

OERs at Leicester: OTTER, OSTRICH, TIGER and other beasts

Media Zoo
8 October 2010

Project website: <http://www.le.ac.uk/otter/>

Repository: <http://www.le.ac.uk/oer/>



Presentation outline

1. OERs & FAQs
2. OTTER
3. The **CORRE** evaluation framework
4. Questions and comments



Open Educational Resources (OERs)

***Digitised** materials offered **freely** and **openly** for educators, students and self-learners to **use** and **reuse** for teaching, learning and research.’ (OECD)*

*OERs are educational materials and resources offered freely and openly for anyone to use and under some **licenses** to re-mix, improve and **redistribute**.’ (Wikipedia)*

OER development around the world

Where	OER programme
UK	<ul style="list-style-type: none">• University of Leicester - http://www.le.ac.uk/otter• Open University - “Open Learn” http://openlearn.open.ac.uk/• University of Nottingham - BERLiN http://unow.nottingham.ac.uk/berlin.html• University of Oxford - OpenSpires http://openspires.oucs.ox.ac.uk/
USA	<ul style="list-style-type: none">• MIT Open Courseware project - http://ocw.mit.edu/index.htm• Rice University - Connexions http://cnx.org/• Utah State University - USU OCW http://ocw.usu.edu/
EUROPE	<ul style="list-style-type: none">• ParisTech OCW. - http://graduateschool.paristech.fr/?langue=EN• MORIL. A Pan-European OERs initiative - http://moril.eadtu.nl/
ASIA	<ul style="list-style-type: none">• China Open Res. for Educ. Consortium - http://www.core.org.cn/en/• Japanese OCW Consortium - http://www.jocw.jp/
OTHERS	<ul style="list-style-type: none">• OER Africa - http://www.oerafrica.org/• WikiEducator - http://wikieducator.org/Main_Page• AEShareNEt in Australia - http://www.aesharenet.com.au/

FREQUENTLY ASKED QUESTIONS





What do we mean by Open Educational Resources? (OERs)

Digitised materials offered **freely** and **openly** for educators, students and self-learners to **use** and **reuse** for teaching, learning and research. (OECD).

OERs are educational materials and **resources** offered freely and openly for anyone to use and under some **licenses** to **re-mix**, improve and **redistribute**.
(Wikipedia)





What is in it for me?

- Sharing stimulates further innovation leading to **recognition** by peers
- **Publicity** and visibility within the academic community
- Potential for **collaboration** with academics in other institutions around the world
- Potential for **commercialising** a version of the OER
- Helps to **stay ahead** of the game





What are the benefits of sharing for University of Leicester?

- Institutional **visibility** (<http://www.webometrics.info/>)
- A showcase for attracting **new students** (MIT and Openlearn)
- Better use of available resources can lead to **cost cutting** of content development
- Helps to reach out to new groups of people without **access** or prior knowledge of higher education
- Reputation as a **socially responsible** University





OERs for whom?: the target audience of OERs

- Current university of Leicester students
- Potential students of the University of Leicester
- Independent learners
- Work-based learners
- Educators
- Researchers
- Developing countries
- Global public





Are OERs sustainable? What is the long-term viability of OERs?

Unclear...

Various funding models exist:

- Endowment e.g. Stanford Encyclopaedia of Philosophy project
- Membership e.g. Sakai Educational Partners Program
- Donations e.g. Wikipedia Apache Foundation
- Conversion e.g. Elgg educational community
- Contributor pay e.g. Public Library of Science (PLoS)
- Sponsorship e.g. MIT iCampus with Microsoft





How can I be sure about the quality of OERs available?

- Assessment of the quality enhancement of the production process
- Institutional reputation and expertise in a given discipline or subject
- Individual profile and expertise in a given subject area



What other issues are there regarding OERs?

