	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Available across different websites. 	<ul style="list-style-type: none"> <i>I think it might benefit the student body if the information is not just in one place, so there isn't one repository located on one particular website but instead located across many different platforms</i>
Students	<ul style="list-style-type: none"> Allows sharing with peers and lecturers. A common medium for universities. Reasonable control. Safe online environment. Everything in one place. Easy log on. Site for academic work. Reliable source of information. Ready access for students. Easy to navigate. 	<ul style="list-style-type: none"> Opportunity to discuss work. Opportunity to educate others. 	<ul style="list-style-type: none"> Multiple repository access. Free exchange of information. Level of security. Accessible than a library. 	<ul style="list-style-type: none"> <i>Blackboard and other institutional learning systems are very useful for accessibility for the academic community. It would allow sharing capabilities for peers and lecturers in the discussion groups and be generally easier to access as it is the common medium for universities.</i> <i>I feel that an open repository is a good idea, as it means you can go to just one website to access all of the files.</i> <i>It[OER repository] sounds like a library but it is more accessible than libraries</i> <i>...having it on social networking sites helps educate further people in a fun way on the general information.</i>

***Question applied to only stated stakeholders

7. Why OERs are used in teaching or learning

Stakeholders	Teaching	Learning	Quotes
Senior Managers	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • <i>There is a big issue in universities about not invented here</i>
Academic staff	<ul style="list-style-type: none"> • For incorporate. elearning / e-assessment into teaching. • For outreach activities with A-level students. • For practical's with first-year students. • Help teach difficult topics. • For modelling and illustration during lectures. • For engaging students at early stage of their learning. • To vary assessment methods. 	<ul style="list-style-type: none"> • As a resource for generating new and general ideas. • To learn topics in a different subject area. • To support development of a foundation degree. 	<ul style="list-style-type: none"> • <i>I vaguely understand now the specifics of using micropipette which will otherwise be complicated to teach because it is quite a complicated instrument.</i> • <i>We use of course lots of illustrations some of which are probably not open educational resources but since they are not visible to the outside world we probably get away with it.</i> • <i>We use pieces of software's that simulate experiments that are open in the sense that the conditions of their contract is that they should be made available to the general public., oh no... to the British Higher Educational system.</i> • <i>We have to make these things interesting, worthwhile, and interactive. I think the prize is to see that there is a more stimulating learning environment than you would even have in the lecture hall.</i>
Students		<ul style="list-style-type: none"> • To support self learning. • As background reading. • To aid learning in own time without pressure. • To easy any where any time access to information. • As a source for further research. • For future career planning. 	<ul style="list-style-type: none"> • <i>It would be an excellent resource to use...do it in own time, and alone... feel no pressure or embarrassment.</i> • <i>The open resource allows me to access information at any time and any place as long as there is internet available.</i>

8. How OERs are used in teaching or learning

Stakeholders	OERs used as-it-is	OERs modified for use	Quote
Senior Managers	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Academic staff	<ul style="list-style-type: none"> • To develop teaching processes e.g. staging student work. • To organised a course. • Use interesting bits to grab student attention. • Incorporate into teaching material • Used to support teaching large student numbers 	<ul style="list-style-type: none"> • To add to power-point • Use structure of OER but fill with own content. • Take image/diagram and embed in teaching. • Re-caption video to improve quality. • Take bits that work with facilitation. • Adapt written instructions to existing video. 	<ul style="list-style-type: none"> • <i>We made two videos one on the use of micropipette and the other on agrosegel...it is the sort of technique that is difficult to explain. It is much easier to demonstrate how to do it</i> • <i>I had AVS take out a little bit so I could put it into my power-point.</i> • <i>The extent to which I have adapted them really depends on the nature of the original OERs. in some cases where they've been a large kind of teaching materials I have used the structure and then filled it in with my own content, all the way down to just taking an image or diagram that I particularly like and embedding that in my teaching.</i> • <i>The content itself isn't ideal; we actually do plan to make our own...video... to do it more the way we would want the students to learn.</i> • <i>I think it's a case of thinking about exactly what the open resource is, and whether it's something which adds to, complements, and supplements our course material.</i>
Student	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

