Day 1: Tuesday 14th April

9.30 - 10.30
Registration & Coffee (Foyer)

10.30 - 10.50
Welcome to Cardiff (Dora Stoutzker Hall)

10.50 - 11.30
KEYNOTE: Josie Fraser
(Dora Stoutzker Hall)

11.30 - 13.00
Lunch & Exhibition

13.00 - 14.00
Panel Session 1
Main Building
Dora Stoutzker
Main Building
Laia Canals
Theatre
Panel Session 2
Main Building
Nicole Allen
Main Building
Dafydd Trystan
Main Building
Panel Session 3
Main Building
Caroline Lear
Main Building

14.00 - 15.00
Panel Session 4
Main Building
Siobhan Burke
Main Building
PARALLEL SESSION 1
Main Building
Session 1
Panel Session 1 (Open Education Policy and Practice)
PARALLEL SESSION 2
Main Building
Session 1
Panel Session 2 (Open Education Policy and Practice)
PARALLEL SESSION 3
Main Building
Session 1
Panel Session 3 (Open Education Policy and Practice)
PARALLEL SESSION 4
Main Building
Session 1
Panel Session 4 (Open Education Policy and Practice)

15.00 - 16.00
Panel Session 5
Main Building
PARALLEL SESSION 1 (Open Education Policy and Practice)
PARALLEL SESSION 2 (Open Education Policy and Practice)
PARALLEL SESSION 3 (Open Education Policy and Practice)
PARALLEL SESSION 4 (Open Education Policy and Practice)

16.00 - 16.30
Coffee Break

16.30 - 17.15
KEYNOTE: Josie Fraser
(Dora Stoutzker Hall)
5.30pm ALT OER SIG Committee Meeting

19.45 - 23.00
Gala Dinner (National Museum)

Day 2: Wednesday 15th April

8.15 - 8.50
Coffee Break

9.00 - 10.00
KEYNOTE: Sheila MacNeill
(Dora Stoutzker Hall)

10.50 - 11.30
Panel Session 1
Main Building
Dora Stoutzker
Main Building
Laia Canals
Theatre
Panel Session 2
Main Building
Nicole Allen
Main Building
Dafydd Trystan
Main Building
Panel Session 3
Main Building
Caroline Lear
Main Building

11.30 - 13.00
Lunch & Exhibition

13.00 - 14.00
Panel Session 4
Main Building
Siobhan Burke
Main Building
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Main Building
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Panel Session 1 (Open Education Policy and Practice)
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PARALLEL SESSION 3
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PARALLEL SESSION 4
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Session 1
Panel Session 4 (Open Education Policy and Practice)

14.00 - 15.00
Panel Session 5
Main Building
PARALLEL SESSION 1 (Open Education Policy and Practice)
PARALLEL SESSION 2 (Open Education Policy and Practice)
PARALLEL SESSION 3 (Open Education Policy and Practice)
PARALLEL SESSION 4 (Open Education Policy and Practice)

15.00 - 15.15
Lunch & Exhibition

15.15 - 16.15
Break

Notes: † paper will no longer be presented.
Collaborative practice is the way forward - together we can be resourceful and make things happen. Money for development projects has dried up and often, if there is any available, the big sharks get there first. If you are small and wish to develop open learning opportunities, you might not have seed funding to go ahead. However, there are advantages to independent unfunded projects; you will be able to move faster and make things happen more easily. Weller (2011) called this the ‘little OER innovations’ (OER) and includes small-scale open practices. Finding like-minded people to work with is no longer a challenge in the networked world. Digital practitioners know where to look when they need help and act (Bennett, 2012). They experiment and play with ideas, concepts and develop practices. However, social learning creates opportunities for all. Social and mobile media are bringing us closer together in networks and communities. We make stuff and make things happen together, with others in our networks, but most importantly we share. We share ideas; experiences and emotions but also creations. The reality is that there will always be limitations but there are plenty of opportunities for all of us to be imaginative and consider thinking outside-the-box, but we also have the option to break free from within! A potpourri of mainstreamed OER innovations in the area of professional development of teachers in HE is shared where grassroots mainstream open practices attract more than just early adopters (Rodgers, 1983), digital residents (White & LeCom, 2013) and digital practitioners (Bennett, 2012) and help individuals to develop, grow and play a key role in the social process of their own learning and development. Blending informal cross-institutional collaborations that can be scaled up if we want to, have come into existence, new frameworks and models of and for professional practice are emerging that make CPD stimulating, invigorating and change practices. Are they changing cultures too? Could this be a way forward to normalise the use of open practices and develop sustainable solutions that can be mainstreamed in other disciplines or professional areas? Could little OER trigger big changes? These aspects will be shared by presenting real examples of open CPD and how it has helped to change practice. References Bennett, L. (2012) Learning from the early adopters: Web 2.0 tools, pedagogic patterns and the development of the digital practitioner. Doctoral thesis, University of Huddersfield.Rogers, E. M. (1983) Diffusion of Innovation (3rd ed.), London: Free Press.Weller, M. (2011) The Digital Scholar: How technology is transforming scholarly practice, London: Bloomsbury Academic.White, D. S. & LeCom, A. (2011) Visitors and residents: Towards a new typology for online engagement. First Monday. 16(9), available at: http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3171/3049

Open Educational Practice (OEP) and Policy

The potential of new forms of public engagement enabled by new technology (Bennett, 2013) is using an example from an early digitally literate English community (London) that has engaged in Open Educational Practices for quite some time (xxxxxxx, 2013). This case study with the University of Nottingham, a set of Dutch and Flemish Walks through a video, highlighting the monthly connections between the Centre and the Low Countries through the centuries. The Walks will be released as Open Educational Resources in the form of leaflets, podcasts and an interactive Endnote app. Their development links rich in local history, with internationally significant materials that are available for public consumption. This project aims to create a participatory portal that will be a useful tool that brings together some of the various Dutch and Flemish histories of London. From there, we hope, will often help, staff and secondary teachers and other institutions to include these co-resources in their research and teaching; it can form as part of our project. The presentation will conclude with some reflections of collaborative and participatory learning in the open, Open Educational Practices can be integrated with Public Engagement, Open Educational Resources, Open Pedagogy, Open Educational Resources, publication and public engagement, British Journal of Educational Technology, 2013 44(3), 352-361. The Centre for Advanced Spatial Technologies, University of California at Berkeley, Open Educational Resources and the use of technology in the learning environment has been a focus for the Centre. Random Acts: Teaching and Learning, 2013, 3(2), 26-54. Weiser, M. (2014). The Digital Scholar: How technology is transforming Academic Practice, London: Bloomsbury.

Open Education across languages and Cultures

Understanding research methodologies and methods is very important for many learners, particularly those who are undertaking study at Level 7 or above. It is also an area with which students may be unfamiliar, and in which there are few opportunities for practice. For part-time and distance learners, and those who are predominantly work-based, it is particularly important that appropriate, engaging resources in the topic are made available online, for example via an institutional VLE such as Moodle. Given the numerical and graphical aspects covered, producing effective resources can be difficult and time-consuming, and hence good quality, ready-made materials were sought. An inspection of the OER repository XPER revealed several Xerte learning packages in research methods and basic statistics produced by the University of Nottingham, which could be downloaded within a Xerte block, or as a SCORM package, and these will be used within Wales Institute of Work-Based Learning (WILB) programmes at the University of Wales Trinity Saint David in the near future. Xerte learning objects can incorporate images, video and audio, language options and things to do with the content, and also have the advantage of built-in accessibility features (JISC Techdis, 2013). Given the perceived usefulness of Xerte, despite learning objects were produced using this application at UWTSD to cover additional aspects of research methods, and to provide appropriate context for work-based learners. These will also be incorporated into certain level 7 and 8 WILB courses, programmes in the near future. Student opinion will subsequently be canvassed, and any necessary changes made before these learning objects are made available to the OER community. Reference: JISC Techdis (2014) technology matters: Xerte. [online] Available at: http://www.jiscitechdis.ac.uk/techdis/technologymatters/Xerte. (Accessed 4.11.14) The University of Nottingham (2013) The Xerte Project. [online] Available at: https://www.nottingham.ac.uk/xerte/index.asp. (Accessed 5.11.14) The University of Nottingham (2010) Xpert. [online] Available at: http://www.nottingham.ac.uk/xpert. (Accessed 6.11.14)
An Open Mobile App to support Practice-Based Learning

Learners are increasingly using Mobile apps for general academic support (e.g. TEL), and sometimes also tasks such as audio assessment and feedback (e.g. ‘Open Voice’). Practice-based learners may additionally turn to Mobile apps for support specific to their learning needs and contexts, and there are several reported examples of this including the MOBLearn project (Lonsdale et al. 2014), and in specific fields such as medicine (for example, the xDoc project (Hartman, 2013)).

Over the past year, a project at the University of Wales Trinity Saint David (UWTSD), partially funded by a HEA small grant, has involved the production of an app to support trainee science teachers – specifically, to provide ‘just in time’ information relevant to the assessment of pupil’s science skills. This project has involved academics and Technology-Enhanced Learning staff, and is accompanied by development in the context of providing useful resources to busy practice-based learners. The app is undergoing further development before imminent release, and during Winter 2014/2015 will be evaluated by groups of UWTSD trainee science teachers. A Welsh-medium version will subsequently be published.


What the FOOC? Supporting staff in preparing to become open online learners.

