

Benefits and challenges of OER for higher education institutions

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Open Educational Resources (OER) Workshop
for Heads of Commonwealth Universities

3 May 2010, Windhoek



Emergence of OER

– part of the Open Movement

Open Source Software



Open Society



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Emergence of OER in Higher Education Institutions

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- **instructors** rapidly build and share custom collections
- **learners** find and explore content

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"OpenCourseWare is exactly the kind of thing that universities should be doing."

Larry Birenbaum
MIT Class of 1969 and
OCW supporter
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- Why register?
- Where is the log in form?

Overview

- Get started
- View all units
- LearningSpace forum
- Help and Support forum
- Frequently asked questions
- Glossary
- About us
- Accessibility

Tags

All tags:

- A1300 Learning Club Arrivals
- Bounce Learning Club
- Audiovisual Production Learning Club
- creative writers
- Learning Club
- Creative writing Education
- First Class Learning Club
- History Languages Literature
- Mathematics Mind Matters
- Learning Clubs in action

Topics

- Arts and History
- Business and Management
- Education
- Health and Lifestyle
- IT and Computing
- Law
- Mathematics and Statistics
- Modern Languages
- Science and Nature
- Society
- Study Skills
- Technology

Using Learning Tools

Learning Clubs

Discussion

- Arts and History forum
- Business and Management forum
- Education forum
- Health and Lifestyle forum
- IT and Computing forum
- Law forum
- Mathematics and Statistics forum
- Modern Languages forum
- Science and Nature forum
- Society forum
- Study Skills forum
- Technology forum

UCT OpenContent

Search

Sharing online resources for teaching and learning • Deelbare onderlig en leer bronne • Ukwabwelan ngezixhobo zokufundisa nokufunda

Recent posts

- Faculty of Humanities Handbook on Citation and Referencing
- Introduction to Microsoft Access 2007
- NGO ICT and e-Readiness Self-Assessment Tool
- Guide for Tutors in Disciplines in the Humanities and Social Sciences
- Introduction to Molecular Biology

Popular resources

- Open Teaching in a Digital World
- Building a global teaching profile: OER at UCT
- A Manual of Online Module Facilitation

Faculties

- Centre for Higher Education Development
- Commerce
- Engineering and the Built Environment
- Health Sciences
- Humanities
- Law
- Science

Tags

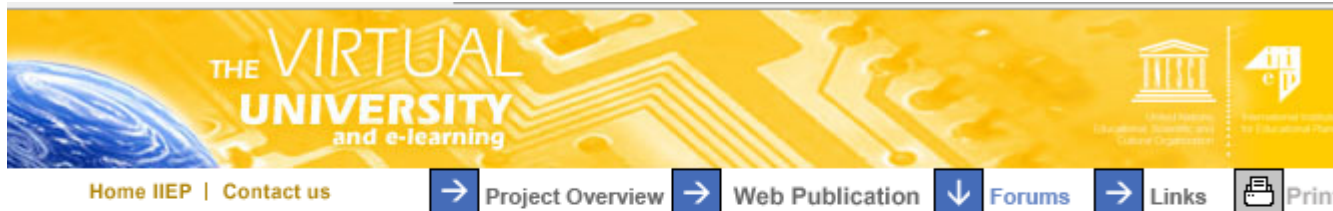
- biology occupational
- microbiology OER
- manual
- national health
- biology
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- Microsoft
- 2007 open
- resources

Advanced Microsoft Word 2007 for Teachers

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NGO ICT and e-Readiness Self-Assessment Tool

Open Educational Resources



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[UNESCO meetings - exploring the potential](#)

[OER initiatives - some developments](#)

[The OER movement - looking forward](#)

[Creating a community - and awareness](#)

[Open Educational Resources](#) Open content for higher education

Forum 1 Session 1 – Background r
Open Educational Resources and ope
24-28 October 2005
Sally Johnstone

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Open Educational Resources promote the sharing of human intellectual capacity...UNESCO can encourage education, culture and religion to enhance mutual und
(UNESCO Second Global Forum on International Quality Recognition of Qualifications in Higher Education, "Wide Education", Paris, 28-29 June 2004.)

The open provision of **educational resources**, enabled by information and communication technologies, for consultation, **use and adaptation by a community of users for non-commercial** purposes. (UNESCO 2002)

Open Educational Practices

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THE CAPE TOWN OPEN EDUCATION DECLARATION

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Read the Declaration

Cape Town Open Education Declaration: Unlocking the promise of open educational resources

We are on the cusp of a global revolution in teaching and learning. Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use. These educators are creating a world where each and every person on earth can access and contribute. They are also planting the seeds of a new paradigm that will help us to shape and evolve knowledge together, as they go.

