

Reflections on quality and OER

What's good for the goose is good for the gander

oer
foundation



Wayne Mackintosh

From “sharing to Learn”
to “learning to Share”

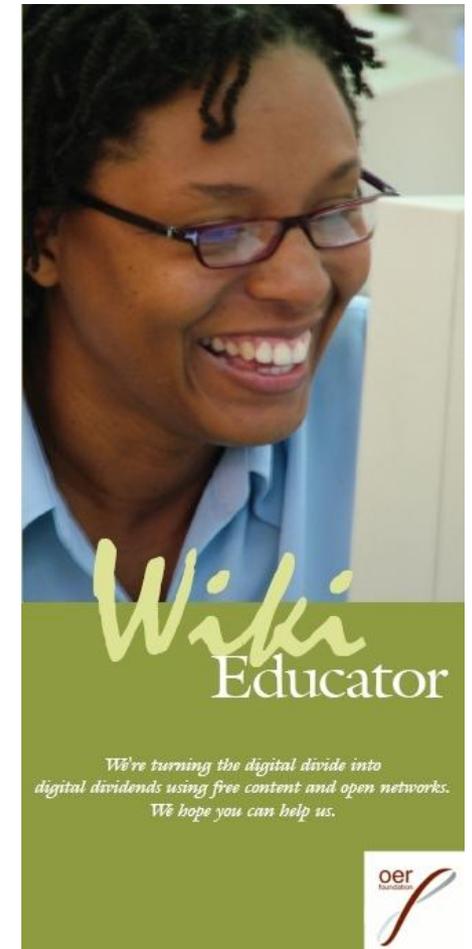


The OER Foundation

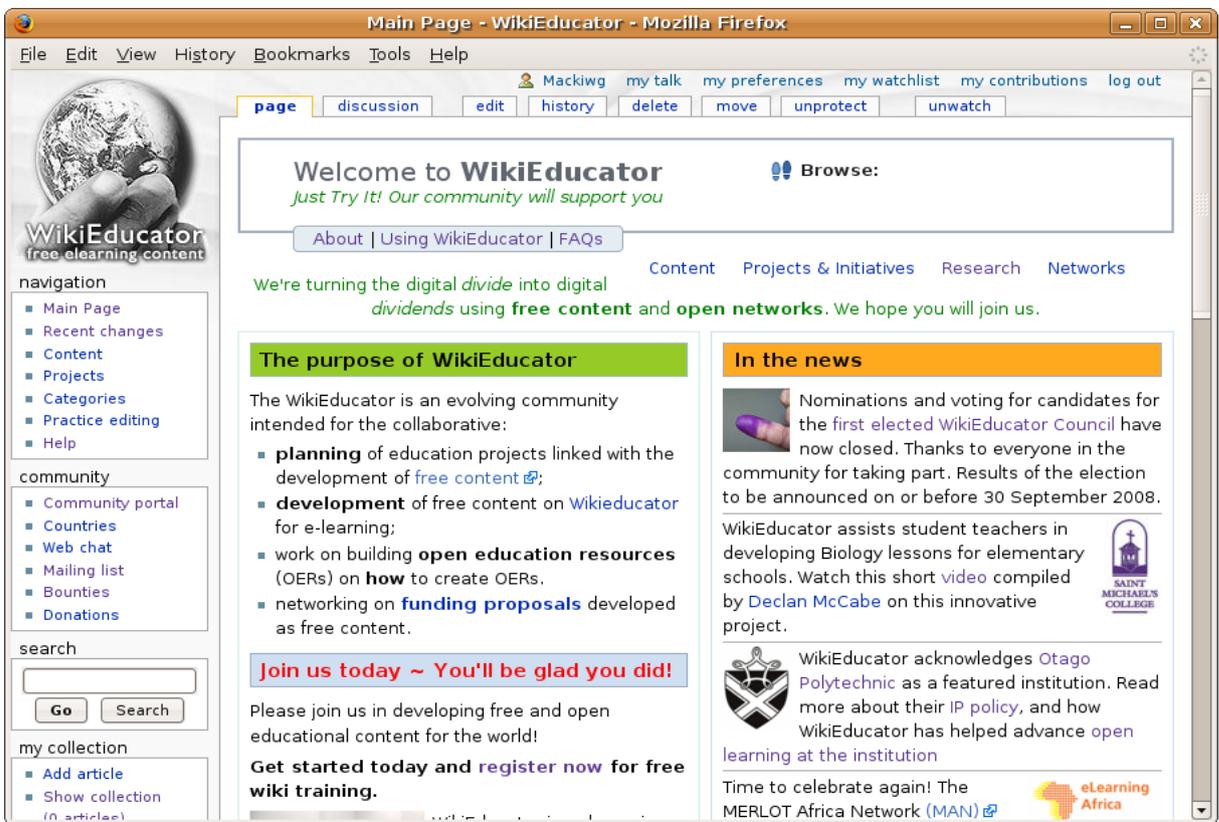
The Open Education Resource (OER) Foundation is an independent, not-for-profit organisation that provides leadership, networking and support for educators and educational institutions to achieve **their** objectives through Open Education.