For realizing the high ideals of their advocates, MOOCs seem to be returning the advantages of the ‘haves’ rather than educating the ‘have-nots.’ Earkle J. Emanuel commenting on his paper with Chrisenten, G. et al., 2013.Other similar emerging studies also conclude that MOOCs are predominantly the reserve of those with a higher education experience, as supported by the University of Edinburgh MOOC Report (2013) which stated “Over 70% of respondents indicated completion of degree-level academic achievement; a total of 40% had achieved a postgraduate degree. Despite this, MOOCs also generally suffer from high rates of students ‘non-completion’ and whilst it may be argued that some might come for only elements of the MOOC with no intention of completion this session will suggest that some of the reasons for non-completion are due to the fact that the learners are not equipped to learn online and openly in this way. It should perhaps be noted that many learners who have had a University experience would have received a ‘very hands-on approach to learning, both through face-to-face interaction with peers and teachers.’ Morris & Lamb (2014)

This “physical” experience is in contrast to the “virtual” experience of the MOOC which in some cases might feel lonely and often lacking any tutor support at all. This session will introduce the participants to the concept of a FOOC (Facilitated Online Open Course) and in particular the use of the FOOC as a preparation for those wishing to undertake MOOCs in the future but who feel they are not equipped to do so. The facilitator online course is a MOOC at all’s core but with a local face-to-face physical presence to provide support for the learner as they prepare to become confident MOOC learners. The session will present current practice currently being developed for a new FOOC title ‘Get Online With Get Open’ (GoGo). During the session participants will explore the concepts around the FOOC experience, be introduced to the curriculum design and be asked to reflect on its development through critical reflection and discussion to further enhance the learning design. Christensen, G., et al., 2013. The MOOC Phenomenon: Who Takes Massive Open Online Courses and Why? Working Paper. Social Sciences Research Network. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2350864 MOOCs @ Edinburgh Group, 2013. MOOCs. @ Edinburgh 2013 Report. Available at: http://hdl.handle.net/1842/6683 MOOCs. L. & MOOCs. L. of, What is a MOOC? B. Palgrave. Available at: http://www.palgrave.com/resources/Product/Page-Downloads/MH/MH-Making-studying-a-MOOC/Studying-a-MOOC/For-Ment-Mills-James-Lambe.pdf (Accessed November 14, 2013)

The more things change: sympathy and dissonance in Open Access (OA) and Open Education (OE)

For decades, scholarly communication has been a realm where the balance of power has tipped between practitioners and consumers. Now, however, those in the academic world are increasingly able to access and distribute content without the intermediaries of publishers and journals. OA and OA-like initiatives have been at the forefront of this change, challenging traditional models of scholarly communication and publishing. This panel will explore the history of OA, its current status, and its potential for the future of scholarly communication.

Significant developments in OA, driven by HEFCE’s ‘Policy for open access in the post-2014 Research Excellence Framework’ state that authors’ final peer-reviewed manuscripts must be deposited in a repository on acceptance for publication, preferably “gold.” On the other hand, some OA initiatives have been developed in conjunction with libraries, in what is known as “green” OA. In many ways the policy is a response to the Finch report and ROUK policy which emphasises “gold” whereby a journal provides immediate OA to articles on the publisher’s website and may levy a fee as an alternative to library subscription. There is consensus that established models of scholarly communication, especially related to copyright, inhibit scientific progress, and ROUK emphasises that gold OA must be CC-BY. In response, traditional publishers have moved towards a “hybrid” model whereby they facilitate green by permitting self-archiving - often subject to embargo - but increasingly promote gold whereby authors pay a fee to publish CC-BY (average fee across the sector £1800 per article). In stark contrast to the use of open licences in OE more generally and reflecting commercial interests with evidence that publishers benefit in the form of “double dipping”, effectively paid twice for the same content via library subscription.

The facilitator online course is a MOOC at all’s core but with a local face-to-face physical presence to provide support for the learner as they prepare to become confident MOOC learners. The session will present current practice currently being developed for a new FOOC title ‘Get Online With Get Open’ (GoGo). During the session participants will explore the concepts around the FOOC experience, be introduced to the curriculum design and be asked to reflect on its development through critical reflection and discussion to further enhance the learning design. Christensen, G., et al., 2013. The MOOC Phenomenon: Who Takes Massive Open Online Courses and Why? Working Paper. Social Sciences Research Network. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2350864 MOOCs @ Edinburgh Group, 2013. MOOCs. @ Edinburgh 2013 Report. Available at: http://hdl.handle.net/1842/6683 MOOCs. L. & MOOCs. L. of, What is a MOOC? B. Palgrave. Available at: http://www.palgrave.com/resources/Product/Page-Downloads/MH/MH-Making-studying-a-MOOC/Studying-a-MOOC/For-Ment-Mills-James-Lambe.pdf (Accessed November 14, 2013)
Theo Kuechel  
Open Content Toolkit Workshop

There has been a significant increase in the quantity and quality of open resources hosted in online media archives. This can be attributed to the increasing digitisation of cultural artefacts, allied with a global trend towards to openess, brought about by a growing uptake of Open and Creative Commons licences. This new digital landscape provides some innovative opportunities for learning and research. One recent example of this was when the British Library uploaded one million images into the public domain on Flickr Commons. It seems a fair assumption that many of these collections will be familiar within the Libraries, Museums and Galleries sector, and that Academia will make extensive use of them. However, one of the most important groups of potential users is the school and college sector, may be missing out on the pedagogical richness of these resources. I am developing the "Open Content Toolkit" http://opencontenttoolkit.wikispaces.com harness the educational potential of such resources in a way that extends beyond mere illustrative reference. Participants in this open media rich workshop will collaboratively explore and discuss the "Open Content Toolkit". It will enable participants to discover where and how to access some of the best Open and Creative Commons licensed educational resources currently available, and consider a number of contextual frameworks for learning and for developing educational resources, which can bring about the pedagogical benefits as listed: Discovery of resources to be used freely and safely across all curriculum area, Enabling the world today to be viewed through a historical and cultural lens, Augmenting research skills, Developing curiosity, metadata and tagging skills, Encouraging critical thinking, Understanding digital literacy, Developing computational thinking, Providing a context for teaching ICT. Computing capability, coding and web skills, remaining, repurposing and sharing digital media, Equipping educators and students with a practical and usable understanding of Copyright and PNC, Encouraging creative ideas for using digital content Workshop: Participation in the toolkit and a chance to join the community Exploring the toolkit and its resources, locating new resources or pages to add to the toolkit, Enhancing discussion critical feedback. Next steps by the end of this workshop participants will be able to: Locate and curate sources of open content and media and resources Reflect upon the pedagogical value of the Open Content Toolkit Identify strategies for using open content and media to create learning activities, link cognitive outcomes with appropriate resource Offer critical feedback and feedback that will help improve the toolkit Access and participate in the further development of the toolkit if participants have access to a wireless enabled laptop or computer and the desire to develop the toolkit or the ability to distribute the toolkit. The project involves the following organisations: The E-Learning department at Galicia Supercomputing of Spain The Galicia Centre (CESGA) at the Fundacion Centro Tecnologico De Galicia (FECyT) in Spain The Faculty of Education and International Studies at Hogskolen I Oslo Og Akershus (HIOA) in Norway The Learning, Teaching and Professional Skills Jorum will also develop a flexible platform for the materials to enable easy access. The project partners include: The Jorum service will carry out much of the dissemination work through webinars and events. Access and participate in the further development of the toolkit, if participants have access to a wireless enabled laptop or computer and the desire to develop the toolkit or the ability to distribute the toolkit. The project has the dual aim of 1) developing and testing an innovative, called-for intervention of students in science-related career paths at lower secondary school level. The project will introduce Augmented Reality (AR) to develop a more student-centred approach by illustrating the often hidden processes that are central to understanding science. AR makes possible active, collaborative learning as well as interaction with and visualization of central science knowledge. An open educational resources (OER) approach will be employed, enhancing the accessibility and dissemination impact of the materials produced. The Jorum service will also carry out much of the dissemination work through webinars and events. Jorum will also develop a flexible platform for the materials to enable easy access. The project partners include: The University of Edinburgh, Teaching and Professional Skills Forum at the University of Edinburgh, who will provide expertise in Augmented Reality and Jorum infrastructure. Denmark Research Center for E-Learning and Media at VIA University College Odense at Midden primary school. Norway The Faculty of Education and International and International Studies at Hogskolen I Oslo Og Akershus (HIOA) Spain The E-Learning department at Galicia Supercomputing of Galicia Centre (CESGA) at the Fundacion Centro Tecnologico De Supercomputacion De Galicia The project will also involve teachers and students from schools across the partner countries to both develop the materials and transfer the skills required to create materials in the future. The main outputs of the project include: Production of a needs analysis report based on research carried out at national and European level to provide guidance and specific direction for the project. Creation of scientific articles to maximize impact of dissemination of the project findings to the European science education and ICT/learning communities. Creation of AR materials and made available in 3 languages: English, Spanish and Danish OER platform development to include a multimedia interface for English, Spanish, Danish and Norwegian A guide for teachers and students on how to produce and use AR in connection with science education.
Title: The Open Education Handbook

Abstract: The Open Education Handbook is a living web document targeting educational practitioners and the education community at large. It is the result of a crowd-sourced initiative led by the Open Education Working Group: one in the series of over 20 Open Knowledge working groups that has been established to bring together people and groups interested in open education. The handbook has been drafted over a series of online and offline events including bookprints and focused mailing list discussions. Content is key within the handbook and it has a broad coverage concerning both practical and factual areas and more discursive topics. The handbook is currently held in Booktype, an open source platform for writing and publishing print and digital books. Content from the handbook has been translated into Portuguese (Manual de Educação Aberta) surfaced in open education books, featured on Slidewiki and reused in lots of other great places. Late last year the handbook was edited and tidied up. Improvements were made to many areas including overall structure, types and writing, universal style, fact checking, citations and links, glossary and definitions. An iteration of the handbook was then made available as a PDF and in ePUB format. To realise its full potential as a resource the handbook needs to be allowed to continue to evolve and be built upon. Discussions have already taken place around the future of the handbook and possible ideas include moving it to Wikibooks, embedding it within Wikipedia and building a front-end for it to use with Booktype. It is hoped that these ideas can be developed further in discussion with the community. Would you be interested in contributing to the handbook? Can you help formulate the next steps for this great open resource? This poster will share highlights from the handbook, its development, and its future. The Handbook is available under a Creative Commons Attribution 4.0 International (CC BY 4.0). References: The Open Education Handbook: http://education.okfn.org/handbook/The Open Education Working Group: http://education.okfn.org/ Creative Commons Attribution 4.0 International (CC BY 4.0): https://creativecommons.org/licenses/by/4.0/