9. The actual and potential benefits of using OERs in teaching or learning

Stakeholders	Teaching	Learning	Information Resource	Quotes
Senior Managers	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	
Academic staff	<ul style="list-style-type: none"> • Learn best practice. • Interesting and interactive teaching. • Quick and concise illustration to students. • As source of ideas on teaching approaches • Improve supervision e.g. dissertation. • Improve student progression through a course. 	<ul style="list-style-type: none"> • Supports students to learning in own way and on own time. • Help students understand issues, concepts and debates. • Broader learning perspective for students. • Support student discussion of complex topics. • Makes a subject more interesting. 	<ul style="list-style-type: none"> • Prevents re-creation of new resources. • Allows sharing of quality materials. • Enables access to course materials of other institutions. • Complements existing teaching materials. • Resource to enrich lectures. 	<ul style="list-style-type: none"> • <i>I think it's about getting different perspectives from outside our own unit</i> • <i>Where I found the most value for [OERs] is where you get the shell and you can adapt them to your own use.</i> • <i>If you have to teach a subject and it's something that is new to you, looking at existing OER gives me ideas as to how to kind of approach teaching of it.</i> • <i>One of the problems that you have as teachers is ...to remove or reduce the barriers to the students own learning...so I suppose an open access begins to remove the barriers</i>
Students		<ul style="list-style-type: none"> • Aids revision. • Improves referencing. • Useful for preparing seminars. • Enables better subject understanding. • Makes learning more engaging. • Explains key terms and concepts. • Provides access to learning materials from previous years. • Broadens ones scope of learning interest. 	<ul style="list-style-type: none"> • Support for job applications. • Ideas for career planning. 	<ul style="list-style-type: none"> • <i>For a subject like law which is typically quite dry using the OERs makes it more interesting to study.</i> • <i>I am a hearing impaired student, so revisiting lecture notes is often useful...</i> • <i>I feel that the resource would be useful not only for revision but also for self teaching.</i> • <i>It contains questions throughout... it enables you to put what you have learnt into practice</i>

		<ul style="list-style-type: none"> • Provides access to lecture notes before and after lectures. • Riches background knowledge. 	<p><i>and to further reinforce the information.</i></p> <ul style="list-style-type: none"> • <i>Actually this site is easy to see rather than things on blackboard.</i>
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10. Willingness to share own teaching materials as OERs

Stakeholders	Share with conditions	Share without conditions	Quotes
Senior Managers	<ul style="list-style-type: none"> • Share very high quality materials. 		<ul style="list-style-type: none"> • <i>I have made some of my teaching materials available... I was only willing to make that available because it's very high quality.</i>
Academic staff	<ul style="list-style-type: none"> • Release only selected materials. • Make available standalone resources. • Protection of the interest of authors. • Evidence of how materials will be used in other context. • Address use by less scrupulous academics. • Measures that safeguard giving away secrets. 	<ul style="list-style-type: none"> • Share freely e.g. clinical questions. 	<ul style="list-style-type: none"> • <i>We are quite happy to let other people see it. We don't mind people looking over our shoulders.</i> • <i>It's has to be a careful balance to actually share what we can within the community which is right to do but at the same time safeguard the commercial possibilities that we might be looking at in future.</i> • <i>It is a concern about intellectual property and there is also the broader issue that that leads on to, which is what purposes will the material be used for in a wider context.</i> • <i>I think part of the challenge is that although I can really see the benefit, if we were to make all of our course materials available, I think there's a problem in terms of competition for students, because there are only a certain number of departments around the country at Universities who provide the master courses we do.</i>

10 a. Willingness to share own learning materials as OERs

	Highly Likely	Most Likely	Likely	Highly unlikely	Most unlikely	No responds
Students	13%	10%	45%	4%	25%	3 %

