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

Conference or Workshop Item

How to cite:


For guidance on citations see FAQs.

© 2012 Chris Pegler

Version: Version of Record

Link(s) to article on publisher’s website:
http://www.heacademy.ac.uk/assets/documents/oer/Chris_Pegler.ppt

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.

oro.open.ac.uk
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 its all pretty flexible ...
My long and winding road to OER reuse

DL course production for campus-based university

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

Start PhD

Increasing engagement with OER practice/research

Years of evaluation and research

Finish PhD

Launch ORIOLE

By DeVos http://www.flickr.com/photos/devos/2862695450/ CC-BY-NC-SA
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
Visible reuse and production of licensed OER

Staff and students reuse of digital resources in and around the curriculum

## Distribution of cases

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</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.
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.
Trying them out: some hands-on

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

c.a.pegler@open.ac.uk : orioleproject.blogspot.com : scoop.it/orioleproject
Selected references


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