“OER is a sustainable and renewable resource”



WikiEducator



We're turning the *digital divide* into *digital dividends* using **free content** and **open networks**. We hope you can help us.



Voted best educational wiki, Steven Downes, Dec 2007



Inaugural recipient of the award for Exemplary Open Education Resource (OER) practices

Tragedy of the commons?

Shoulders of giants ...

*“They hang the man and flog the woman
Who steals the goose from off the common
But leave the greater villain loose
Who steals the common from off the goose.”*

Anonymous protest poem 1764 or 1821.

Eben Moglen
Isaac Newton
Luis Steothis
Bernard Shouters
- Robert Merton
Anonymous note

Will the academy remain thirsty on the village green ?



Richard Taylor <http://www.flickr.com/photos/34094515@N00/374081831/>

Elliot Brown <http://www.flickr.com/photos/ell-r-brown/with/4328818484/>



Innovation & new technology

Ice harvesting

Once the largest industry in America
In 1850 – invention of “artificial” ice makers

(Reusable) Digital learning resources

Ice harvesting or new
innovation?



ElementaryTechTeacher, <http://www.flickr.com/photos/7855946@N08/3264547221/>

Red OER herrings



RED HERRING

“rhetorical tactic of diverting attention away from an item of significance”

Wikipedia



The sky is falling



Poor quality

(a.k.a poor quality materials are embarrassing)



Andrew Gray <http://www.flickr.com/photos/shimgray/2237055822/>



Laurel Russwurm <http://www.flickr.com/photos/laurelrusswurm/4132122784/#/>

So which number is smaller?

(i.e. the quotient)



$$10 \div 1 = ?$$

$$10 \div 10 = ?$$



Luis Argerich <http://www.flickr.com/photos/lrargerich/3029485203>

James Cridland <http://www.flickr.com/photos/jamescridland/2272701122>

No significant difference ...



Which quality is better?

Face to face versus ODL



OPEN versus closed



Jimmy Flink <http://www.flickr.com/photos/jimmyroq/146827389/>

juicyverve <http://www.flickr.com/photos/juicyverve/2531105062/>

bucklava <http://www.flickr.com/photos/9229859@N02/2762432629/>

Francisca Uloa <http://www.flickr.com/photos/alosojos/346887379/>



Pipes and switches



digital
OER
wants
to
be
free

Marginal
Cost
=
ZERO



1 child dies
every 5
seconds as a
result of
malnutrition



Dan Stayskal <http://www.flickr.com/photos/danndalf/3534506071/>
Steve Cadman <http://www.flickr.com/photos/stevecadman/4935677083/>
Messer/Woland http://en.wikipedia.org/wiki/File:Orange_ribbon.svg

Francesco Pappalardo <http://www.flickr.com/photos/cicciofarmaco/4461296050>

So what about quality ...



Who will we hold responsible?

Process or product?

OPEN or closed?



Melissa Sanders <http://www.flickr.com/photos/themissiah/3491328675/>

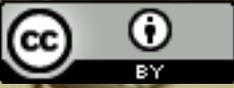
Ricky <http://www.flickr.com/photos/8656572@N04/4855311898/>



OER quality is childsplay ...



If you want to learn something – teach it



L Fuchshuber <http://www.flickr.com/photos/webagentur24/2369157064/>
Hugiene Matters <http://www.flickr.com/photos/hygenematters/4273036775/>

Square institutions and round OER holes

FACT OR FICTION?



Our institutions do not reward the development of teaching materials

Our IP polices do not support sharing of research and teaching outputs?

We need policy reform – (aka we are happy with a wait-and-see approach)

Is the academy the master of its own destiny?



Crossing the OER chasm

Sharing to **LEARN** | learning to **Share**

Embrace your responsibility to lead

A transformational leadership dilemma

Conformity may give you a quiet life; it may even bring you a University Chair. But all change in history, all advance, comes from the nonconformists. If there had been no trouble-makers, no dissenters, we should still be living in caves. Taylor, 1997

OER advocates | Organisational implementation