11. How OERs will benefit the University of Leicester.

Stakeholders	Marketing	Teaching	Learning	Quotes
Senior Managers	<ul style="list-style-type: none"> • Increased institutional reputation and visibility. • Good student recruitment. • Help achieve strategic objectives of the university. 	<ul style="list-style-type: none"> • Improved quality of teaching materials. • Academic time saving. • Better product through sharing. • Improved teaching quality. 	<ul style="list-style-type: none"> • Improved learner experience. 	<ul style="list-style-type: none"> • <i>You have to make the distinction between the marketing approach and the approach that is about pedagogy and learning and I am most concerned with improving learning and making things better for students</i> • <i>We should be careful not to spin off benefits without analyzing them... How is student experience improved specifically by open access?</i>
Academic staff	<ul style="list-style-type: none"> • Head start as champions and pioneers of open learning. • Increased student recruitment. • Marketing and PR. • Promote distance learning. <p><i>Negative</i></p> <ul style="list-style-type: none"> • Could damage university reputation. 	<ul style="list-style-type: none"> • Improved teaching and assessment • Access to more courses • Shared effective teaching in HE • Improved teaching standards • Showcase quality teaching materials • Concisely presented information to students. 	<ul style="list-style-type: none"> • Improved student satisfaction. • Improved student interaction. • Staged development of student work. • Flexible student learning. 	<ul style="list-style-type: none"> • <i>With Leicester having already created such great resources it's got that head start in the field ... It makes Leicester a beacon of possibility in terms of inspiring others to create similar resources.</i> • <i>OERs will improve the standards of teaching here at the University of Leicester.</i> • <i>For our masters course about 40% of people are based overseas and we could probably increase that number if students were able to see the quality of materials they would get if they joined.</i> • <i>There will be a risk of for instance the status you have as university if people sort of download things and make the quality less but still it has the university logo.</i>
Students	<ul style="list-style-type: none"> • Attract students to the University. • Increased reputation as OER champion. • Improved social responsibility reputation. • Promote distance and flexible learning 	<ul style="list-style-type: none"> • Improved lesson planning • Shared expertise in teaching • Expand knowledge • Improved research in teaching styles • Cross departmental sharing 	<ul style="list-style-type: none"> • Flexible learning • Easy access to learning resources • Study revision. • Support for mobile learning. • Enhanced sharing of information. • Enhanced campus based learning. 	<ul style="list-style-type: none"> • <i>I often travel to work by train and bus which gives me an hour and a half of study time each way. I have two small children at home and a dedicated, but tired wife, so having the option to download these materials in a form that allows me to study on my 3 hour commute to work would be fantastic.</i> • <i>It would allow the university to reach out to a greater spectrum within</i>

				<p><i>the university community. Distance and more flexible learning would become greatly encouraged and improved, and they could therefore attract more of these types of students.</i></p>
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12. Policies needed to promote open sharing of teaching and learning materials