- Keeping materials up-to-date and in multiple repositories
- Interoperability issues
- Metadata standards
- Tracking and assessing the value of OERs

Background to OTTER & CORRE

- Funded by JISC and the Higher Education Academy
- April 2009 - April 2010
- 12 Leicester departments, 1 South African institute, 430 credits
- Jorum Open & Plone
- **CORRE**: OER development & evaluation framework



OTTER academic partners

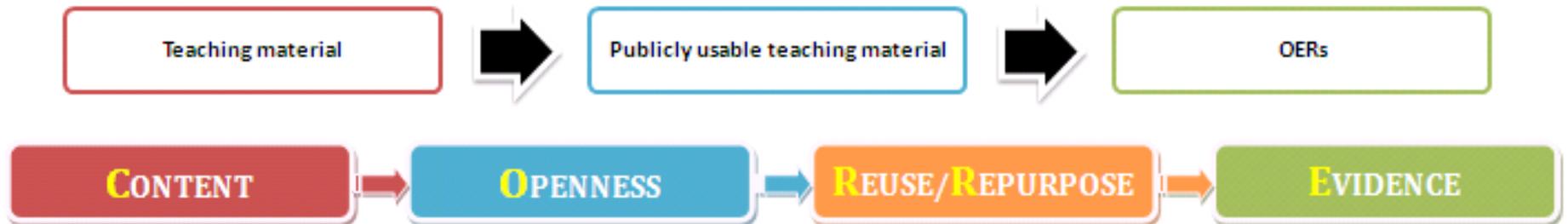
Academic Departments	Academic units	International partner
<ul style="list-style-type: none">• Archaeology and Ancient History• Criminology• Education• Genetics• Institute of Lifelong Learning• Law• Media and Communications• Politics and International Relations• Psychology	<ul style="list-style-type: none">• Beyond Distance Research Alliance• Staff Development Centre• Student Support and Development Service	<ul style="list-style-type: none">• South African Institute of Distance Education (SAIDE)

Why OTTER?

- Positioning and marketing
- Quality enhancement



CORRE model – how the team works



Module Activity

PL7503: DISSERTATION DL (PL7503) > [MODULE ACTIVITY](#) > E-TIVITY 3: "OH DEAR! OH DEAR! I SHALL BE TOO LATE!": PLANNING YOUR DISSERTATION (PROJECT MANAGEMENT)

E-tivity 3: "Oh dear! Oh dear! I shall be too late!": Planning your dissertation (project management)

E-tivity 3

Complete by: end

This is the wiki for E-tivity 5

Please post your updated two-sentence explanation of your dissertation on this wiki, and take time to read other people's contributions. Maybe someone else's 'frame of words' will be helpful in trying to get your point across. Revisit your Post-It and update.

