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Stellar & Open: The Case for Using Open Educational Resources and Practices within our own Communities and beyond. Open Education in an Open Landscape: Search Implementation

Student Dissertation

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SAT: Stellar & Open: The Case for Using Open Educational Resources and Practices within our own Communities and beyond... (cont.) (Peter Farran)

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[Dr Simon Ball](#)

6 February 2014

Full title: Stellar & Open: The Case for Using Open Educational Resources and Practices within our own Communities and beyond. Open Education in an Open Landscape: Implementation.

Abstract

This presentation recognizes the significance of the Open Educational Resource (OER) movement since its emergence in 2002 when the term 'open educational resources' was used at the UNESCO forum on 'The Impact of Open Educational Courseware for Higher Education in Developing Countries'.

The presentation encourages educators to play their own part in the continued growth and implementation of the OER movement. It includes brief explanations on what OERs actually are and provides examples. In particular, the vast numbers of incredible images from the Hubble space telescope, which despite the huge cost in capturing, are made openly available for educational purposes.

The case and compelling reasons for educators to learn more about, understand and participate in the OER movement are also explained in some detail with recent international research being drawn upon from the UK, Europe and beyond from researchers at academic institutions, UNESCO and the The William & Flora Hewlett Foundation.

In particular, findings are highlighted where important recommendations are made for improving eventual use in the relevant context.

As a technology integration specialist working in an international school within a network of similar schools, practical examples will be given which illustrate how we can all take small steps to contribute to a more open educational landscape through the use, development and promotion of OERs and practices. In particular, a real and recent example will be described where the need for a resource was identified. The process of creating the resource, while considering the needs of eventually sharing the resource openly and in an accessible format, will be explained.

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Based on the benefits highlighted for the creation, sharing and use of open educational resources, recommendations for implementation will be provided in a practical format aimed primarily at international educators of students in the 5-18 age range. Because the recommendations will be provided in a Share --alike format that supports modification it is anticipated that, where appropriate, educators would consider adapting the resource to suit their own situations and those of others.

To assist educators on their potential OER journey some recommendations will be given as to where to look for existing resources, where to access support and guidance in the creation of new resources and where to keep up with the latest developments and foster collaborative relationships within and around the existing Open Educational Resources community of practice.

The presentation will be delivered synchronously in the Open University H818 online conference although the presentation will remain available afterwards via the OU itself (are you considering YouTube, too?) and ultimately my own personal learning network.

The presentation has been created as a PowerPoint slideshow due to it's existing accessibility support and further accommodations have been made in a supplementary version based on guidance from Jisc TechDis, a leading UK advisory service on technologies for inclusion and accessibility.

The presentation in itself will be provided in a format which allows sharing, ease of modification and reuse in a variety of contexts with a simple share alike with attribution creative commons license.

References

Richter, T. McPherson, M. (2012). Open educational resources: education for the world?
Pawlowski et al. (2013). Open Educational Resources and Practices for Educational Cross-Border Collaboration. UNESCO.
William & Flora Hewlett Foundation. (2013). Open Educational Resources. Breaking the Lockbox on Education.

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Following the live presentations, we asked each speaker to respond to questions posed by audience members. In the short time available, it was not possible to put all of the questions submitted to the speaker for a response. We asked all speakers if they would respond to the unanswered questions here on Cloudworks. Here are all of the questions asked during the session:

- ▶ I stumble upon things like this and so went to enthuse or invite others to be amazed ...
how?
- ▶ Nice to have example of OER use linked to schools. Lots of activity is in HE. How aware are schools of potential of OER
- ▶ Does it have to be open licensed or is being online (open access enough)?
- ▶ from a developing country view, OERS need to be openly licenced to allow for localisation, customisation
- ▶ what a legacy to leave behind to the next generation of learners- your slides could be given to schools, environments which could further promote awareness and understanding?
- ▶ It constantly strikes me that for all the wonderousness of all of this there needs to be a fund to get the message out rather than expecting it to be picked up in the classroom by an inspired educator?
- ▶ is marketing of the content where the value lies - using different mechanisms such as the music industry to promote oer instead of just institutions marketing the oer's
- ▶ Can see charities/special interest groups being key to in funding of OER - especially in time investment
- ▶ How do we deal with barriers - eg employers owning IPR of material educators produce?
- ▶ How would you recommend the filtering of OERs should take place?



[peter farran](#)

4:53pm 16 February 2014 [Permalink](#)

Session Answers:

- ▶ What ever is most likely to get done before the moment is lost. My preferences
Tweet via Tweetdeck and bookmark via Diigo.
- ▶ Just starting to see OERs being mentioned but awareness is minimal. I've seen OERs mention as a vehicle for sharing within schools themselves where teachers can be surprisingly reluctant to share even within a school.
- ▶ Open online is OK but licensed is better since it's an open invitation to share.
- ▶ Yes adaptability is often essential for effective use in different contexts.
- ▶ Yes, I felt a little like I was preaching to the converted here and my presentation would have more value shared among a wider audience.
- ▶ I agree that some compulsory funding might be useful. eg .5% of all education funding to toward OER outcomes?
- ▶ The power of marketing certainly has the potential to catalyse the development of the OER movement.
- ▶ Yes I feel charities have a role to play here in the context of education for all.
- ▶ Legislation has emerged to promote the freedom of information and I think the

same is needed to promote openness in education.

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