Theme: Open Education across Languages and Cultures

ID: 681

Main Author: Marieke Guy

Title: Developing an institutional Open Educational Resources policy

Abstract: I am a member of the OPReD project which promotes the use of OERs in information literacy. I became aware that there was no guidance and promotion on OERs in the university. To deal with this, I created the Library guidance on OERs web page which was based on the Leeds University advice. However, people were not about to share their own resources until they knew exactly where they stood with regard to departmental and institutional policy. They were afraid that they may lose ownership and the right to use material they created if they moved to a new institution. I sat on the university Learning and Teaching sub committee which deals with teaching quality issues. I described what we were doing and the problems facing us in the promotion of OER use and production. I explained the need for an institutional policy to help clarify the situation of staff members who wish to engage with OERs. I outlined what we did. I was charged with leading a working group to draft a policy. We based our policy on the guidance which already existed and included a range of lecturers, learning technologists and pedagogical researchers and trainers. We aimed to get input for all those involved with OERs in all schools. We also wanted to develop a “ground-up” policy in the hope that more of the lecturing staff would engage with OERs. Our main problem was that once we started looking and OERs, we needed to refer to institutional guidance on OERs policies on PR and copyright. Unfortunately we had none, so the group decided to widen its remit and produce drafts of these too. The creation of these draft policies was monitored at the LTSC and was then written into the Elluminate Learning and Teaching action plan. This gave us an official framework to work within and some timescales to follow. This helped us to actually came up with three drafts policies, then discovered we had no clear path to follow to have them adopted! After some detective work, we found an interested member of the university senior executive to sponsor and progress our project. This involved further consultation with research and commercialisation teams and other executive members. Once we had revised the policies they were submitted to the university lawyers for further vetting. This is where we are now. We may end up with several documents or none at all. We may also end up with two versions of each, a plain English one for everyday use, and a legal document full of more complex language. When the policies are approved and adopted, I hope to be able to incorporate them into my day to day work as library copyright advisor and to start running some practical workshops to promote OER use across the university. This will put us in a good position to contribute to the Open Scotland movement and to share OERs in Jorum and our new multimedia repository project.

Theme: Open Educational Practice (OEP) and Policy

ID: 682

Main Author: Marion Kell

Title: Open Educational Practice (OEP) and Policy

Abstract: I am a member of the OPReD project which promotes the use of OERs in information literacy. I became aware that there was no guidance and promotion on OERs in the university. To deal with this, I created the Library guidance on OERs web page which was based on the Leeds University advice. However, people were not about to share their own resources until they knew exactly where they stood with regard to departmental and institutional policy. They were afraid that they may lose ownership and the right to use material they created if they moved to a new institution. I sat on the university Learning and Teaching sub committee which deals with teaching quality issues. I described what we were doing and the problems facing us in the promotion of OER use and production. I explained the need for an institutional policy to help clarify the situation of staff members who wish to engage with OERs. I outlined what we did. I was charged with leading a working group to draft a policy. We based our policy on the guidance which already existed and included a range of lecturers, learning technologists and pedagogical researchers and trainers. We aimed to get input for all those involved with OERs in all schools. We also wanted to develop a “ground-up” policy in the hope that more of the lecturing staff would engage with OERs. Our main problem was that once we started looking and OERs, we needed to refer to institutional guidance on OERs policies on PR and copyright. Unfortunately we had none, so the group decided to widen its remit and produce drafts of these too. The creation of these draft policies was monitored at the LTSC and was then written into the Elluminate Learning and Teaching action plan. This gave us an official framework to work within and some timescales to follow. This helped us to actually came up with three drafts policies, then discovered we had no clear path to follow to have them adopted! After some detective work, we found an interested member of the university senior executive to sponsor and progress our project. This involved further consultation with research and commercialisation teams and other executive members. Once we had revised the policies they were submitted to the university lawyers for further vetting. This is where we are now. We may end up with several documents or none at all. We may also end up with two versions of each, a plain English one for everyday use, and a legal document full of more complex language. When the policies are approved and adopted, I hope to be able to incorporate them into my day to day work as library copyright advisor and to start running some practical workshops to promote OER use across the university. This will put us in a good position to contribute to the Open Scotland movement and to share OERs in Jorum and our new multimedia repository project.

Theme: Open Educational Practice (OEP) and Policy

ID: 683

Main Author: Stuart Nicol

Title: Student-led, OpenEd, and writing the open wash

Abstract: The development of OER policy at University of Edinburgh has been student-led from the start. In 2014 opened, the EUSA vice president for academic affairs challenged University senior managers to explore how learning materials could be made open, not only for students within the University, but across Scotland and to the wider world. These were heady days, the University was riding the wave of global interest in MOOCs, an NUS report was published to champion OER, there was a forthcoming independence referendum and many in Scotland saw a strategic opportunity to contribute to a fairer society via open educational practice. A high level task group was established, including key opinion shapers, from around the University of Edinburgh. By the close of 2014 the referendum opportunity had passed, but the impetus to push forward with OER policy remained. The University now has a strategic lead on Open Education with a vision, policy, support framework, and task groups focused on delivering more. There remains a lot of work to be done. In this presentation for OER15 we will show on best practice, describe the process of linking OER to institutional mission and aims and explore the challenges of multispeed approaches; working with student leadership, University senior management, educational developers and academic innovators to deliver sustainable OER in a research institution.

Theme: Open Educational Practice (OEP) and Policy
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<thead>
<tr>
<th>ID</th>
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<tbody>
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<td>684</td>
<td>Tita Beaven</td>
<td>A case study of OER engagement and invisible practices: implications for policy and research</td>
<td>This presentation takes as its starting point a case study of teacher engagement with OER from a specific OER collection, LORO (Languages Open Resources Online, <a href="http://www.loro.open.ac.uk">www.loro.open.ac.uk</a>). The study investigated whether teachers followed the steps in the OER lifecycle (find, compose, adapt, use and share - Gurell 2008), as it has been argued that engagement with Open Educational Practices might enhance the quality of teaching. The study found that although teachers engage in the repurposing and sharing of OER, much of this is invisible, as it is not shared again openly. The assumption behind most of the OER cycles seems to be that the resources will be shared again publicly – Gurell (2008), for instance. It refers to sharing as making a resource available for the open education community to reuse and begin the life cycle again. Santalik’s (2011) acknowledges that the publishing and delivery phase need not occur exclusively in an open platform, and that OER might be made available through a closed VLE, for instance. It is indeed what happens in the practices of the teachers in my study. It seems that the OER cycle is a much more complex ecosystem than that indicated in Gurell’s 2008 model, or that the OER cycle interacts with other ecosystems, such as those of the teaching contexts in which teachers operate (institutional systems, such as the VLE forums, or the communities they feel part of, or not, within the institution, for instance). So it might be that we need to re-evaluate the notion of sharing, and accept that it does not necessarily have to occur in the same place where the resources are found. These findings have implications for policy and research, and the paper examines the tensions between the drive for using qualitative data provided by analytics in the evaluation of OER projects (as advocated by the Hewlett 2013 while paper, for instance), and qualitative research that seeks to understand the practices of users and provide a more nuanced understanding of the OER ecosystem. The paper also suggests that much of the literature about lack of engagement in OER is that the lack of engagement is often mediated through the lens of a deficit model: if teachers do not engage in OER reuse, adaptation and sharing, it is due to a lack, a deficiency that can be addressed through further development, whether it be staff development activities to improve the teachers’ understanding of OER, development of better technical solutions (such as better metadata, easier uploading mechanisms to enable sharing), or more social media features in the OER ecosystem. The paper concludes with the suggestion that a capabilities approach might enable us to better understand why teachers do not share their re-versions OER through public repositories, and help us to engage with the practices they have reason to reuse.</td>
<td>Open Educational Practice (OEP) and Policy</td>
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<tr>
<td>685</td>
<td>Anna Stokowska</td>
<td>Use of OER in Polish schools – everyday practice and policy recommendations.</td>
<td>The period since 2011 was groundbreaking for Polish schools. The Government implemented the “Digital School” project as a pilot creation of inclusive 14 e-textbooks for Polish schools. However, in recent months we have seen how the Ministry of Education in turn withdraws and then returns to the idea of the publication of those textbooks on the open licenses. We see that without appropriate provisions, this kind of fives will be put out each time when the Ministry considers this solution as too complicated to implement. We are convinced that in Poland it is necessary to provide free access to textbooks and educational materials for students of all grades. There is a need for systemic, political solutions providing greater choice for teachers, tailored to the diverse needs of students. To prepare arguments for the successful introduction of the topic of open education to public and political debate, we want to prepare recommendations for a new legislation. The best way to introduce these is preparing a Regulatory Impact Assessment (RIA). RIA is a document that describes the benefits and social costs of the proposed solution. Preparing recommendations and RIA on the one hand engage experts from different fields of law (legislation), economics, access for the disabled, social studies and education. On the other hand, we want to consult with experts, practitioners and stakeholder groups - parents and teachers. We are collecting examples of good (and bad) practices among our partners and interested organizations. We are currently implementing a research to examine the use of open textbooks and materials by teachers. Using the methodology of action research, we proposed to teachers from one of the elementary schools to monitor and record their everyday practices in using of such materials in their work. This will tell us how teachers use available government’s textbooks for the 1st grade of primary school and whether they use other, similar materials on CC licences. The study is accompanied by a survey, which is sent out to over 1500 teachers in Poland, asking them to answer the questions of what kind and the materials they use in their classes and if they are free-licenced. Results from both the action research and the survey will be unique source of knowledge about use of open educational resources in the Polish school. The results of quantitative and qualitative research will be supplemented by three expert analyses: economic (cost) benefit analysis for stakeholders with particular emphasis on parents and publishers), an analysis of the benefits of accessibility for people with disabilities which will respond, inter alia, to the question why there are no materials based on CC licence directly targeted to persons with special educational needs) and legal analysis, in which we look at the possible scenarios of legal regulation and describe the best and the necessary steps for their introduction. The results of all the research components that make up the pioneering and unique research in the Polish education, we will like to present at the conference OER 15.</td>
<td>Impact Research</td>
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<tr>
<td>686</td>
<td>Louise Egan</td>
<td>New mobile app to benefit FE student hairdressers</td>
<td>Introduction This poster will demonstrate how Hairdressing Training[1], an innovative Open online service provided by Mimas, part of the Digital Information Services Division at Jisc has provided further positive impact on the user community through the provision of a new free and open mobile app. The development of the app by a mixed team at Mimas came about when it became apparent that the service could expand further by providing users with even easier routes to access content on the move - reaching and appealing to target audiences. Methods Through Jisc funding, the team set out to create an app that would put together the service’s 80+ educational hairdressing training and barbering video tutorials, which are mapped to the NVQ and SVO curriculum. Those who teach within further education and record their everyday practices in using of such materials in their work. This will tell us how teachers use available government’s textbooks for the 1st grade of primary school and whether they use other, similar materials on CC licences. The study is accompanied by a survey, which is sent out to over 1500 teachers in Poland, asking them to answer the questions of what kind and the materials they use in their classes and if they are free-licenced. Results from both the action research and the survey will be unique source of knowledge about use of open educational resources in the Polish school. The results of quantitative and qualitative research will be supplemented by three expert analyses: economic (cost) benefit analysis for stakeholders with particular emphasis on parents and publishers), an analysis of the benefits of accessibility for people with disabilities which will respond, inter alia, to the question why there are no materials based on CC licence directly targeted to persons with special educational needs) and legal analysis, in which we look at the possible scenarios of legal regulation and describe the best and the necessary steps for their introduction. The results of all the research components that make up the pioneering and unique research in the Polish education, we will like to present at the conference OER 15.</td>
<td>Open Education in Colleges and Schools</td>
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**684**