Post-It note	Key objectives	Peers' questions and comments
<p>To what extent was the decision made by the George W. Bush Administration to invade Iraq in March 2003 taken in the immediate aftermath of the 11 September attacks on the United States.</p>	<p>Assess impact of 9/11 on US administration.</p> <p>The threat posed by Saddam Hussein's Iraq.</p> <p>Other motivations that came to influence the decision to initiate military operations in March 2003.</p>	<p>This sounds really interesting! But what about the oil issue?</p> <p>I read somewhere that this was a message to Iran, North Korea and other states sponsoring terrorists. Given that Libya gave up its WMD in December 2003, clearly it worked. Yes?</p> <p>Was the invasion of Iraq the inevitable fulfillment of the Bush Doctrine of pre-emption (as articulated in State of the Union Address in January 2002, the Westpoint Speech in June 2002 and the National Security Strategy in September 2002)?</p> <p>I think this is a good question, it can lead to much debate. I think though that somehow the 911 attacks may have triggered the invasion of Iraq by the USA, however, Bush's foreign policy cannot be completely overlooked (Oslyn)</p>
<p>American policy towards Somalia: To what extent has the George Bush's policy towards Somalia contributed to the perpetuation of instability and the soar of radicalism? From nonchalant to self-destruction policies and its byproducts.</p>	<ul style="list-style-type: none"> - Assessing how the Back Hawk Down syndrome (domestic pressure) affected the Clinton policy in Somalia (like withdrawing US troops abruptly) - Investigating Bush's "containment or indifferent" policy of between 2002 and 2006 (capture or kill operations) --->resulted in what? - Investigating the ugly site of the exclusive war on terror and its byproducts: Humanitarian crisis, increase of extremism and anti-American sentiments, continuation of political chaos. - Why and in what way Bush administration supported the cruel warlords and the Ethiopian invasion in Somalia? 	<p><i>Anti-American feelings are in an uprising trend in many parts of the globe. It is worth investigating this issue in Somalia. (Ana)</i></p> <p>The Americans in Somalia is almost equivalent to the Invasion in Iraq, it reflects an increasingly important point of American diplomacy & foreign policy (Oslyn)</p>