This emerging open education movement is about sharing good ideas with fellow educators on the Internet. It is built on the belief that every educator can customize, improve and redistribute educational resources. Educators, learners and others who share in this worldwide effort to make education both

The expanding global collection of open educational resources provides a strong ground for this effort. These resources include lesson plans, textbooks, games, software and learning materials. They contribute to making money for learning materials scarce. A culture of learning, creating, sharing and innovation is what all societies need.

However, open education is not limited to just open educational resources. It also draws upon open technologies that facilitate collaborative, flexible learning and the

However, open education is not limited to just open educational resources. It also draws upon open technologies that facilitate collaborative, flexible learning and the **open sharing of teaching practices** that empower educators to benefit from the best ideas of their colleagues.

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OPEN SOCIETY INSTITUTE

OER potential & realised benefits: MIT OpenCourseWare

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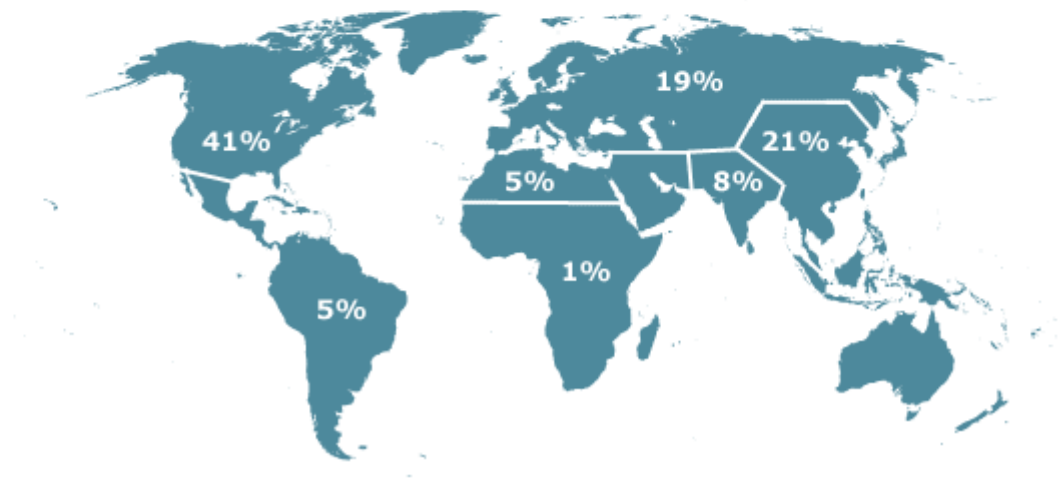
Site Statistics

91 million visits by 65 million visitors from virtually every country.

OCW is accessed by a broadly international population of educators and learners.

MIT OpenCourseWare averages 1 million visits each month; translations receive 500,000 more.

Visitors from all over the world use OpenCourseWare:



Potential and realised benefits of OER

Institutional benefits: Potential and realised at MIT OCW

Sharing
knowledge

- 90% of MIT faculty published on OCW

Public image
enhanced

- 82% of MIT faculty agree

Improve
recruitment

- 35% of freshmen aware of OCW before deciding to attend MIT

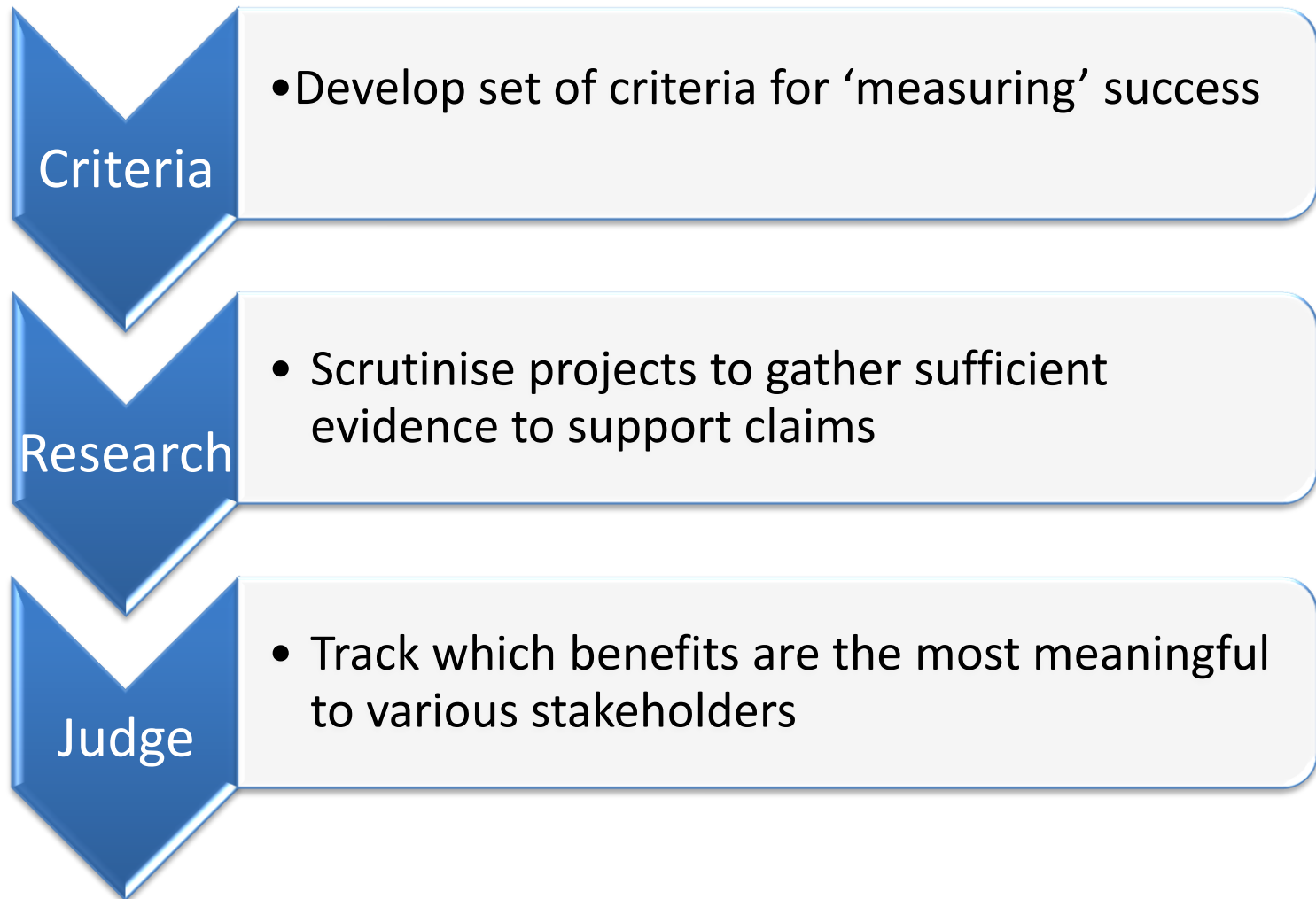
Resource used

- 86% of MIT students use OCW
- 73% of MIT staff use OCW

Attract alumni

- 46% of alumni use OCW

Potential & realised benefits of OER: Issues for HEIs



Email survey: Question 1

- *In the light of your experience, how well has the development and sharing of OER improved the quality of teaching and learning materials at your institution? (How is it possible to tell this?)*

Reported improvements in quality

Improved availability of materials

- *Students are likely to review course materials on OCW before making course enrolment decisions (Kanchanaraksa, JHSPH)*

Improved technical quality

- *We were able to pioneer or extend a number of e-production technologies on OpenLearn that are now widely used for standard educational material development (Lane, OU)*

Improved pedagogical research

- *... we have been able to adapt a research led web-based mapping tool (Lane, OU)*

Improved quality of images

- *New images (charts, graphs, drawing, etc.) have been created or adapted from copyright-protected originals for course faculty to use (Kanchanaraksa, JHSPH)*

Improved coherence across courses

- *... faculty will review existing course content before creating new courses (Kanchanaraksa, JHSPH)*

Improved mechanism for accreditation

- *... may be able to waive course requirements by passing waiver exams after reviewing OCW content (Kanchanaraksa, JHSPH)*

Created opportunity for external endorsement

- *Quality is determined by endorsement through the 'lens' system in Connexions (Thierstein, Connexions)*

Quality improvement: Issues for HEIs

Evidence
anecdotal

- Of institutions surveyed, only MIT had undertaken formal evaluation processes

Some promising
practices

- Endorsement through 'lens' system as a mechanism for accreditation and endorsement
- Waiver exams may provide mechanism for self-learners

Too early to
judge

- *In essence we expect the major **impact of OER over time** to come more from the way they cause academics and support staff to **review and improve their educational practices** away from more closed to more open educational practices (Lane, OU)*

Email survey: Question 4

- In the light of your experience has OER assisted in generating additional funding for your institution and if so can this be quantified?