**Title:** A MOOC in a month

**Speaker:** Sheila MacNeill

**Abstract:** This Lightning talk will share the experience of developing an open, online event based learning experience between June and July 2014. From few notes scribbled onto an A4 sheet of paper to, in under one month, to being the first university in the world to go live with the Blackboard Open Education Platform, was a roller coaster ride for the development team. Our timeline of the development, delivery and evaluation of the event will include: The design of light touch flexible framework incorporating social media. The decisions around having no learning objectives or target learners. The focus on fun and openness. Gamification with the opportunity for participants to win bronze, silver and gold medals (badges) each week. Overcoming the “no budget” challenge. Evaluation findings. We will share our experiences of Blackboard's Open Education platform, as well as how this experience of event based learning is helping us to inform new open and online developments within our institution.

**Theme:** Open Courses

**ID:** 685

**Title:** Adapting the MOOC model for mainstream education

**Speaker:** Hannah Watts

**Abstract:** Can the Massive Open Online Courses (MOOCs) model be used as a catalyst for new approaches to supporting mainstream university students? MOOCs, courses aimed at massive international audiences, require investment (approximately £30,000 per MOOC according to THE), hence why courses delivered via the big MOOC platforms such as FutureLearn and Coursera are primarily developed by highly prestigious universities. An overriding concern for universities is that they do not have the resources to build courses that will reach out to a massive audience is, can development of open courses have a direct impact on how well we operate or how our students perform? Is it possible to take this cutting-edge approach to learning provision and adapt it to something that suits a more mainstream agenda? Perhaps the MOOC approach to open education could be used in a way that is much more achievable by all, less costly in development, and available to be used and shared across the sector. Our University is in the process of tackling this challenge. We have put our energies into developing transition OOCs – not so massive open online courses that help prospective or recruited students with their transition into our University. In 2015, we will run open courses for international students, HE to FE transition students and students joining postgraduate courses.

Our goal is to improve the student experience, academic engagement and outcomes. It is also hoped that we will help the students to engage with support services that they may not otherwise identify during their freshers' and induction weeks, or indeed throughout their university careers. By creating a new open instance of our institutional VLE, we are able to invite students to join pre-enrolment, and make our courses available to others external to the University. Our courses are developed under Creative Commons meaning they can be repurposed by other Universities with similar goals. Our MOOC adaptation puts learning design and student experience at the heart of each course. While embedding common instruction methods found in large-scale MOOCs, such as video content, quizzes and discussion boards to create a directed, structured learning journey, our open course model uses community building and collaboration as vital. Student engagement will be driven by interactive activities that invite students to utilise social and digital media tools. Students can be tasked with creating vlogs and blogs to answer assignment questions, participating on Padlet boards or interacting in Google Hangouts. Perhaps the most exciting prospect is allowing students to become co-creators, whereby they have the freedom to add content that other learners can view and edit. Existing students will be recruited as online ambassadors to encourage and participate in this online community to enhance the authenticity and usefulness of the learning experience for our prospective students. Our lightning talk will present our development principles, model and methodology, as well as forecasting the running and evaluation of our OOCs which will be further disseminated following our first delivery cycle.

**Theme:** Open Courses

**ID:** 686

**Title:** The Student Survival sMOOC: Designing and Pilotting a course in partnership with students

**Speaker:** Debbie Baff

**Abstract:** This lightning talk details the experience of designing and implementing a pilot sMOOC (Short Massive Open Online Course) on an all Wales collaborative basis working in partnership with student participants as co-creators. The pilot is a key deliverable from an initiative stemming from the signing of the Wales Open Education Declaration of Intent in September 2013. The sMOOC is a four week, online course, aimed at a global audience and provides a 'Student Survival Guide' to help with settling into university life in the first few weeks. It covers the key areas students should think about in the period between applying for university and arriving on the first day. The course was developed on a Moodle Platform using an adapted bilingual language customisation and piloted with existing students acting as co-creators in terms of design and content. The talk will summarise key aspects of collaboration, focusing directly on the student experience of open educational resources and the perceived benefits of the co-creator design aspects of the course. It will examine how barriers to collaboration were overcome and the importance of maintaining effective communication channels across a wide and diverse team. An overview of the difficulties and challenges experienced during the development phase will be given, together with examples of the practical solutions that were adopted to resolve issues, as they became apparent, in real time. It will also discuss the creation and issue of open digital badges within the course and provision of additional badges for the Co-Creator Contribution element. Finally the talk will conclude with highlights of the successes of the sMOOC and a suggested way forward for future iterations of the course and possible adaptations for other target audiences.

**Theme:** Open Courses
691 Andrew Middleton

**Smart, Social, Open and Media Enhanced Learning: the power of the multiplier effect.**

This paper introduces the idea of Smart Learning: the convergence of diverse innovative methods that each disrupt long standing approaches to teaching and learning in post-compulsory education, and that together create a new understanding of pedagogy that is wide and flexible. By supporting different methods the use of technology can be more widely embraced. Smart Learning is described with reference to examples produced by academic innovators in an open writing project. From this the concept will be scoped to include the disruptive use of rich digital media, social media, and smart mobile technology, and the phenomena of BYOD, Open Educational Practice, and User-Generated Content. While this mix suggests a challenging cocktail of innovative teaching and learning concepts, generalised scenarios will be used to explain why the attributes of each concept inform to form a reliable and arguably attractive model (by offering compelling cases of success in education sector). The Smart Learning model is illustrated with reference to examples produced by academic innovators in an open writing project. From this the concept will be scoped to include the disruptive use of rich digital media, social media, and smart mobile technology, and the phenomena of BYOD, Open Educational Practice, and User-Generated Content. While this mix suggests a challenging cocktail of innovative teaching and learning concepts, generalised scenarios will be used to explain why the attributes of each concept inform to form a reliable and arguably attractive model (by offering compelling cases of success in education sector).

**Theme:** Learners and Other Communities

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692 Teresa MacKinnon

**Issues in creating and using video resources for language teaching.**

The University Language Centre and the Centre for Applied Linguistics are partners in an EU project called Video for All. The project's mission is to support language teachers in all sectors in the exploitation of video for teaching. The Language Centre has been innovating in the use of digital media for some time and is the subject of a forthcoming Digital Media case study. Video for All will produce exemplar practices for teachers which are searchable and available as Open Educational Resources. However, challenges are evident: At another University in Melbourne research is underway into computer-mediated communication and language teaching and this presentation draws on work done by two collaborating researchers on opposite sides of the world. Our reflections on language teaching in the UK and Australia are presented in a co-authored submission spanning practice in eH. language teaching context to the Education Policy Analysis Archives (EPAA) for a special issue exploring "Models of Open Education in Higher Education" where we identify a gap between what is available online and can be distributed via institutionally-adopted means, and what can be: suitably modified for educational purposes, and legally used, especially in a context where large class sizes and online distribution models are being embraced as cost-cutting measures. Furthermore we identify a number of barriers to the adoption of OER, with a particular focus on video resources, including policies aimed at protecting IP rather than facilitating learning outcomes, copyright concerns, commercial agreements, and the resourcing of staff, as well as cutting a vision for grassroots OER also known as "little OER" (Weller 2011 p109). There are opportunities for OER in supporting the democratisation of language learning which are presented by the use of Open Educational practices (OEP). Language learning as an educational activity is largely commodified with qualified learning resources generally requiring significant financial investment. The time and skill required for materials creation is costly and yet few attempts are made to connect those already producing such resources for their teaching. Fewer still are the attempts to explore the benefits of collaborative digital creation which would doubtless bring professional development opportunities. Some simple steps could be taken to embed Creative Commons licensing within faculty VLE upload workflows and to clarify the grey areas of copyright where confusion often disempowers the tutors who are engaged in creating resources. These findings were presented at a joint ALTS SIG webinar (OER SIG and Video SIG) in November 2014 in order to discuss some of the issues arising from our multi-lingual, international context and find out if the wider community has similar experiences. This presentation will report on both our research and the feedback and reactions obtained during the webinar.