<p>Security in the Mercosur:Counterterrorism policies under the US influence</p>	<p>Outline the security concerns of this region and its members. Evaluate how this regional block has been tackling terrorism. Investigate how influential is the US upon security policies in the Mercosur, particularly since the launch of the 'War on Terror'.</p>	<p><i>I'm not going to write about it. So feel free to not comment (Ana)</i></p>
<p>To what extent has the US democracy promotion agenda prompted the US to influence and limit Venezuela's regional foreign</p>	<ul style="list-style-type: none"> - Assess the threat posed to US interests (commercial and diplomatic) by the Chavez regime. - What was the US democratic promotion agenda in Latin America? - Assess the actual and potential expansion in South America of Chavez's leftist (often anti-American) populism, and the scope for this to influence policy in the region. - How do Latin American nations' differing institutional structures, political cultures, economies and economic/diplomatic relations (including membership of trade blocs such as the Andean community) affect the potential of 'Chavismo' (Chavez's political ideology) to gain footing in those nations? 	<p>A very interesting topic, look out for more comments from me.</p> <p><i>I do not believe his "populism" is strong enough to be influential in South America, besides in Bolivia's policies. (Ana)</i></p>

PL7503: DISSERTATION DL (PL7503)

Discussion Board

[Forum](#)

Display Order Forum

1 [Off-topic forum](#)

Use this forum simply to state

2 [June forum](#)

Please use this

3 [July forum](#)

Please use this

4 [August forum](#)

Please use this

Search

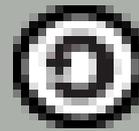
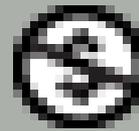
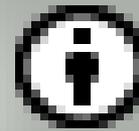
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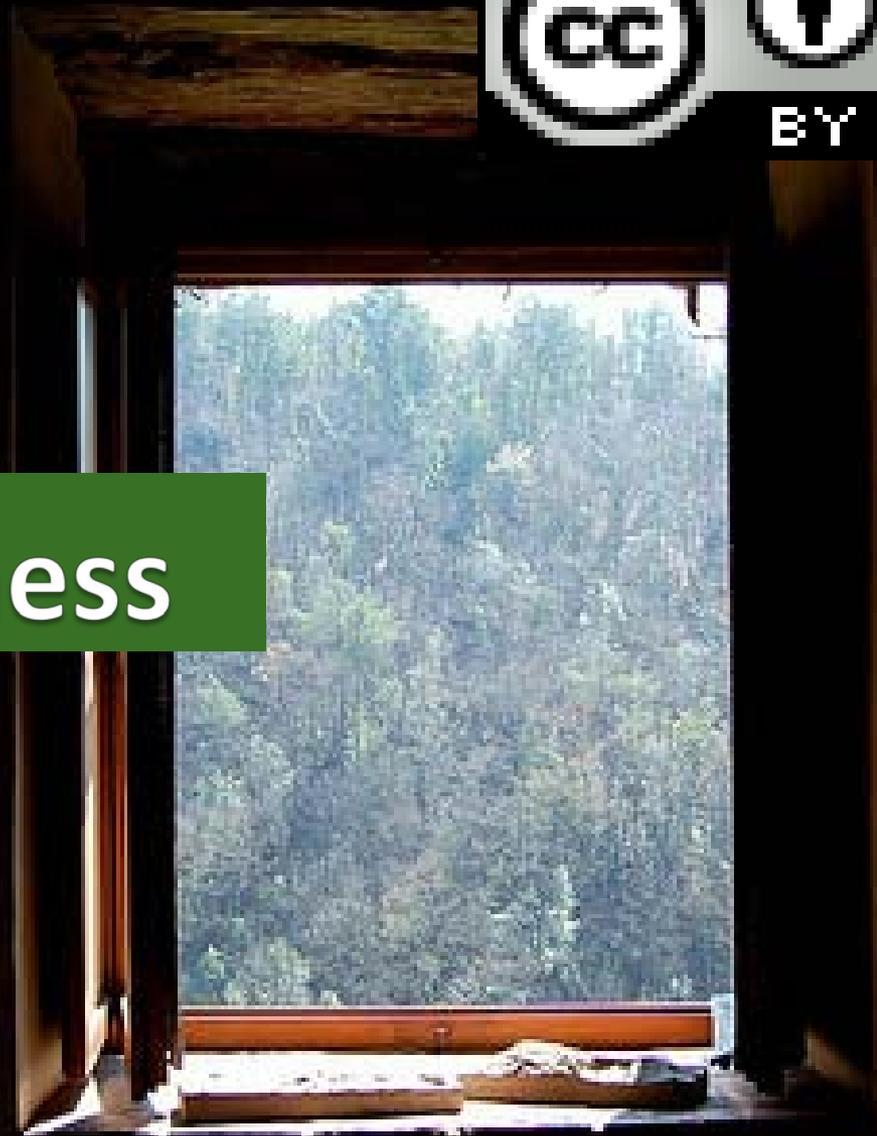