Reported reduction in costs

Additional funds sought

- *Some faculty members have applied for external funding to develop training materials with the specific goal of using the OCW site to disseminate the content (Kanchanaraksa, JHSPH)*

Increased number of registrations

- *... we have tracked users of OpenLearn and some have gone direct from the site to register on a course online in the same session thus contributing through course fees (Lane, OU)*

Lower some marketing costs

- *OER can help lower some costs, particularly around promotion and marketing (Lane, OU)*

Enable new service business model

- *changing our business model from offering courses to offering services, in which a main part of the materials will be offered as OERs. ... payments for the services should then be enough to finance the OERs (Schuwer, OUNL)*

Enable new funding streams

- *Standard affiliate agreement with Amazon which nets us about \$40 K per year. Not huge, but money otherwise left on the table (Carson, MIT)*

Cost reduction: Issues for HEIs

OER will need additional funding, not less

- Of institutions surveyed none indicated direct cost reduction, but rather that additional funding being sought – HEIs will still need to seek funding for OER development in creative ways

Indirect cost reductions to be tracked

- Some evidence of marketing costs being lowered, which therefore need to be monitored

Indirect increases in revenue to be tracked

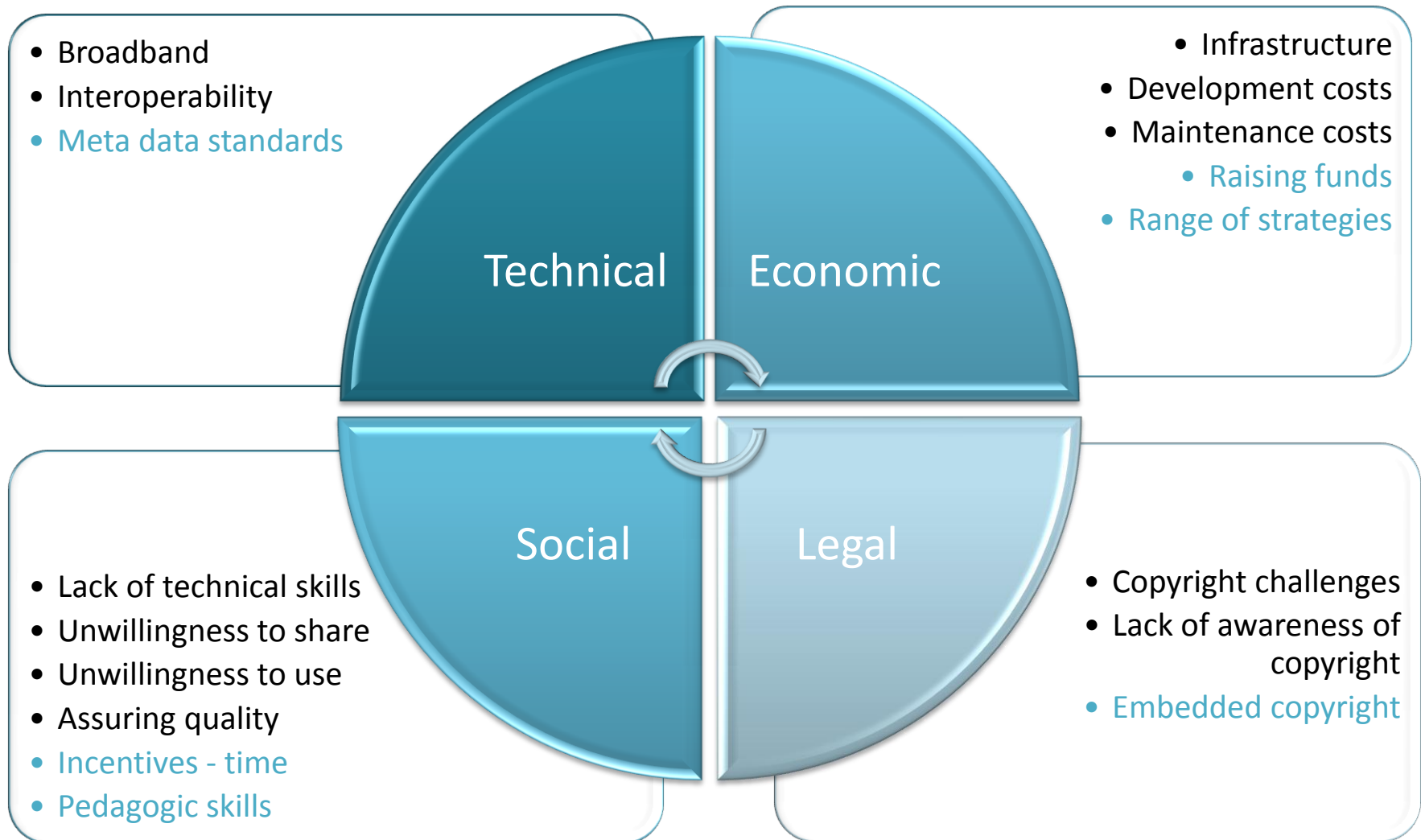
- Some evidence of increased registrations and therefore increased tuition fees, which therefore need to be tracked