**Theme:** Open Educational Practice (OEP) and Policy

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693 Thomas Bartlett

**Promoting Culture Change, Creative Media Production and Open Practice in Wales**

The Cadam Learning Portal aims to lower barriers, provide support and enable teaching staff across Wales to produce educational media using best and open practice. The resultant educational media is then used to entice the next generation of students by showing inspirational OERS alongside information about the courses they are used in. The portal has two aspects. Firstly, information for lecturers supporting best practice in TEL and many OERs created by us are used in OER production in HE and the equipment the project has provided our partners. Secondly (but at least as importantly) a browseable extensive database of study schemes from across Welsh HE along with ‘tasters’ of content from these courses and more. The site is fully bilingual and through collaboration with the Coleg Cymraeg Cenedlaethol also promotes bilingual education opportunities. In addition to the website, we have been fostering a network of good practice. We have supplied each of our five current partners with a selection of media equipment. We have run several workshops and parachute sessions to teach staff both how to use the equipment but also how to go about a production and the accompanying process from writing a script, shooting, editing to distributing media and choosing a license. We have also been working on collaborative projects at each partner university. Each collaboration has been selected to maximise the chance of fostering culture change and aims to get staff enabled to continue working by themselves. We would like to share our progress, introduce our new and massively expanded website, share our experience working with staff to produce media. Currently the portal services our partners in Mid & North Wales but we are now working towards including all Welsh HEIs to this would like to propose the following format: 15m - Tom Bartlett (Cadam Learning Portal Director) - Present intro to project 15m - Lizi Heeling (Cadam Learning Educational Media Producer) - Present experience working alongside teaching staff, challenges overcome 15m - Alicja Owen (Glyndwr University, TEL Officer) - Glyndwr’s experience of the project Remaining time – Q&A During the talk we would show some brief clips as exemplars of what is being produced as a result of the project. It will be described with reference to examples produced by academic innovators in an open writing project. From this the concept will be scoped to include the disruptive use of rich digital media, social media, and smart mobile technology, and the phenomena of BYOD, Open Educational Practice, and User-Generated Content. While this mix suggests a challenging cocktail of innovative teaching and learning concepts, generalised scenarios will be used to explain why the attributes of each concept inform to form a reliable and arguably attractive model (by offering compelling cases of success in education sector).

**Theme:** Open Educational Practice (OEP) and Policy

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694 Thomas Bartlett

**OER15 - Voice of the people**

We would like to set up a stand next to a small area for recording interviews to camera using CADARN Learning Portal equipment. We would like to be able to interview people throughout the first day with a series of scripted questions about the conference and OER production in their working life. We would then use a pre-prepared sequence to edit the interviews into. The resulting output video would be made available as an OER and could if desired be shown at some point on the second day. We would welcome specific questions from the organizing committee if desirable. We would aim for a length of 2-4 minutes. The aim would be to demonstrate the activity of the Learning Portal, encouraging attendees to engage with the production process and equipment, stimulating discussion of the issues around OER production. The resulting video would hopefully make entertaining viewing as well as be an informative snapshot of the OER community at the event. Please don't hesitate to contact us to discuss the idea further. Speak to either Tom Bartlett or Lizi Heeling.

**Theme:** Open Educational Practice (OEP) and Policy
695  Lorna Campbell  Debbie Baff  Pete Cannell  
**Common Ground**

This paper presents an overview of the open education landscape in Scotland, focusing on significant policy and practice advances and identifying some of the drivers that have influenced these developments. MOOCs continue to have an impact in HE, however a number of universities are broadening the scope of their engagement with open education and are increasingly looking to embed open policy and practice across the institution. Building on the success of their MOOCs and the steady maturing of technology, the University of Edinburgh has committed to scaling up their open education offering and pledged to make openness a core part of their business. At Glasgow Caledonian University, open education developments have been led by the library, where staff have developed OER guidelines, which are being incorporated into formal institutional policies. There has been less progress in further education; the sector has undergone a significant period of turmoil resulting from the process of regionalisation and the promising RiSource OER repository initially failed to gain traction. With the majority of structural changes in now in place and new appointments to the sector’s supporting bodies, it is to be hoped that colleges will re-engage with open education, resulting in a resurgence of interest in OER and increased adoption of Re:Source. Open education has yet to have a significant impact on the sector, however there is growing awareness of the value of OER and encouraging open education practice in schools. GLOW, the Scottish schools national initiative, aims to move towards increased openness and to encourage teachers to become open educators. Although there has been no open funding call comparable to HEFCE’s MOER Programme, in 2014, the SFC allocated £1.27 million to the University of Edinburgh to facilitate the Open Educational Practices in Scotland project, which aims to facilitate best practice in open education in Scotland through the development of a peer support network, an online hub and awareness raising activities. To enhance the Scottish tertiary education sector’s capacity and reputation in developing publicly available online materials supported by high quality pedagogy and learning technology, the potential for OER to transform higher education (HE) has been widely remarked (e.g. Welsh Government, 2014). Other authors (e.g. D’Antoni, 2013) have explored the contribution that OER can make to extending participation in HE and re-connecting the traditional boundaries between universities and the rest of society. However, the evidence suggests that this promised transformation is yet to happen. For example a recent OECD report (Falconer et al, 2013) found limited impact on lifelong learning across Europe. The data on MOOCs is well known and shows that currently most of these studying on massive open online courses are already in possession of higher education qualifications (Edinburgh University, 2013). The 4Rs of OER: the opportunity to reuse, revise, remix and redistribute involve only a small minority of staff in higher education (Ohanian and Aweyandena, 2013). Scottish Higher Education has a strong focus on cross-sector partnership and collaboration. OEPS has its origins in projects carried out in the last four years. In most cases these have involved close partnerships between the university and other organisations that would not normally be involved in the creation of educational materials. In each case the target audience has been individuals and groups who would not normally be involved with higher education. The development of new online content has involved a process of co-creation combining the knowledge and lived experience of students and professionals with academic knowledge and skills in learning design. Critically, however, the partners have their own social networks that have enabled use of the OER at significant scale. OEPS aims to build on these approaches and other valuable experience from across the Scottish sector to meet the project objectives. Integral to the project methodology is a process of embedded research and evaluation aimed at understanding and evidencing good practice. In this paper we will share the progress of the project to date and the questions and issues that are emerging. D’Antoni, S. (2013) ‘Open Educational Resources: Access to Knowledge – A Personal Reflection’ in McGreal, R., Kinuthia, W. and Marshall, S. (eds) (2013) (Open Educational Resources: Innovation, Research and Practice. Vancouver: The Commonwealth of Learning and Athabasca University. Edinburgh University (2013) MOOCs @ Edinburgh 2013 Report http://www-era.ied.ac.uk/\% data/18426683 Falconer, I., McGill, L., Littlejohn, A. and Boursinou, E. (2013) Overview and Analysis of Practices with Open Educational Resources in Adult Education in Europe, Luxembourg: European Commission. Welsh Government (2014) Open & online: Wales higher education and emerging modes of learning’. Report of the Online Digital Learning Working Group, http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf.

696 Pete Cannell  
**Opening Educational Practices in Scotland**

OEPS is a new cross-sector project in Scotland. The project has two principal aims: to facilitate best practice in open education in Scotland through the development of a peer support network, and an online hub and awareness raising activities. To enhance the Scottish tertiary education sector’s capacity and reputation in developing publicly available online materials supported by high quality pedagogy and learning technology, the potential for OER to transform higher education (HE) has been widely remarked (e.g. Welsh Government, 2014). Other authors (e.g. D’Antoni, 2013) have explored the contribution that OER can make to extending participation in HE and re-connecting the traditional boundaries between universities and the rest of society. However, the evidence suggests that this promised transformation is yet to happen. For example a recent OECD report (Falconer et al, 2013) found limited impact on lifelong learning across Europe. The data on MOOCs is well known and shows that currently most of these studying on massive open online courses are already in possession of higher education qualifications (Edinburgh University, 2013). The 4Rs of OER: the opportunity to reuse, revise, remix and redistribute involve only a small minority of staff in higher education (Ohanian and Aweyandena, 2013). Scottish Higher Education has a strong focus on cross-sector partnership and collaboration. OEPS has its origins in projects carried out in the last four years. In most cases these have involved close partnerships between the university and other organisations that would not normally be involved in the creation of educational materials. In each case the target audience has been individuals and groups who would not normally be involved with higher education. The development of new online content has involved a process of co-creation combining the knowledge and lived experience of students and professionals with academic knowledge and skills in learning design. Critically, however, the partners have their own social networks that have enabled use of the OER at significant scale. OEPS aims to build on these approaches and other valuable experience from across the Scottish sector to meet the project objectives. Integral to the project methodology is a process of embedded research and evaluation aimed at understanding and evidencing good practice. In this paper we will share the progress of the project to date and the questions and issues that are emerging. D’Antoni, S. (2013) ‘Open Educational Resources: Access to Knowledge – A Personal Reflection’ in McGreal, R., Kinuthia, W. and Marshall, S. (eds) (2013) (Open Educational Resources: Innovation, Research and Practice. Vancouver: The Commonwealth of Learning and Athabasca University. Edinburgh University (2013) MOOCs @ Edinburgh 2013 Report http://www-era.ied.ac.uk/\% data/18426683 Falconer, I., McGill, L., Littlejohn, A. and Boursinou, E. (2013) Overview and Analysis of Practices with Open Educational Resources in Adult Education in Europe, Luxembourg: European Commission. Welsh Government (2014) Open & online: Wales higher education and emerging modes of learning’. Report of the Online Digital Learning Working Group, http://wales.gov.uk/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf.