Stakeholders	Institutional change	Access and Technology	Teaching and learning	Sustainability	Quotes
Senior Managers	<ul style="list-style-type: none"> • An OER mandate. • Degree and Level of sharing. • College level policies. • Develop a culture of openness. 	<ul style="list-style-type: none"> • Infrastructure needed. 	<ul style="list-style-type: none"> • Promotion to students. • Quality standards. • Staff training and support. • Handling third party rights. 	<ul style="list-style-type: none"> • Institutional embedding and approach. 	<ul style="list-style-type: none"> • <i>I think you have to have a mandate... The key message should be a mix of altruism as per the Cape Town declaration and self-interest.</i> • <i>I don't think we are going to get far ...until we've done some of the costing and income.</i> • <i>We need policies about standards and quality.</i> • <i>Have a pilot first using OERs that could be shared across a college.</i>
Academic staff	<ul style="list-style-type: none"> • Development and dissemination • Promote cross department sharing. • Corporate identity of OERs. • Ownership of material teachers. 	<ul style="list-style-type: none"> • Access options. • Technological investment. 	<ul style="list-style-type: none"> • OER use as a teaching / learning resource. • Intellectual ownership. • Plagiarism of OERs. • Reward and recognition. 	<ul style="list-style-type: none"> • Support team • Quality assurance process. 	<ul style="list-style-type: none"> • <i>The policy needs to be such that it has to encourage the development and ... dissemination of OERs</i> • <i>There has to be a certain amount of status associated with OERs...</i> • <i>Reassurance needs to be given to lecturers and teachers that their information will be treated respectfully, sensitively, that they will have control, that it will not take a lot of their time, and that they should trust the people that are putting this information up there, to do it right, and to do it properly.</i>
Students	<ul style="list-style-type: none"> • University commitment to OERs 	<ul style="list-style-type: none"> • Access options • Multimedia formats 	<ul style="list-style-type: none"> • Subject coverage • Student developed digital resources • Staff referred 	<ul style="list-style-type: none"> • Maintenance and update. 	<ul style="list-style-type: none"> • <i>The University could say that it would promote this free and open style of learning</i> • <i>Definitely outline how it isn't going to breach copyright and</i>

			student use • Copyright protection for authors		will combat issues such as plagiarism.
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13. Support for staff to develop OER

Stakeholders	Funding	Learning design	Copyright	Quote
Senior Managers	<ul style="list-style-type: none"> • Staff cost. 	<ul style="list-style-type: none"> • Learning design support. • Team development. • Student support. 		<ul style="list-style-type: none"> • <i>It is not acceptable to expect academics to be able to develop this sort of resource...and that's why you have to develop a whole raft of support services, educational designers, and educational technologist.</i> • <i>I think there will have to be a lot of practical support to enable staff to do it and indeed in this case probably more support than the case of research materials.</i>
Academic staff	<ul style="list-style-type: none"> • Production cost. 	<ul style="list-style-type: none"> • Protocols on developing materials. • Direct and/or centralised staff support. • Open learning design support. • Technical support. 	<ul style="list-style-type: none"> • Support for copyright clearance 	<ul style="list-style-type: none"> • <i>I think a lot of people have very good ideas but don't just have the time or the money to do it.</i> • <i>I think there are two ways of doing this, one is to offer small amount of money in which staff can organize it themselves... likewise you can have some central unit that takes intellectual ideas, takes a existing tried and tested materials and develops it.</i> • <i>The current model is that courses are developed and then at a later point someone comes along...and transforms them into OERs. The difficulty at that point is that staff have often forgotten where the images came from...the thing I am suggesting... is that earlier on as the course is being outlined as the material is being designed at that point somebody talks to the course team about the notion of OERs.</i> • <i>Lots of colleagues are very very willing to help [with OERs], but it all boils down to I think time to do it .</i>
Students	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

14. Stakeholder knowledge of “Creative Commons” licence process and what it allows with regard to OERs

Stakeholders	Share	Reuse/repurpose	Other	Quote
Senior Managers	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Academic staff	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Lack knowledge of CC licence process 	<ul style="list-style-type: none"> • <i>That is the first time I have heard that term. If we can have this interview again then I can answer that specific question if you want me to</i> • <i>I have heard about creative commons license but I don't know anything about the process. I don't know how the system is policed in anyway</i>
Students	<ul style="list-style-type: none"> • Personalised use of materials. • Sharing within university. • Non commercial use of resource. • Access to selective readers and users. 	<ul style="list-style-type: none"> • Waive rights reserve. • Share, print and redistribute. • Edit and share materials. • Author set conditions of use • Use without signing up for a course. • Non commercial use. 	<ul style="list-style-type: none"> • Lack knowledge of CC licence process 	<ul style="list-style-type: none"> • <i>I wasn't too clear on this but I think it allows the uses of information which applies to UK copyright laws, but any reference to third party information may not abide by these rules</i> • <i>This license allows the OERs to be published online and shared within the university community.</i> • <i>I know creative commons means it's ok to manipulate, download and repurpose</i> • <i>The licence just allows the freedom for the resource to be openly viewed by learners online and downloaded.</i>