Enable new business models

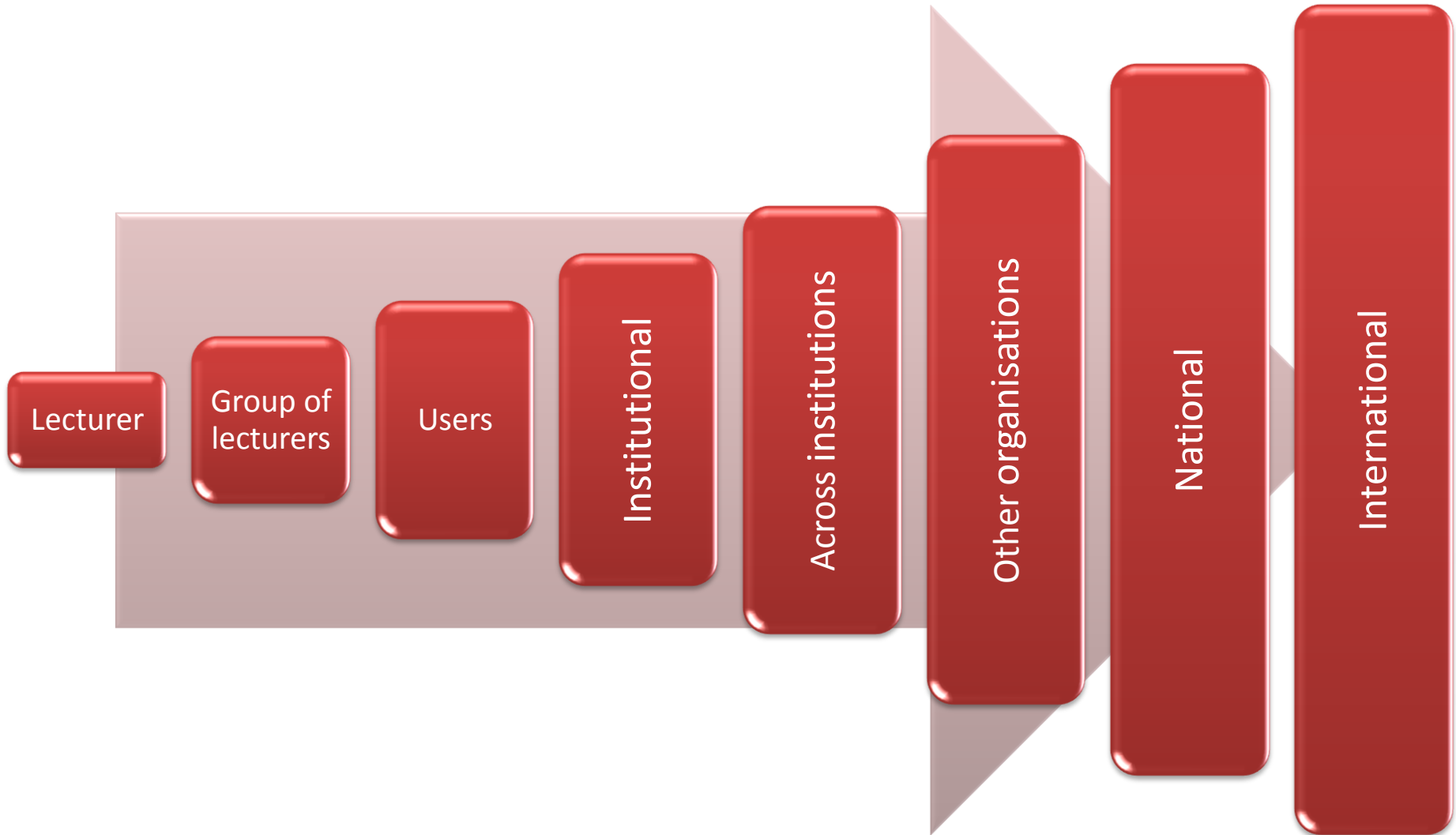
- Some evidence of new service models including “waiver exams”

