Card Tricks and Cartoons: Exploring questions about open sharing and use with a non-OER aware audience

How to cite:


For guidance on citations see FAQs.
Cartoons and card tricks: Exploring questions about open sharing and use with a non-OER aware audience
The Session Plan

- Brief overview of research
- Hands-on playing with cards
- De-brief and Q&A

But it's all pretty flexible ...
My long and winding road to OER reuse

- Reuse of DL resources
- Lobbying on copyright
- Advising faculties on new media course production at the OU
- New academic writing course as learning objects for OU/UKeU
- Extensive reuse occurs
- DL course production for campus-based university

- Years of evaluation and research
- Increasing engagement with OER practice/research
- Start PhD
- Finish PhD

What I expected to discover

In 2003 (when I started) reuse was seen as unproblematic. The full RLO vision was of:

• Vast easily searchable, globally accessible repositories of learning objects all accurately and extensively tagged with metadata

• Automated course construction ‘on-the-fly’ so that students can experience personalised learning based on prior experience, learning styles, etc. without any need for instructional designer intervention

• Make once, use-a-zillion-times, efficiencies
Many inter-linked reuse agendas

Macro = political, economic, technical (e.g. IPR) and societal drivers to reuse

Micro = projects and initiatives to execute or facilitate reuse

Meso = commentary and research activity which informs Macro and Micro e.g. RLO activity

Three-layer thesis cake. Yummy!
The Yin and Yang of resource reuse

Early stages of lifecycle

Obtaining  Labelling  Offering

Later stages of lifecycle

Selecting  Using  Retaining

Lifecycle stages based on Anders Strijker, 2004
White D. and Manson M. (2012)
*The value of Reuse in Higher Education, JISC*
# Distribution of cases

<table>
<thead>
<tr>
<th>Type</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (unlimited scope)</td>
<td>NDLR (Ireland)</td>
</tr>
<tr>
<td>National (specific scope)</td>
<td>Stòr Cùram (Social Work education focus) (Scotland)</td>
</tr>
<tr>
<td>Consortium/Regional</td>
<td>L20 (Southampton and SW regional HE/FE)</td>
</tr>
<tr>
<td>Discipline</td>
<td>LORO (see also Stòr Cùram and L20)</td>
</tr>
<tr>
<td>Institutional</td>
<td>None</td>
</tr>
<tr>
<td>Departmental</td>
<td>SORRS (OU), LORO (OU)</td>
</tr>
<tr>
<td>Course/Module</td>
<td>H806 (OU)</td>
</tr>
<tr>
<td>Individual</td>
<td>PROWE (OU and University of Leicester)</td>
</tr>
</tbody>
</table>
222 factors are the **REFINED** version

Chris’s thinking on reuse barriers/enablers
- most of the time and more or less to scale
Reuse contexts: zones of proximity

1. Individual (Creator)
2. Module/Programme
3. Department/Institution
4. Community (Region)
5. National
6. International/Open
The long and the short of it …

• **The thesis:**
  Over 100k words, 6 cases, 24+ interviews, over 300 references, 222 factors. Static. A long, dull read.

• **The reuse cards:**
  Taking research forward while consulting with and advising practitioners. Sharing/Reusable/Repurposeable. Fun.

**The long …**

Reuse and repurposing of online digital learning resources within UK HE, 2003-2010

**The short …**

From RLO to OER – what have we learned?
Promise and Practice

Retreat: 2 days, 30 people from 20 institutions

Online survey: 192 users/sharers responded

Example questions

- I fully support the idea of open content and open education resources
- With so much open content available, there is no excuse not to use this
- It worries me that once ‘out there’ you have no control over your resources
- There are no real incentives for individuals to get involved in open content
- This does not currently have much relevance to me or my students...
What the cards can offer

- A model of open content licensing and attribution.
- Prompt questions for staff development and further research.
- Opportunity to engage even novice OER practitioners with my research.
- Demonstration of complexity and the impact of context.
- Re-purposeable design/content, left is a v3 prototype.
1. In small groups (or pairs), take one of the sheets and decide on one activity to attempt

2. Take a sub-set of cards, e.g. all those in one colour (12) depending on the chosen activity

3. **Have fun** – but also consider how this might work within your own institutions/groups.

4. Brief debrief (compare and feed back).

5. **Note:** you can download your own set from the OrioleProject blog ‘shop’. And you can remix and improve these
Reuse and the reuse cards ...

• Awareness raising for staff involved in reuse/repurposing projects (London, Cambridge and Spain)
• Workshops at Language teaching conferences to build awareness of OER (Nottingham, Italy and US)
• Preparation for researchers (Mexico)
• Staff development with teachers (Delhi)
• Starters for informal discussion at dinner parties! (UK)
• Conference/Workshop presentations (various UK)
• Model for persona activity (VLE) and Evidence Hub cards
• Business cards

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Selected references


• Reedy G. (2012), Investigating the use of OER among Early-Career University Lecturers, SCORE project presentation, 23 February, Milton Keynes