15. How to make OERs more sustainable

Stakeholders	Funding	Embedding	Quality	Quotes
Senior Managers	<ul style="list-style-type: none"> • Different funding models. • Selective pilot funding. • Taster course funding. 	<ul style="list-style-type: none"> • Address “not invented here syndrome”. • Developmental approach e.g. pilot in generic subjects. 	<ul style="list-style-type: none"> • Train/support good teaching. 	<ul style="list-style-type: none"> • <i>This isn't about open educational resources this is about how we develop and sustain good teaching learning and how we maximize the use of our resources so that we are not all reinventing the wheel.</i> • <i>The critical issue for sustainability is how you repurpose the material and train people to do this.</i> • <i>...rather than do it wholesale, identify a few areas in which we think we would be proud of the material that is going out.</i>
Academic Staff	<ul style="list-style-type: none"> • University funded • Library funded. • Distance Learning funded. • Funded from marketing budget. • Government funded. • Funded through student recruitment. 	<ul style="list-style-type: none"> • Staff time for resource development. • Multiple formatted materials (print, audio, images and links to other resources). 	<ul style="list-style-type: none"> • Constant update. 	<ul style="list-style-type: none"> • <i>I think somehow the university should find money to pay for it. I think it is a very valuable thing to have these resources, like it is very valuable to have very good teachers and they cost money as well.</i> • <i>The responsibility of acquiring books was the libraries and you might therefore think of extending the libraries role to...educational resources in general</i> • <i>I know that distance learning currently makes a lot of money for the university and not a huge amount of that money get put back or reinvested in the distance learning enterprise.</i>
Students		<ul style="list-style-type: none"> • Mobile access anytime, anywhere • Expanded topics. • Hyperlink to other resources. • Add pictures and videos. • Add possible revision questions. 	<ul style="list-style-type: none"> • Wider subject coverage. • Exam based resources. • Regular updates. • Multimedia rich materials. • Wider access options. • Recommended use by lecturers 	<ul style="list-style-type: none"> • <i>Have possible revision questions to reinforce information.</i> • <i>Have a wider range of resources and more indication of where the information comes from.</i> • <i>Well-established scholars affiliated with certain OER would give the information a lot of grounding.</i> • <i>More detailed notes available that cover</i>

			<ul style="list-style-type: none"> • Scholarly affiliation. 	<i>greater area of my study... detailed description with pictures that I can learn by myself easily.</i>
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16. Reward and recognition for academic staff

Stakeholders	Financial	Non- Financial	Quotes
Senior Managers	<ul style="list-style-type: none"> • Fundamental to what academics are paid. 	<ul style="list-style-type: none"> • Staff buy-out time. • Staff support • Reward OER champions • Student-led awards for teachers 	<ul style="list-style-type: none"> • <i>You may get some people who believe in it and they would simply do it whether there is incentive or not</i> • <i>I will not reward people specifically for creating open educational resources per say. I would reward people who are good teachers... academics and all staff whose work aligns with the strategic objects of the university</i> • <i>I think in some University's, students themselves have set up awards for 'this is a great teacher' or 'this is a great resource', and I think there are ways that you can look at this</i>
Academic staff	<ul style="list-style-type: none"> • Staff grant to develop OERs • Additional increment. 	<ul style="list-style-type: none"> • Utilise existing reward mechanism • Have same recognition as research papers • Let OERs count towards promotion • Accreditation body for OERs • Peer reviewed process • Provide time rewards 	<ul style="list-style-type: none"> • <i>I think like research papers, are recognized... teaching resources should be viewed in that same way</i> • <i>I think we could use the existing reward mechanism...I don't think you would need any separate reward systems for [OER]</i> • <i>Many people find it quite hard to kind of justify claims that their teaching is good or effective, whereas OERs is something that people can point to and say hey here is an example of my teaching.</i> • <i>Make it [OER] an explicit part of that framework for accessing applications for promotion.</i> • <i>Buying them [staff] time is a good incentive</i> • <i>I think it is important that when people create good materials that they get proper formal recognition for it... with respect to promotion within the structure of the university. That's really what it comes down to</i> • <i>I think if you produce good teaching resources then there should also be a point somewhere on a scale and you say right yes this is what you've done and it should be similar to research outputs because I think these are teaching outputs</i>
Students	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