697 Debbia Baff  
**Embedding Open Educational Resources & Open Educational Practice across the HE Sector in Wales**

This paper details the experience of a pan Wales project to embed open educational resources (OER’s) and open educational practice (OEP) across the Welsh Higher Education Sector. To enable the project to meet the aspirations of the declaration of intent and recommendations of the Online Digital Learning Working group, the project team worked in collaboration with JISC and the HEA to build on previously successful projects. The project has developed a website/portal to showcase the best OER’s in Wales, and aims to strengthen OEP within each part of university life through promoting the creation, use and repurposing of OER’s. The project has also developed a short massive open online course (mMOOC) working in partnership with all Welsh Universities and involving existing students as co-creators of the course. The mMOOC has been piloted on a bilingual basis with Welsh and English Speaking existing students. The paper will provide a brief snapshot of the outcomes of the pilot mMOOC together with useful learner profile analytics and recommendations for future developments. Another key output of the project is the establishment of the OER Wales Cyrmu Champions Network and the paper outlines how a series of workshops and events have helped to create a network of practitioners offering a diverse range of roles, background and experience. The paper discusses the impact of the network across the HE Sector in Wales and beyond and the importance of a sustainable approach. Finally the paper outlines how barriers to collaboration were overcome and the importance of maintaining effective communication channels. It concludes by outlining the key aspects of this collaborative approach with a focus on knowledge exchange and highlights the successes of the project and benefits to Higher Education.

References
Tapping into the cognitive surplus of student-generated content through OER

The Open Educational Resources (OER) movement has been successfully prompting the idea that knowledge is a public good (Cambell, Daniel, Eiteners, & Paweltz, 2014), with its wide benefits in the area of higher education for governments, institutions, educators and learners (Hodgson-Wiliams, 2010; Hykin, 2007). However, on the social perspective, benefits are still to be realised through open educational practice (OEP). Therefore, this paper suggests that the OER potential benefits can be achieved through building communities of practice (Furaterla, Tadi, Gentile, & Alqera, 2012; Wender, 2006) inside higher educational institutions that embrace OER and OEP as a part of teaching strategies. However, there is a need to show evidences of the claimed benefits. Engaging students and their teachers in building OER is a promising approach to achieve the social benefits through tapping into the cognitive surplus (Shirky, 2010) of student-generated content, which is an area that has rarely been explored (Bull, 2008). This paper will discuss a new OER development model that taps into the cognitive surplus inside classrooms, through engaging students and their teachers in generating the learning resources that can be shared openly through OER. The model is a part of a PhD research, and the paper will explore the integration of the model in undergraduate courses in the school of computing, engineering and mathematics at an Australian university. While making this model as a part of a teaching course, social benefits can be realised for a collaborative community of students and teachers, and for the outer world to benefit from the learning resources. In addition, the paper will report on part of the findings of this study including the impact of the model on students’ learning performance and the quality of student-generated learning resources (SGLR). Finally, the social educational value of this model can be obtained through its main goals, which are sustaining the OER movement in higher educational institutions and improving learning performance for students. Reference: Bull, G. (2008). Capitalizing on the cognitive surplus. Learning and leading with technology, 10-11. Campbell, Anthony F. Daniel, Eiteners, Ulf, & Paweltz, Jan. (2014). State of the art review of quality issues related to open educational resources (OER) JRC Scientific and Policy Reports. Furaterla, Giovanni, Tadi, Davide, Gentile, Manuela, & Alqera, Mari (2012). Fostering OER Communities of Practice with Teachers. Collaborative Learning 2.0: Open Educational Resources, 51. Hodgson-Wiliams, Cheryl (2010). Benefits and Challenges of OER for Higher Education Institutions: Centre for Educational Technology. University of Cape Town. Hykin, J. (2007). Giving knowledge for free: The emergence of open educational resources: OECD. Shirky, Clay (2010). Cognitive surplus: creativity and generosity in a connected age. New York: Penguin Press. Wender, Elenee. (2006). Communities of Practice: a brief introduction. from wwwenger.com/theory/index.html

Is Germany taking the fast track to OER? A status report from the country that nearly missed the call

Germany missed the debate on OER for the first 10 years. Now it seems that the country wants to catch up to the international discussions on the fast track. There have been more activities in the last 2 years than in the 10 years before and they are looking for a fast track. For the end of 2014 we are expecting a political commitment on OER by the KMK (Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany) which might lead to not only one but 18 policies. Concurrently we are facing the first federal budget for OER in 2015.In 2013 and 2014 progress was driven by civil society and grassroots. After the first OERcamp, a barcamp on OER in 2012, in 2013 and 2014 there were several gatherings focusing on OER. Wikimedia Germany hosted the the first national conference on OER in 2013 followed by another one in 2014. This led to the launch of the “Bündnis freie Bildung” (Coalition for Open Education) led by the local chapters of Creative Commons, Open Knowledge Foundation and Wikimedia. In this talk I will give an overview of the status quo of OER in Germany and identify key questions and crucial players for the near future.

Enabling a multilingual approach to open education resources in a Welsh Context

Contact Wales is a bi-lingual nation and the universities here are committed to producing a wide range of materials available in both English and Welsh. As part of an all Wales initiative, one of the initial resources created jointly by the consortium of universities was the Student Survival Guide. This resource comprised a Short Massive Open Online Course (aMOC) with a requirement for that resource to be available both in English and Welsh. This created three options for the course creators: -- to create two separate resources, one in each language to create a single resource displaying both languages together-- to create a single resource displaying in each language as per user choiceThe choice of two separate resources was rejected as being complex for ongoing maintenance and the separation of activities. The option to display both languages simultaneously was also rejected on the basis of usability and the expectation that the webpage would end up looking too cluttered and leading to confusion between resources provided in different languages. Likewise this option was not considered extendible in other circumstances which may require further additional languages. This presentation will concentrate on how we enabled the resource for the display of resources by user choice of language and how that can be extended to apply to multiple languages.ApplicationThe presentation will demonstrate how the team used the Multi-Language features of Moodle to enhance the resource for users in different languages. It will consider the use of the language facilities in Moodle to provide automatic translation of core language items from the site itself. It will then consider how the team went through the process of applying the multi-language features to the content that had been provided for the resource -- considering both the implementation within the VLE and the external factors, such as translation and ongoing development and maintenance of the content, that were required to produce the aMOC. The presentation will consider the difficulties encountered and addressed as well as the successes of the approach taken and how these lessons can be broadened to apply to other OER resources.Finally the presentation will look at the application of lessons learned from the use of other platforms including Wordpress can be drawn upon to inform further enhancement of the aMOC. DiscussionThere will be opportutnes for conference members to discuss and question how this may be applied to their own situations and to suggest other scenarios that address similar issues.ReferencesFernandez-Vindel, J.L. and Paweltz, Jan. (2011). Open Education across Languages and Cultures
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<td>Roland Erben</td>
<td>MOCCA (Multimedia Open Course on Cost Accounting)</td>
<td>As the project starts in January 2015, we present the teaching concept, design &amp; methods as “Work-In-Progress”. The aim of the project is to create a multimedia course on the topic of “cost accounting” to analyze, explore and evaluate the potential and the limitations of open learning resources. High withdrawal rates are a major issue for most MOOCs, e.g. the proportion of participants actually working through the complete course is relatively small. Although some approaches have been developed to address this issue (like establishing offline learning groups, awarding certificates, etc.), in many cases these attempts did not prove to be sufficiently successful. Therefore, MOCCA will further supplement the existing approaches by telling a fictional story which is carried forward from session to session. In concrete, MOCCA-participants accompany an entrepreneur from founding his one-man-start-up-company until it develops into a global player. As the company grows, new cost accounting issues arise while others get more complex e.g. the financing challenges of a start-up significantly differ from those of an multi-million-euro company or managing overhead costs only becomes relevant after the company actually ramped up administrative functions. We expect that using this approach of “digital storytelling” will enhance the identification of the participants with the acting subjects and could create some curiosity about their next challenges. Moreover, it will lower the barriers for the participants to dive into the concepts of cost accounting, which are commonly perceived as abstract, complex and somehow unattractive. Overall, a continuous, compelling and convincing background story should be a helpful factor to preserve the motivation of the participants and enhance their “stickiness” to the course. The results created by the MOCCA-project will be provided as OER. As cost accounting is a mandatory subject in practically every study program related to business &amp; economics and (at least) an optional subject for many other students (engineering, informatics, etc.) the academic target group is quite large. Moreover, the MOCCA-approach of demonstrating how cost accounting practices are applied to solve “real-world problems” exemplified by a fictional company will also raise the interest of practitioners. Finally, the course material will be used to establish an “inverted classroom”-setting for students of business psychology at the University. For this group, MOCCA will be accompanied by regular and mandatory sessions with extensive opportunities for exercises, interaction and discussion. In this setting, students can also provide direct and near-term feedback, which would be a valuable input for evaluation and further enhancement of the course. Learning materials like video tutorials, worksheets or self-assessments are provided via learning management systems. Other common elements of MOOCs (like expert interviews and chats, tutorial support etc.) will initially be omitted to avoid an overload of the available resources. Nevertheless, as the project is a pilot designed for a high degree of scalability, it should be quite easy to integrate these elements in later stages of the project. References: Adam (1997): Philosophie der Kostenrechnung, Stuttgart</td>
<td>Köln</td>
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<td>705</td>
<td>OpenCourse</td>
<td>Large scale OER creation through automated natural language processing</td>
<td>The high cost of creating OER is an important issue, that needs to be addressed to increase the amount of available OER. We propose the use of automated natural language processing tools to increase the quality of available resources and decrease the cost of creation for certain domains. We survey the capabilities of AllenNLP, one of the most common natural language processing tools and investigate their potential application to OER generation, a large scale problem. A practical application in language teaching, which is identified as a high priority domain, is also introduced. Natural language processing tools can be applied to handle large amounts of text and generate reliable models. In our approach, we exploit this potential to develop a tool that can work in multiple languages simultaneously. Although NLP has great potential for certain domains, it is not a complete solution. Therefore, we provide a brief survey on the capabilities and limitations of these methods. We focus on tasks relevant to automated OER generation including text summarization, question generation, relation content extraction and reading comprehension. We outline our findings for an automated system that can analyze a given English text, identify the level of text using an automatic text language standard and find open resources that can improve the text. We also provide guidance on how this system can be extended to other languages and the use for improving the accessibility of OER learning materials.</td>
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<td>706</td>
<td>Chris Rowlil</td>
<td>Short Online Open Course (SPOC)</td>
<td>Following a brief outline of four short courses on Continuing Professional Development (CPD): this session will describe the experience and challenges of running these courses for University staff. The four courses are “10 Days of Twitter”, “12 Apps of Christmas”, “5 Days of LinkedIn” and “Blogging for Beginners”. The presentation will focus on how to set up these courses, how to manage the delivery of the course content and different ways to evaluate the effectiveness of this type of CPD course. This session explores different formats for teaching social media as a medium for building a personal learning network and a community for continuing professional development. The 10DayoT (Ten Days of Twitter) course was originally developed by Helen Richardson (@scholarlics) at her University and I repeated the course making my own modifications and changes to the programme. The course addressed several levels of digital literacy relevant to Higher Education, from basic technical skills to the principles of digital identity creation, information management and developing a participatory, open approach. In addition to 10DayoT there are three other courses that will be outlined in this session: “12 Apps of Christmas”, “5 Days of LinkedIn” and “Blogging for Beginners”. These courses are built on some of the strategies developed by MOOCs to create a format which is convenient for busy participants, both academic and professional staff. The tasks and learning activities on each course are limited to short periods of engagement per day and were embedded into a authentic learning context. The session touches on the UK Professional Standards Framework dimension KA (the use and value of appropriate learning technologies) A4 (developing effective learning environments and approaches) and also AS (engagement in continuing professional development). The overall aim of the presentation will be to focus on the practicalities of setting up these short open online courses and ways to evaluate the effectiveness of this type of staff training. We will also consider how Academic Developers and Learning Technologists can build appropriate collaborations both within and outside of the university to increase their own personal profile as an academic and as a member of the professional support staff.</td>
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708 Sarah George