BY

NC

SA

Openness





Reuse/ Repurposing



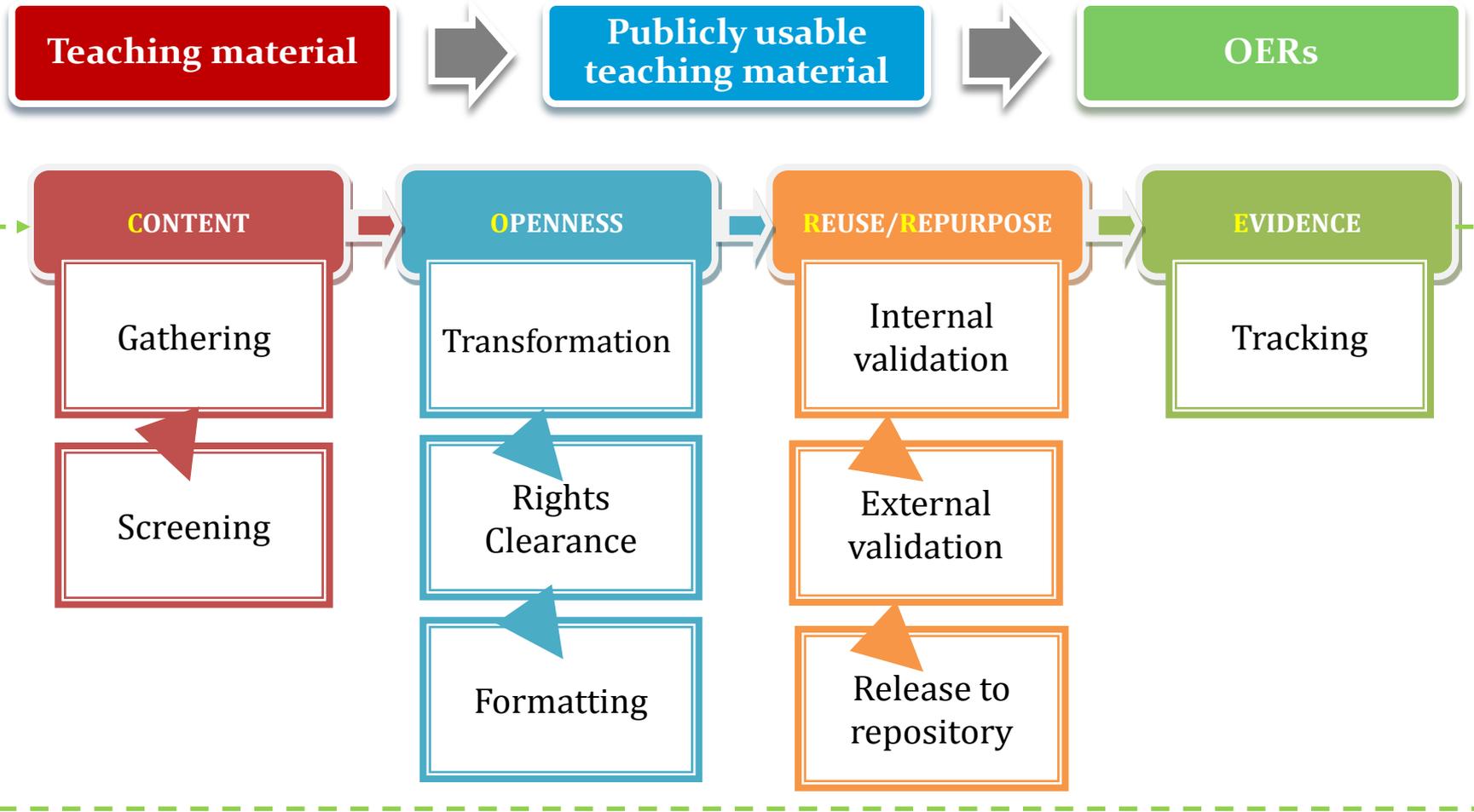
Evidence

OTTERing issues

- **Staff attitudes** to open access (King et al., 2008)
- **Transforming** existing teaching materials into OERs (Lane, 2006)
- Degrees of **openness** (Hodgkinson-Williams & Eve Gray, 2009)
- **Design** for openness (Boyle, 2006; McAndrew and Weller, 2005)
- Open **teaching** (Laurillard, 2008)
- Evaluating learning objects for **re-usability** (Schoonenboom et al., 2009)
- Open **licensing** for educational resources (Bissell, 2009)
- **Sustainability** (Downes, 2006)



The CORRE evaluation framework



The CORRE evaluation framework

“C” is for
CONTENT

“my bag contents on a special day “ courtesy tnarik (flickr) [some rights reserved](#)

Content gathering – indicative questions

Dimension	Indicative questions
Gathering existing teaching materials	<p>Collection</p> <ul style="list-style-type: none">a. Has the material been used in an educational context in the institution?b. Are there gaps in the materials?c. Are there immediate and obvious concerns about third-party rights? <p>Memorandum of understanding</p> <ul style="list-style-type: none">a. Has the contributing author(s) been identified?b. Has an OER file type been agreed with the author(s), e.g. PDF, etc?

Content screening

Screening involves a brief appraisal of the work required in transforming the material into OERs focused on:

- Learning context
- Learning design
- Media
- Structure
- Language

Content screening – indicative questions

Dimension	Indicative questions
Screening existing teaching materials	<p>Learning context</p> <p>a. What is the nature of the teaching material e.g. lecture notes?</p> <p>Learning design</p> <p>a. What is the learning design e.g. instructional? Case-based learning? etc</p> <p>b. Are changes required to the learning goal(s) or activity, etc?</p> <p>Media</p> <p>a. What format does the material come in, e.g., print-based, podcast, etc?</p> <p>Structure</p> <p>a. Is the material standalone or does it refer to other materials?</p> <p>b. Are web links embedded in the content and are they functional?</p> <p>Language</p> <p>a. Are there editorial issues?</p> <p>b. Is the language offensive?</p>

The **CORRE** evaluation framework:

**“0” is for
OPENNESS**



Openness - Transformation

Transformation is about enhancing the pedagogical usability of existing teaching materials as OERs in other learning contexts.