17. Main issues of concern regarding OERs

Stakeholder	Access, usability and quality issues	Ownership and copyright	Corporate issues	Quote
Senior Managers	<ul style="list-style-type: none"> • Non whole courses • Quality assurance / peer review mechanisms. 	<ul style="list-style-type: none"> • Institution/ author acknowledgment • Control over alterations to original work 	<ul style="list-style-type: none"> • Evidence on OER use and impact 	<ul style="list-style-type: none"> • <i>There is a very active debate and clear disagreement between individuals on ...whether quality is affected by open access, what the quality assurance mechanisms are and the role of peer review.</i> • <i>From the present evidence... OER is still a contested area and so there will still be many different views and those views will be modified in terms of the evidence and so on</i>
Academic staff	<ul style="list-style-type: none"> • Access across repositories. • Searchable OER catalogues. • Filtering mechanism for OERs • Retaining unique quality of courses 	<ul style="list-style-type: none"> • Copyright and loss of control • Reward and ownership • Third party rights • Compromising commercial possibilities • Knowledge on creative commons • Policing OER use. 	<ul style="list-style-type: none"> • Market research evidence on OER impact • Maintaining corporate reputation • Staff time for preparing materials • Lack of good business models • Effectiveness of OERs in student recruitment • Challenge to academic culture 	<ul style="list-style-type: none"> • <i>My concern is that you don't know once it is downloaded what is happening to it</i> • <i>I think our main concern is that we still don't feel that a fully convincing case has been made on making everything available on a totally open basis</i> • <i>[OER] takes away the presentation skills one brings to teaching</i> • <i>If you have something that you think would actually make you a great deal of money you probably won't want to turn it into an open educational resource.</i> • <i>The immediate issue that comes up for me is finding out what is available, is there ... a searchable catalogue.</i> • <i>In spite of all that is said about it [OER] remains subsidiary to research.</i>
Students	<ul style="list-style-type: none"> • Control over reuse/repurpose. • Regulation of the information. • Knowledge and resources ownership. 	<ul style="list-style-type: none"> • Likelihood of plagiarism 	<ul style="list-style-type: none"> • Laziness in attending lectures • Effective advertisement of resource • Likelihood of book use declining 	<ul style="list-style-type: none"> • <i>Potential plagiarism issue could be addressed by limiting the downloading of these resources.</i> • <i>It is all far too prescriptive, and has a worryingly anti-creative element.</i> • <i>Universities can make better agreements with publishers to allow free access to more books</i> • <i>Only those with relevant</i>

				academic knowledge should be permitted to add to material at the discretion of a panel of quality controllers
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18. Main risks associated with OERs in Leicester