Anticipated and unexpected challenges of OER

Anticipated & Additional Challenges



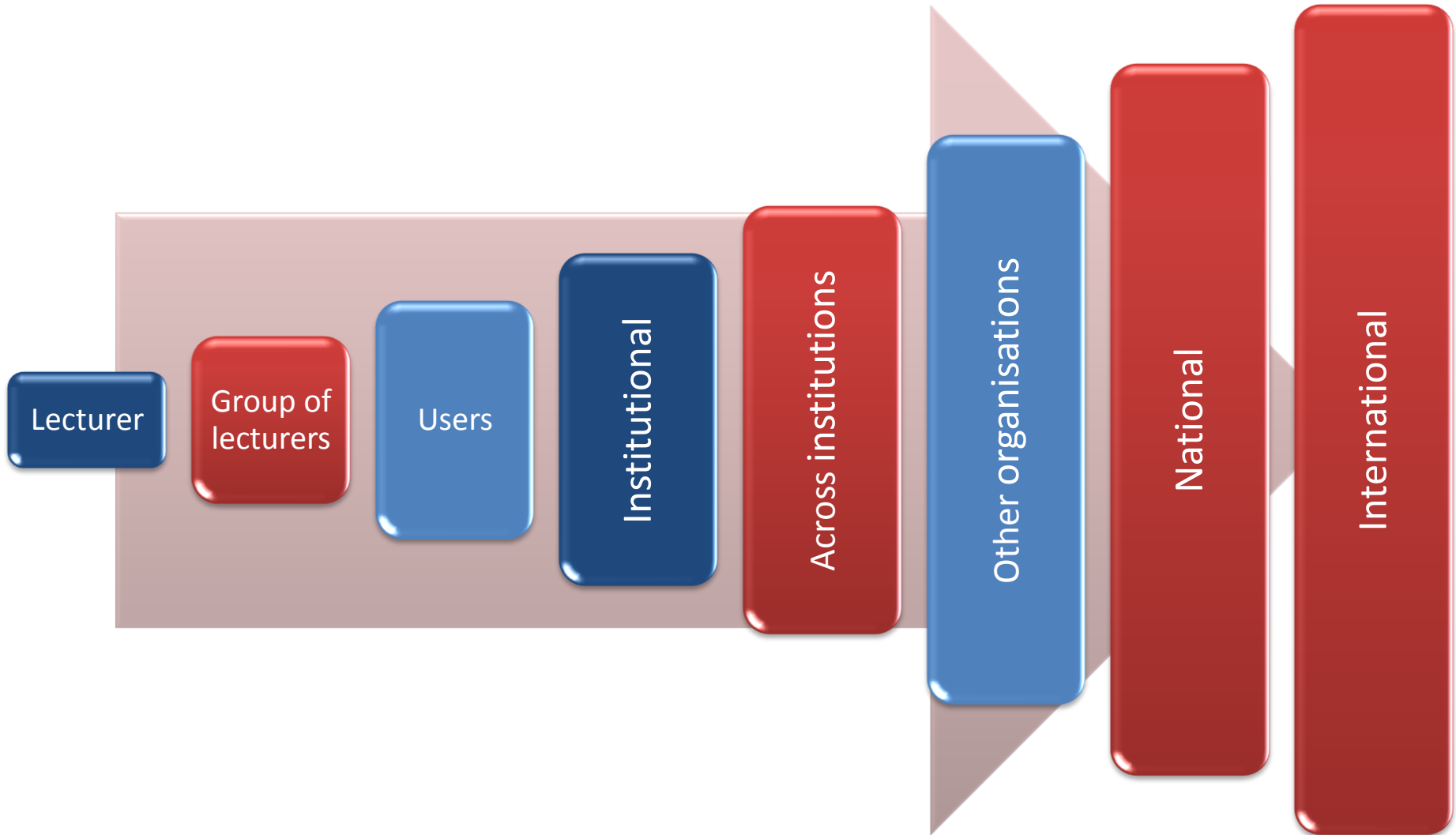
Quality assurance: locus of responsibility



Email survey: Question 2

- What processes has your institution established to assure the quality of OER developed and shared by your institution?

Quality assurance: locus of responsibility in survey



Financial sustainability models

Membership

- OCWC
- Connexions Consortium

Donations

- MIT alumni

Conversion

- Connexions
- printing

Corporate sponsorship

- Connexions

Institutional

- MIT, OU, JHSPH, OUNL, UCT

Government

- OU
- OUNL

Foundation

- MIT, OU, JHSPH, OUNL, UCT

Value-add

- OUNL

Affiliate agreements

- MIT - Amazon

Email survey: Question 3

- How has your institution's OER initiative been funded to-date? (If possible it would be useful to know approximately how much and over what period of time your institution has received funding from donor agencies/government/alumni/commercial organizations etc.)

