

Making Content Open

Open Educational Resources (OER) are “digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research”.

Centre for educational research and innovation, 2007.

Several drivers are changing the way teachers develop, store and share their learning materials: policy, technology, Web 2.0 developments, repositories and communities of practice around open educational resources to name a few.

However, it is widely acknowledged that both students and academics need to develop new skills to engage with OER. Novice OER developers in particular, wishing to create, reuse or repurpose digital teaching and learning content and make it freely available may require support in developing new skills and strategies and realising the potential of open educational content.

The Framework for Open Content Literacy on the following pages aims to support the decision-making of staff wishing to explore, create, reuse or repurpose open digital teaching and learning content. The Framework draws upon the SOLSTICE design principles: Purpose, Audience and Form. It asks the 6 key questions: What, Why, When, How, Where and Who.

Feedback and contributions to the ongoing development of the Framework are most welcome.

First thoughts

Guidance & Support

What questions should you ask before deciding whether Open Content is for you?

Key considerations:

- Does the policy and culture of the institution support sharing of content? What infrastructure support is available for practitioners?
- Who decides whether content is made open?
- What material can and should be shared?
- How much is made open and how much is restricted?
- Whose material is it anyway? What do I need to know about intellectual property and copyright?

EDUCAUSE OER 55 Resources
OER InfoKit, JISC & HEA
UNESCO OER Toolkit
OPAL Open Educational Quality Initiative
Web2Rights
JISC Legal

Purpose

Guidance & Support

What is open content? What are the current models and definitions in this evolving area? What is the relationship to concepts of reuse and repurposing of content?

Key considerations:

- What is your primary reason for making material available?
- What is the cost of creating open content and what are the likely cost-benefits?
- Does the quality of open content in your own context need to be 'highly produced' or is 'just good enough' sufficient?
- What are the benefits of open content in teaching and learning?

OER InfoKit, JISC & HEA

Why Create, reuse, repurpose or share digital teaching and learning content? What are the benefits of creating and sharing digital content? (recognising the need)

Key considerations:

- Will it enhance institutional, personal, professional reputations and profiles?
- Will it enable commercial gain: attracting new business?
- How might it enhance the learner experience?
- How will it support the changing nature of learning and teaching?

OER InfoKit, JISC & HEA

UNESCO OER Toolkit

EDUCAUSE Review

Audience

Guidance & Support

Who is the intended audience? What are their unique, situated characteristics and likely requirements?

Key considerations:

- What is the level of study of the intended audience? Will they require prior knowledge of the subject?
- What is known about their access to technology?
- Are they a local or distributed audience?
- How much 'digital educational readiness' will the audience require?

SOLSTICE CETL TEL Framework for Curriculum Design

Form

Guidance & Support

How is material developed? What are the workflows and processes required?

Key considerations:

- Who else must be involved in developing content and what are their roles?

- Where will the material be located to best enable its reuse or repurposing? JISC CETIS
- What is known about existing content's IPR/Copyright/ethical use? What rights will be assigned to new content? JISC OER Release Output
- What is required to make content accessible? JISC TechDis
- How can existing material best be transformed into new digital formats? What needs to be known about interoperability and open standards and designing for reuse? UNESCO OER Toolkit
- What pedagogic approaches and the learning designs will best provide structure, activity and context around open content in a taught context? UNICYCLE Project
OER InfoKit, JISC & HEA
- What metadata/tagging will add value to open content: enhancing 'discoverability', adding educational/pedagogic context, stating rights ownership? JISC OER Release Output

Where is open content to be located? What are the choices that must be made in order to reach the desired audience(s)?

Key considerations:

- Does the institution have a repository where content can be deposited? UNESCO OER Toolkit
 - What external platforms will maximise and aid discovery e.g. YouTube, iTunesU, VLE, Jorum? JORUM Open
 - How will you know you have maximised the discoverability and impact of your open content? SCORE
- JISC OER Synthesis & Evaluation projec

When is content to be made available? Understanding the content 'lifecycle'

Key considerations:

- How will you manage the timing of uploading content for maximum impact? Pilot Programme: OER Release
- How will you manage multiple versions and version control once content is made open? Outputs
- What is the likely impact of the passage of time on open content and the challenge of closing the cycle?

Support & Guidance

EDUCAUSE Open Educational Resources
– 55 Resources
<http://www.educause.edu/Resources/Browse/OpenEducationalResources/27863>

JISC CETIS <http://jisc.cetis.ac.uk/topic/oer>

JISC Legal JISC Legal
<http://www.jisclegal.ac.uk/>

JISC TechDis <http://www.techdis.ac.uk/>

OER InfoKit, JISC & HEA (draft)
<https://openeducationalresources.pbworks.com/FrontPage>

OER JISC Synthesis and Evaluation Project
<http://www.caledonianacademy.net/spaces/oer/>

OPAL Open Educational practice
Dimensions
<http://cloudworks.ac.uk/cloudscape/view/2085>

SCORE (Support Centre for Open
Resources in Education), Open University
<http://www8.open.ac.uk/score/>

SOLSTICE CETL TEL Framework for
Curriculum Design
<http://www.edgehill.ac.uk/solstice/>

UNESCO OER Toolkit <http://oerwiki.iiep-unesco.org/>

UNICYCLE Open Educational Resources
<http://unicycle-leedsmet.ning.com/>

Web2Rights <http://www.web2rights.org.uk/>

Whitehurst, J. (2009) Open Source:
Narrowing the Divide between Education,
Business, and Community. EDUCAUSE
Review, 44 (1).
<http://www.educause.edu/EDUCAUSE+Review/EDUCAUSEReviewMagazineVolume44/OpenSourceN>

Some OER Resources

JorumOpen
<http://open.jorum.ac.uk>

Creative Commons
<http://creativecommons.org>

MERLOT <http://www.merlot.org>

OER Commons
<http://www.oercommons.org>

Wellcome Images
<http://images.wellcome.ac.uk>

Some OER Examples

Making Groupwork Work,
LearnHigher
<http://www.learnhighergroupwork.com/>

JISC OER Programme
<http://www.jisc.ac.uk/oer>

OpenLearn, Open University
<http://openlearn.open.ac.uk>

PRODUCED JUNE 2010

The notion of Open Content Literacy was developed by Learning Services & SOLSTICE CETL, Edge Hill University. It is being enhanced through collaboration with colleagues across the HE and FE Sector.
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