Stakeholders	Corporate	Copyright	Quality (teaching & learning)	Quotes
Senior Managers	<ul style="list-style-type: none"> • Risk of scale of operation (small versus large scale). • Possible conflict with Distance Learning strategy. • Unmet expectations. • Non-anticipated hidden costs. • Risk to student enrolment. • Technological changes over time. • Reputation of the institution. 	<ul style="list-style-type: none"> • Copyright challenges. 	<ul style="list-style-type: none"> • Quality control and vanity-publishing. 	<ul style="list-style-type: none"> • <i>The environment isn't very hospital to risk which, as this one does, involves investment.</i> • <i>I suppose that the risk in the area of distance learning is that if the material is there why would students enrol on our courses</i> • <i>Having a substantial body of work there I think is important, to give it credibility. It has to grow and it has to be seen as a credible resource, not simply one or two pilots that then don't develop</i>
Academic staff	<ul style="list-style-type: none"> • Risk to university status. • Possibility of staff job loss. • Development of effective access mechanisms. • Potential loss of students. • Information storage and preserving. • Security of the material. 	<ul style="list-style-type: none"> • Plagiarism amongst students. • Commercial risk • Risk of third party material. • Possible misuse of material. 	<ul style="list-style-type: none"> • Low quality materials entering the university. • Non attendance of lectures by students. • Absence of quality controls. • Lack of evidence that material used in teaching was successful. • De-contextualised use of material. • Keeping materials up-to-date • Information retrieval. 	<ul style="list-style-type: none"> • <i>There would need to be very stringent checks to make sure that materials coming in or going out are checked for quality.</i> • <i>The risk to me I think is [OERs] would be overwhelmed with rubbish and then no one uses any one of it because you haven't got the time to trawl through finding it.</i> • <i>The main risk that occurs to me straightaway I think is the risk of third party material in the legal sense but also kind of plagiarism in the broader sense.</i> • <i>The risk that someone might commercially exploit your stuff is just nonsense, if you've got an idea that is commercially exploitable you go and commercially exploit it no one stops you.</i>
Students	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Appendix B: Student survey email letter

Dear student,

Survey on Open Educational Resources

The Beyond Distance Research Alliance (BDRA) at the University of Leicester is carrying out the OTTER project.

OTTER aims to make a large set of teaching and learning materials in ten (10) disciplines freely and openly available to teachers and students anywhere in the world as Open Educational Resources (OERs). The project is funded by the Higher Education Academy (HEA) and the Joint Information Systems Committee (JISC), in collaboration with a number of academic departments across the University of Leicester. Your department is one of the key partners in the OTTER project.

We would appreciate your time in completing the attached survey and give us feedback on the Open Educational Resources produced by the OTTER team. The results of this survey will inform future policies at the University of Leicester on Open Educational Resources.

Any information you provide as part of this survey will be used for research purposes only and will be kept confidential in accordance with University of Leicester ethical policies.

We value your time and input.

Yours sincerely,

Signed

Appendix C: Student survey questions

SECTION A

- Q1. What do you understand by the term Open Educational Resource?
Q. 2 Which specific Open Educational Resources did you look at from the OTTER project site?

SECTION B

Select one Open Educational Resource of your choice from the ones you've viewed and answer the following questions.

- Q. 3 What is the title of the Open Educational Resource you selected?
Q. 4 How easy was it to navigate through this Open Educational Resource?
a. Extremely easy
b. Very easy
c. Easy
d. Not easy
Q. 4a Please give reasons for your answer
Q. 5 In what specific ways would this Open Educational Resource benefit you in your learning?
Q. 6 How would you rate the quality of this Open Educational Resource?
a. Poor
b. Good
c. Very good
d. Excellent
Q. 6a Please give reasons for your answer
Q. 7 How can this Open Educational Resource be further improved?

SECTION C

- Q. 8 The Open Educational Resources have been made available using a Creative Commons [<http://creativecommons.org/about/>] (Attribution, Non-Commercial, Share-alike) licence. What is your understanding of what this licence allows you to do with Open Educational Resources?
Q. 9 What do you consider to be the positives and negatives of an open licence which allows teaching and learning materials to be made freely available?
Q. 10 How would you prefer to access Open Educational Resources in future? (You can tick more than one)
a. Through an institutional Learning Management System e.g. the open area of Blackboard
b. Through an open repository e.g. OER Commons (<http://www.oercommons.org/>)
c. Through a social learning/networking site e.g. Facebook
d. Through a mobile device e.g. a smartphone
e. Other
Q. 10a Please give reasons for your choice
Q11: What other issue(s) of concern do you have as far as making teaching and learning materials freely and openly available for others to use? How should this be addressed?
Q12: What would motivate you to carry on using Open Educational Resources in your learning?
Q13: How likely are you to share your own learning materials e.g. lecture notes, assignments freely with other students?
a. Highly unlikely
b. Most unlikely
c. Likely
d. Most likely
e. Highly likely

SECTION D

- Q14: In your opinion, how would Open Educational Resources benefit the University of Leicester?
Q15: Give one or more examples of statements which, in your opinion, should be included in policy documents at the University of Leicester, aimed at making teaching and learning materials freely and openly available.