Financial sustainability models - popular

Membership

- OCWC
- Connexions Consortium

Donations

- MIT alumni

Conversion

- Connexions - printing

Corporate sponsorship

- Connexions

Institutional

- MIT, OU, JHSPH, OUNL, UCT

Government

- OU
- OUNL

Foundation

- MIT, OU, JHSPH, OUNL, UCT

Value-add

- OUNL

Affiliate agreements

- MIT - Amazon

Quality assurance, sustainability and the institutional response

Agency of lecturers



Ultimate
concern

... individuals develop and define their ultimate *concerns*, those internal goods that they care about most (Archer 2007:42)

Agency of lecturers



Ultimate
concern

... individuals develop and define their ultimate *concerns*, those internal goods that they care about most (Archer 2007:42)



Projects

... develop course(s) of action to realise that concern by elaborating a *project*

Agency of lecturers



Ultimate
concern

... individuals develop and define their ultimate *concerns*, those internal goods that they care about most (Archer 2007:42)



Practices

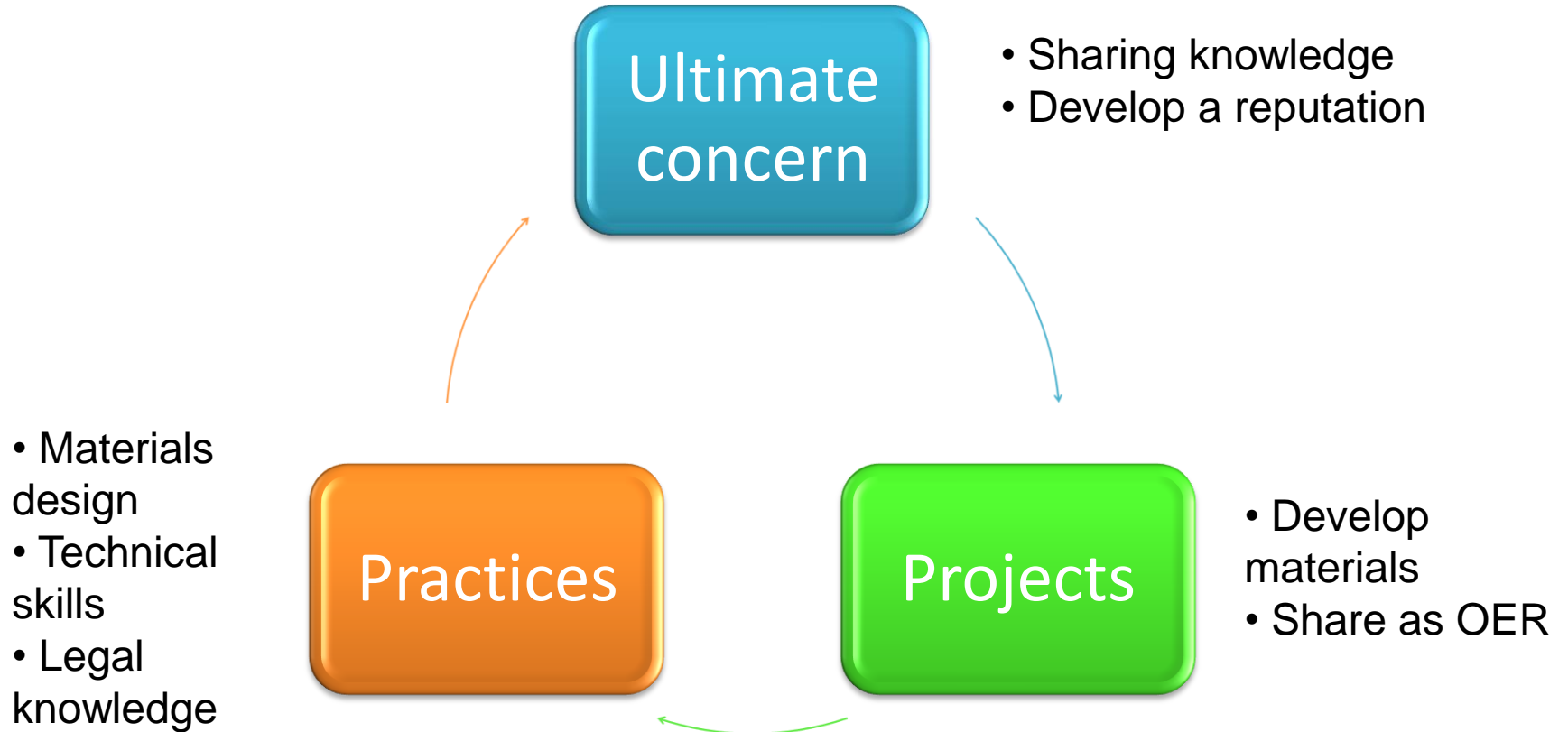
... translated into a set of established *practices*