Good academic practice for final year projects

Refereencing has been described as an "in ideologically maddening institutional practice of mystery" (Lillis 2001, p14). We will present a series of OERs designed to allow students to explore concepts of referencing, citation, paraphrasing and plagiarism avoidance. Our new students are introduced to concepts of good academic practice in the Plagiarism avoidance for new students course. This course concentrates on definitions and avoidance of plagiarism, presented in a non-threatening and non-punitive fashion. It is compulsory for all students and is available for sharing and reuse. In 2014 we were given an award by the Academic and Research Libraries Group of the Chartered Institute of Library and Information Professionals to develop a new open access course on good academic practice for final year projects to complement our current provision. This is aimed at final year and masters students who have grasped the initial concepts of good academic practice and who need to explore the complexities and mechanics of how and when to reference before undertaking their dissertations. The course is particularly useful for students for whom the dissertation is their first major piece of written work at university, and also for distance learners and collaborative partners who may have less access to face-to-face support. Lessons are: Introduction to plagiarism Paraphrasing and note-taking Citation Refereencing a book Refereencing journal articles Refereencing other sources (book chapters and web pages) and constructing a reference list Introduction to Turnitin. These lessons are delivered as OERs created in Xerte, available for reuse in Jorum. Reference: Lillis T (2001) Student writing: access, regulation, desire. London: Routledge

750 Cheryl Hodgkinson

Harmonising OER research across South America, Sub-Saharan Africa and Asia: The case of the ROER4D project

Enabled by the growing accessibility to the Internet, alternative intellectual property mechanisms such as Creative Commons, evolving metadata practices and the growing "open" movement, the emergence of open educational resources (OER) has been hailed as a potentially fruitful response to some of the key challenges faced by the Global South. While some research is emerging that addresses these challenges, most of this research is yet to be undertaken in the Global North. The Research on Open Educational Resources for Development (ROER4D) project was launched in August 2013 with the express intentions of undertaking empirical research in Southern countries to better understand the use and impact of OER in countries in the Global South. These studies are currently underway in 11 countries located across 16 time zones and undertaken by 34 researchers who speak at least 11 different languages. A few additional impact studies will be included in January 2015. This paper will explore some of the key benefits and challenges of conducting research on the use and impact of open educational resources across languages and cultures. It will highlight successful strategies adopted to address the challenges associated with knowledge building, research capacity building, networking, curating of resources, communication, project management and leadership.

711 Gary Elliott-Ciprioglu

Controlling Creativity: Improving the quality of open education research through a blended project management environment

The William and Flora Hewlett Foundation funded OER Research Hub is an ambitious project which combines collaboration with existing project initiatives, an international fellowship program; and a global hub for research data and excellence in practice (McAndrew & Farrow, 2013). Managing the culmination of a project of this scope raised a number of challenges. The project team sought to blend a traditional and agile project management environment to create the most responsive, flexible and creative hybrid environment possible to accommodate the project's ambitions, while maintaining the Institute of Educational Technology's (IET) reputation for the delivery of high quality research. Our traditional approach required significant upfront planning with clearly defined tasks and activities undertaken to deliver individual products (PRINCE2, 2009). This method assumes that activities are predictable and well understood, and are linear in their delivery. Even though clear direction and requirements were specified in the project's original proposal, the very nature of open research requires you to seek out and reveal unique insight and possibilities often in nonlinear and unpredictable ways. Agile project management methodologies prominent in software and IT development (Hoda et al, 2008) were co-opted into research and project management. The 'scrum' approach that we used consisted of many rapid initiative planning and development cycles, allowing the project team to constantly evaluate the evolving product and obtain immediate feedback from users or stakeholders. When we looked at what our researchers were being tasked with and how they were being asked to undertake that work, a great deal of similarities were identified with the agile methodology. Our evolving product was our research data; our stakeholders were the collaboration and the open education community; and we needed to know if our research was providing the answers that they required in order to inform their policy decisions. The adapted agile methodology allowed us to focus on specific problem areas, to be flexible and to follow where the research led. This presentation will discuss the blending of the planned and agile approaches, how this was managed and what the blended approach gave us in terms of improved quality of research in open education. References: Hoda, R., Notte, J. & Marshall, S. (2004) Agile Project Management, published in the proceedings of the New Zealand Computer Science Research Student Conference 2008, April 2008, Christchurch, New Zealand, pp. 218-221 Managing Successful Projects with PRINCE2, 2009 Edition, Office of Government Commerce (OGC), London,McAndrew, Patrick and Farrow, Robert (2013). The ecology of sharing: synthesising OER research. In: OER 13: Creating a virtuous circle, 26-27 March 2013, Nottingham.

712 Dafydd Trystan

Opening Up Welsh Medium Higher Education: An example for other lesser used European Languages

