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

Conference or Workshop Item

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Version: Version of Record

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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
- Years of evaluation and research
- Increasing engagement with OER practice/research
- Finish PhD
- Start 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>Distribution</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.

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

**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.
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

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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