This involves:

- *Decoupling*: Removing material linked to institutional VLEs
- *Scaffolding*: Aligning learning goals and learning activities
- *Meshing*: Adding or replacing images, audio files or tables
- *Sequencing*: Structuring the content for easy navigation
- *Editing*: Removing inappropriate, words, jargon, and acronyms

Transformation: Indicative questions

Dimensions	Indicative questions for transformation of content
Decoupling	<ol style="list-style-type: none">Is use of the content dependent on the institutional VLE?Should part of the content be removed or replaced?Is further material needed to be added to the content?
Scaffolding	<ol style="list-style-type: none">Should the instructional design be changed?Should the learning goal (s) be changed or amended?Should the learning activity (ties) be changed or amended?
Meshing	<ol style="list-style-type: none">Should an image or audio file be added?Should images, audio file, table/graphs be added, replaced or removed?Are all embedded web links active?
Sequencing	<ol style="list-style-type: none">Is the teaching material standalone?Is the material well laid out with appropriate headings?Is it easy to navigate through the material?
Editing	<ol style="list-style-type: none">Have all editorial issues been resolved?Are there offensive materials that need to be removed?Have all acronyms or jargons been explained?

Openness – Intellectual property

This concerns copyright clearance and ensuring that materials are legally compliant with reference to intellectual property and copyright ownership

Openness & Creative Commons

Conditions	Symbols	Explanation
Attribution	(BY) 	You let others copy, distribute, display, and perform your copyrighted work - and derivative works based upon it - but only if they give credit the way you request it.
Share Alike	(SA) 	You allow others to distribute derivative works only under a license identical to the license that governs your work
Non-Commercial	(NC) 	You let others copy, distribute and perform your work - and derivative works based upon it - but for non commercial purposes only.
No Derivative Works	(ND) 	You let others copy, distribute and perform only verbatim copies of your work, not derivative works based upon it

Intellectual property– indicative questions

Dimensions	Indicative questions
Copyright	<ul style="list-style-type: none">a. Has the author granted permission to turn the materials into OERs?b. Are there elements of the material whose copyright is owned by a 3rd party i.e., content not owned by the institution?c. Is the 3rd party material still covered by copyright?d. Who is the 3rd party rights holder of the material?e. Have the policies, terms and conditions and licences of the rights holders been checked by a university copyright administrator?f. Do 3rd party copyright holders allow use in all cases?
Licensing	<ul style="list-style-type: none">a. Has the 3rd party material been acknowledged in the correct manner and all licence requirements met?b. Has 3rd party right holder granted written permission for the material to be used as OER?c. If a quote or charge has been supplied is the quote acceptable is it cost effective to negotiate?
Attribution	<ul style="list-style-type: none">a. Has the appropriate Creative Commons licence been determined and applied to the material?

Openness - Formatting & standardization

This relates to the technical formats of the OERs and whether they are re-usable or re-adaptable in other learning context.

Formatting is also about metadata and compatible with open resource repositories

Formatting & standardization – indicative questions

Dimensions	Indicative questions on formatting and standardization
Formatting	<ul style="list-style-type: none">a. Is the material available in a mix of formats? e.g. mp3/4, XMLb. Is the material standalone i.e. does not refer to related resources?c. Are other tools/software's required by end-user to use the material?d. Does the end-user require further technical help to use the material?
Interoperability	<ul style="list-style-type: none">a. Is the material available on agreed delivery platforms?b. Is the file size of the material suitable for the repository?c. Is the material compatible with other repositories? e.g. JorumOpend. Does the material have the potential to evolve as technology develops?e. Have metadata tags been added to the learning material?

The **CORRE** evaluation framework:

**“RR” is for REUSE/
REPURPOSE**

Reuse/Repurpose - Indicative questions

Dimensions	Indicative questions for reality checking
OER team	<ol style="list-style-type: none">Has the OER been IPR cleared and transformed?Has a suitable Creative Commons license been assigned to the OER?Is the OER properly formatted for use?Is something else required before the OER is released?
Academic staff	<ol style="list-style-type: none">Is the content of the OER accurate?Is the title suitable?Are the media appropriate?Is the structure and layout clear for user navigation?Is the assigned Creative Commons license acceptable?What else is required before release of the OER into a public repository?
Students	<ol style="list-style-type: none">Is the learning goal and learning activity clear?Is it easy to navigate through the OER?On a scale of 1 (low) to 5, (very high), how would you rate the quality of this OER?Are further improvements required to the OER?
Other external stakeholders	<ol style="list-style-type: none">Is the learning goal clear?Is the learning activity or presentation engaging?Is it easy to navigate through the OER?Are further improvements required to the OER?