Q16: What other comments do you have on Open Educational Resources?

Appendix D: Staff interview questions

- Q1. What do you understand by the term Open Educational Resource (OER)?
- Q2. Have you ever used Open Educational Resource in your teaching?
- Q3. If you have, did you use it “as-it-is” or did you make any modifications before using it?
- Q4. In what specific ways has the use of OER benefitted, or could potentially benefit, your teaching?
- Q5. Would you make your own teaching materials available as OERs as a result of using this OER?
- Q6. What are the main issues of concern to you so far as Open Educational Resources are concerned?
- Q7. The UK government has invested £5.7m, through JISC and the HEA, to look at how universities, subject centres and academics across England could make their teaching materials open access. Do you see a business case for sharing teaching and learning materials freely and openly with the wider world? If so, what do you think will be the impact on UK higher education?
- Q8. The MIT and the Open University have both reported an increase in student numbers as a result of OERs. How do you see OERs benefitting the University of Leicester specifically?
- Q9. What policies are needed to promote and encourage free and open sharing of quality teaching and learning materials within the University of Leicester beyond Blackboard? Could you give us an example of a key message that, in your opinion, would need to be part of such policies?
- Q10. What will be the best way of supporting staff to develop, transform and copyright clear teaching materials for re-use and repurposing as OER?
- Q11. It costs the MIT \$10,000 - \$15,000 to put material from each course online, and this appears to make business sense to them. If the University of Leicester were to go down the OER route, what would be the best way of funding and sustaining the production and distribution of OERs?
- Q12. What reward mechanisms should be put in place to recognise academics who contribute high quality OERs that lead to the achievement of strategic objectives of the University?
- Q13. What would be the one or two main risks associated with having publicly accessible educational materials at Leicester? How would you suggest they could be mitigated?
- Q14. Is there anything you want to say generally about OERs at Leicester and the OTTER project?

Appendix E: Workshop for Librarians in the East Midlands (29 April 2010)

Questions	Answers
1. What do you understand by the term Open Educational Resource (OER)?	<ul style="list-style-type: none"> a. Online teaching resources b. Reusable and adaptable Learning objects c. Free and internet based presentations
2. How do you see Open Educational Resource benefitting your University and the UK Higher Education sector?	<ul style="list-style-type: none"> a. Shared good practice b. Shared marketing c. Cost reduction and time saving e.g. cheap to reinvent / duplicated effort eliminated d. Enhanced UK HE reputation through showcasing of teaching materials e. Institutional prestige f. Easy access to resources for students
3. What are the main issues of concern to you so far as Open Educational Resources are concerned?	<ul style="list-style-type: none"> a. 3rd party copyright; IPR and performance rights b. Currency, quality and take down of material c. Technology/plugin-ins d. Fear of giving away competitive edge e. Adapting OERs to needs of teachers and students f. Degree of openness i.e. who seeing it g. Funding h. Time pressures
4. What key policies, if any, are needed to fund, promote and sustain the development of Open Educational Resources?	<ul style="list-style-type: none"> a. Management support and mandate b. Quality review and control (take up and put down) c. IT compatibility and metadata requirements d. Storage and location
5. What will be the best way of supporting academic staff to develop OERs?	<ul style="list-style-type: none"> a. Reward and recognition (performance review/ recognition by peers) b. Technical and copyright support c. Time and money
6. What role do you see the library playing in the development, release and sustainability of Open Educational Resources across academic departments in your university?	<ul style="list-style-type: none"> a. Manage repository b. Indexing, cataloguing and metadata c. OER curation d. Liaison and advocacy and promotion e. Develop generic resources e.g. study skill materials

Appendix F: References

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