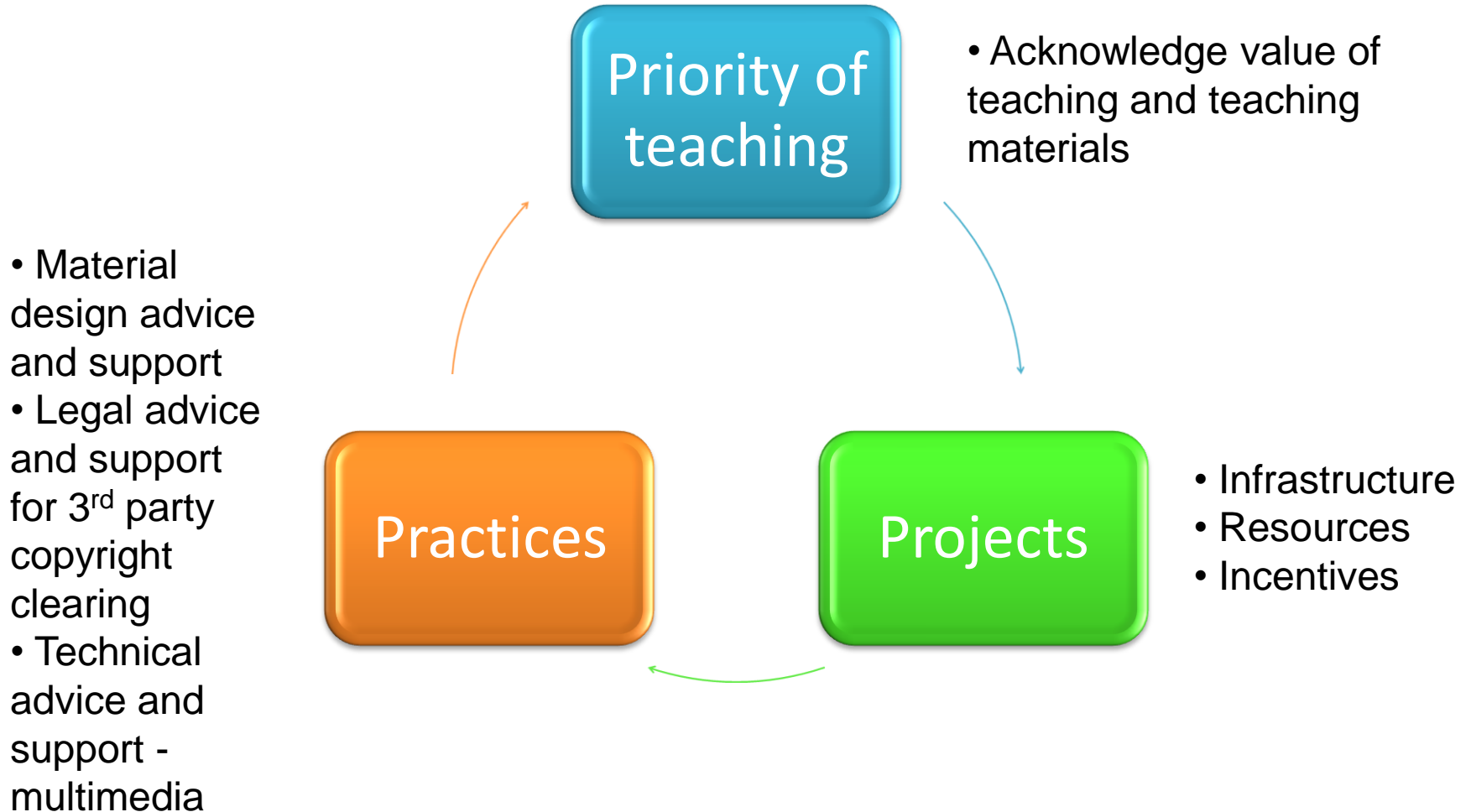
Projects

... develop course(s) of action to realise that concern by elaborating a *project*

Agency of lecturers



Institutional responses



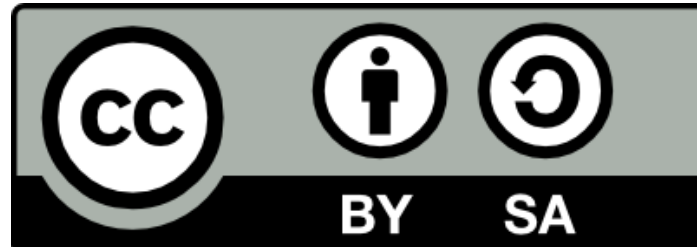
Final thoughts

- Additional research into cost-effectiveness of OER
- Explore and implement a range of funding strategies
- Explore and implement a range of quality assurance strategies
- Reflect on centrality of teaching in the higher education enterprise and decide to raise the status of teaching materials and practices

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For complete paper see:

<http://www.col.org/progServ/programmes/livelihoods/Pages/eLearning.aspx#workshops>



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