The **CORRE** evaluation framework

“E” is for
EVIDENCE

Scales Of Justice by VaXzine. <http://www.flickr.com/photos/vaxzine/485424742/>

OTTER

Open, Transferable and Technology
-enabled Educational Resources

Beyond Distance
Research Alliance



Evidence

Assessing the value and usefulness of OERs released through a process of *tracking* and gathering end-user feedback. This can be done using Google analytics and/or an end-user survey

Evidence

Dimensions	Indicative questions for tracking use of the OER
Tracking	<ol style="list-style-type: none">a. What is the title of the OER you downloaded?b. From which geographical region of the world are you using this OER?c. Which of the following apply to you, student, lecturer etc?d. Did you modify, change or adapt the OER? If Yes in what way?e. Did you encounter any difficulty using the OER? If "Yes" what was the nature of difficulty?f. How useful was the OER for learning about this subject/topic?g. How would you rate the quality of OER?h. Would you recommend the OER to others?i. Are there any other comments you would like to make about the OER?

References

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2. **Boyle, T.**, (2006). An Agile method for developing learning objects. In L. Markauskaite, P. Goodyear, & P. Reimann (Eds.) *Proceedings of the 23rd Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education: Who's Learning? Whose Technology?* (pp. 91-99). Sydney: Sydney University Press.
3. **Downes, S.**, (2006). Models for Sustainable Open Educational Resources. *Interdisciplinary Journal of Knowledge and Learning Objects*. vol 3. 2007. pp. 29 – 44.
4. **Hodgkinson-William, C.**, and **Gray, E.**, (2009) Degrees of openness: The emergence of Open Educational Resources at the University of Cape Town. *International journal of education and development using ICT*. Vol. 5. No. 5.
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7. **Lane, A.**, (2006). *From Pillar to Post: exploring the issues involved in repurposing distance learning materials for use as Open Educational Resources*. Found at: <http://kn.open.ac.uk/public/document.cfm?docid=9724> [Accessed: 22 October 2009]
8. **McAndrew, P.**, and **Weller, M.**, (2005). Applying learning design to supported open learning In *Learning Design: A handbook on modeling and delivering networked education and training*, Koper, R. and Tattersal, C., Berlin: Springer-Verlag. pp. 281-290.
9. **Schoonenboom, J.**, **Sligte, H.**, **Kliphuis, E.**, (2009). Guidelines for support re-use of existing digital learning materials and methods in higher education. *ALT-J Research in learning technology*. Vol. 17, no. 2. pp. 131 – 141.
10. **Straub, R.**, (2008). *Is the World Open?* Found at: www.elearningpapers.eu. 1 N^o 8. pp. 1-5. [Accessed: 19 October 2009]
11. **Yaun, L.**, **MacNie, S.**, and **Kraan, W.**, (2008). *Open Educational Resources – Opportunities and Challenges for Higher Education*. Found at : http://learn.creativecommons.org/wp-content/uploads/2008/09/oer_briefing_paper.pdf [Accessed: 19 October 2009]



Useful resources

JISC

- <https://openeducationalresources.pbworks.com/Pilot-Programme%3A-OER-Release-Outputs>

OTTER

- website [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter>]
- OERs [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/the-oers>]
- Blog post [<http://projectotter.wordpress.com/>]
- Final report [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/documentation/projectfinalreport.pdf>]
- CORRE framework [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/about-oers/Corre-web.pdf>]
- Put-up take down policy. [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/documentation/putuptakedown.pdf>]
- OER toolkit [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/documentation/oer-toolkit.pdf>]
- Sample partnership agreement [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/documentation/samplepartneragreement.pdf>]
- Creating e-books format for the Sony Reader [<http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/duckling/duckling-blog/creating-e-book-formats-for-the-sony-reader-505>]