Since the establishment of the Coleg Cymraeg Cenedlaethol (the Welsh National College) in 2011 dedicated to the further development of Higher Education delivered in Welsh, technology enhanced learning has been a central part of the College's academic strategy. A central pillar of such learning has been the provision of open educational resources in Welsh that are available for students across universities in Wales, and beyond, of course. The aim of this paper is to consider and assess the development of OERs in Welsh since 2011 – and to consider the extent to which the Welsh experience may be replicable in other linguistic contexts where a smaller / minority language exists. The first part of the paper will focus on the development of resources under the aegis of the Coleg Cymraeg and those resources that have been supported by Coleg funds. It will analyse the use made of these resources by students and others, and consider what lessons may be learnt, in the first instance, in relation to the future development of resources in the Global South. These lessons are argued are both timely and important given the Welsh Declaration of Intent on Open Educational Resources in September 2013. http://www.cwms.ac.uk/about and the report of the (Welsh) Ministerial Working Group on Open and Online Learning http://webws.gov.uk/docs/Publications/140402-online-digital-learning-working-group-en.pdf. The second part of the paper will consider the broader landscape of language support and promotion across Europe, and consider whether the proactive engagement with OERs exhibited by the University sector in Wales offers a suitable template for other language communities to follow. It will also seek to identify elements of best practice in other linguistic contexts that may be of relevance to Wales. The paper concludes that the nature of Open Education Resources are ideally suited for the development of resources in community, regional and smaller state languages, but to be successful a suitable institutional structure needs to be in place to support these resources and thus to ensure and assure the quality of the resources.
This project arose as a result of a call from the Research on Open Educational Resources for Development (ROER4D) programme to submit research proposals on the theme ‘Impact of OER in the developing regions of Asia and Sub-Saharan Africa’. The University of Cape Town (UCT) will launch its first phase of locally-created MOOCs in early 2015. Each individual MOOC has its own strategic goals that, to varying degrees, include the provision of open educational opportunities to engage participants in locally generated knowledge. The academic leads are committed in principle to producing their MOOCs as Open Educational Resources (OER), with the knowledge that most content will adhere to Smith’s ‘Access Levels 1-3’ [1], ranging from material that is free to read and view to material that is free to copy, download, share and redistribute to material that can be free for adaptation and derivation. As well as serving the needs of potential participants, the academic leads all intend that the OER they develop and use for their MOOCs will be repurposed in other courses both within the institution (e.g. postgraduate programs) and outside it (e.g. short courses). This has the potential of mainstreaming OER created for MOOCs within formal courses. The rationale for this study is to explore whether developing MOOCs - as a form of OER with a pedagogical design – has an impact on the quality and reuse of the course materials and whether there is an effect on the educators’ practices with respect to openness due to the necessity of developing open materials for a MOOC format. As Hodgkinson-Williams [2] notes, expansive pedagogical openness is required in order to copy, customise or combine OER. It is our premise that the creation of OER for integration in an open course will facilitate greater pedagogical openness and improve both the quality of OER and their reuse across different educational contexts, including the repurposing of the MOOC materials in closed or non-MOOC format courses and contexts. While this OER Impact Study is at an early stage, the MOOC production process will have been in operation for nine months by the time of the conference, and the research team will have created benchmarking instruments for accelerating educators’ intentions and attitudes to OER, openness and course design. The team has been working through the IP and licensing requirements imposed by the major platforms as well as course convenor preferences, and we will, through illustrative examples, show the practical implications of these factors for the creation of MOOCs as OER, as well consider how OER are being used in MOOCs. We will also be able to report some initial findings, on how and whether educators’ attitudes or pedagogic approaches have changed as a result of undergoing the course design process. [1] Smith, M. (2013). Ruminations on Research on Open Educational Resources. William and Flora Hewlett Foundation. Available online: http://www.hewlett.org/sites/default/files/OER%20Research%20paper% 20December%202013%20%28Marshall%20Smith%20_1%29.pdf; Hodgkinson-Williams, C. (2014) Degrees of ease: Adoption of OER, Open textbooks and MOOCs in the Global South. OER Asia Symposium Keynotes. Available online: http://www.slideshare.net/ROER4D/hodgkinson-williams-2014-oea-asia
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<tr>
<td>716</td>
<td>Rebecca Pitt</td>
<td>From theory to practice: can openness improve the quality of OER research?</td>
<td>Researching the impact of open educational resources (OER) in the open has been a core aim of the OER Research Hub project (OERRH) since it began at the end of 2012. But has this open approach to research improved the quality of our research on the impact of OER? This paper explores the ways in which open research practices have enabled us to improve the quality of our research. We have utilised a range of open research practices including: 1) &quot;Agile research&quot;; 2) ability to be responsive to feedback and continuously evaluate the way in which we work has led to positive adjustments to our own practice; 2) OERing our research instruments and all project outputs (inc. anonymised research data), allowing the use of our collaborative research and disseminating research results as-and-when they are available. This has encouraged feedback from our stakeholders, and enabled us to broaden and network our existing range of collaborators. 3) Sharing experiences and ideas through collaboration: our four-week course Open Research via School of Open (POPUS/creative commons) explored and reflected on our experiences of researching OER in the open. Beginning with an exploration of the theory and practice of open research, this course participants went on to actively explore the role of reflection in open research, what openness means in the dissemination of research findings and ethical considerations for open researchers. We will be reviewing the course during December 2014 and plan to develop future iterations of the course based on the participant and community feedback. In this paper the research team will reflect on our open research approaches and experiences of sharing these via School of Open. We ask: how can we improve OER research through openness? What worked and what didn't in our project? Which of our open practices did we change as the project progressed? And what benefits can openness bring to researching OER in particular?</td>
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<td>717</td>
<td>Beatriz de los Arcos</td>
<td>Building Understanding of Open Education: An Overview of the Impact of OER on Teaching and Learning</td>
<td>The true power of comparative research around the impact and use of open educational resources is only just being realised, largely through the work of the Hewlett-funded OER Research Hub. Since late 2012 the project has used a combination of surveys, interviews and focus groups to gather data about the use of OER by educators, formal learners and informal learners across the globe. This presentation will focus on the overall picture emerging from the project’s research to date, exploring key questions around OER use and attitudes. Areas that will be covered include: &quot;Who is using OER and in what ways?&quot;; &quot;What impact is OER having on teaching?&quot;; &quot;How do students enrolled in education programmes use OER?&quot;; &quot;What do we know about use of OER by informal learners?&quot;; &quot;Are OER improving access to education?&quot;. These findings are likely to be of interest to a wide range of OER stakeholders. Audience members are encouraged to share their reactions to the data and reflect on how it compares with their own experiences. OER Research Hub research instruments are available on an open license (CC-BY) so they can be reused and repurposed, and we encourage others to share results back to the overall data set to leverage the power of openness.</td>
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<td>718</td>
<td>Sian Edwards</td>
<td>Methrin myfyrwyd fel cynhyrchywr n rhywun fel student producer</td>
<td>This talk will chronicle the learning experience of the Learning Technology Team in Bangor University currently developing OERs with student content producers, including those working through the medium of Welsh. As part of the CADARN project the Learning Technology team in Bangor University is currently managing a number of OER development projects across the university in both Welsh and English. Bangor University has a very strong and established role in the development of Welsh language learning technology developing the initial Welsh Language Pack for Blackboard. In Bangor the CADARN Funding has been used not only to provide equipment but also to fund the employment of postgraduate students to develop the resources. A call will be out for CADARN project proposals in April 2014. Proposals were received of which 12 are currently in development. Another call for project proposals is due to go out after the Christmas Vacation. The working practice that is emerging from this project now involves a member of the Learning Technology team acting as project manager to each project, establishing a working practice with the student developer and the academic who made the initial proposal. The Learning Technology team member meets regularly with the project developer and the student, who may be a subject specialist with limited editing experience or who may be a student from our School of Creative Industries who has a wealth of editing and creative skills but no subject knowledge of the OER content. From the development perspective this is an interesting if slightly chaotic time! Finding suitable locations for equipment and spaces to record and edit has been an easy task, but this kind of issue is now starting to settle in. Setting realistic time frames for the project has also been challenging with staff initially underestimate the time that will take to develop the resource they have in mind when submitting the proposal. Getting staff and the student developers to embrace the use of Creative Commons Licenses is also taking some effort, but this project is helping the university to steer staff and students in that direction. From a Welsh medium perspective the OERs we develop in Bangor as part of this project are already making an impact in the contribution our staff make to the Open Educational Resources on the Coleg Cymraeg Cenedlaethol’s learning platform ‘Y Porth’. One of the initial Open Educational Resources projects to be completed will be a series of 7 short videos of students and lectures discussing their academic expectations. The Coleg Cymraeg Cenedlaethol’s digital library contains a wealth of open digital resources in a wide range of academic areas which can be shared by lecturers throughout Wales.</td>
<td>Open Education across Languages and Cultures</td>
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<td>719</td>
<td>Beatriz de los Arcos</td>
<td>Non-English speakersâ€™ use of OER: consumers or contributors?</td>
<td>The OER Research Hub (OERRH) is a project funded by the William and Flora Hewett Foundation to investigate the impact of OER on learning and teaching practices. Working internationally in collaboration with projects across the school (K-12), college, higher education and informal learning sectors, the OER Research Hub is building a network of evidence for and against eleven hypotheses relating to OER, in addition to establishing methods and instruments for broader engagement in researching the impact of openness on learning. Since 2013 the project has gathered survey data about the use of OER by educators, formal and informal learners. Out of the 6,000+ valid responses collected from 180 countries across the globe, 36% report a first spoken language other than English. It has been suggested that language barriers and cultural differences can cause a divide between consumers of OER and contributors to OER (Klemke et al., 2013; Rossini, 2010). In this presentation I will assess this proposition by exploring OERRH survey data in relation to non-English speakers’ use of, and attitudes towards OER. Reference: Klemke, R., Katz, M., Specht, M., &amp; Tamer, S. (2015). Open educational resources: Conversations in cyberspace. British Journal of Educational Technology, 41(6), 968-970. Rossini, C.A.A. (2010). Green-Paper: The State and educational resources: Conversations in cyberspace. British Journal of Educational Technology, 41(6), 968–970. Rossini, C.A.A. (2010). Green-Paper: The State and educational resources: Conversations in cyberspace. British Journal of Educational Technology, 41(6), 968–970.</td>
<td>Open Education across Languages and Cultures</td>
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The student-led Facebook groups: are open educational practices?

Currently, headline news for the open education movement often foregrounds the considerable cost-savings to be achieved by replacing paid-for textbooks with their no-cost open equivalent (e.g. Searle, 2014); however, this focus on institution-led creation and provision of open learning objects may be drowning attention from learner-led open educational practices (OEP) such as formal students’ development of and participation in study-related Facebook groups. Various studies (see Toss, 2013; Pander et al, 2014) have evaluated the impact of institution-led Facebook use within formal education. However, recently researchers have begun exploring learner-driven Facebook use (e.g. Dron and Anderson, 2014; Gardner, 2014; Kent and Leaver, 2014). Our study contributes to this development and stems from two stimuli: (1) our previous research into self-educating, online informal learning communities, conducted when developing the EU’s flagship initiative Opening Up Education (2011-2015) which identifies OER as a driver of Open Educational Practice (OEP) and Policy

Mainstreaming OER – policies, strategies or initiatives?

Although there are many policies for OER in individual HE institutions, both across Europe and worldwide, there are relatively few national or international policies related to open education which specifically identify OER. Many of the policies listed in the Creative Commons registry are either merely declarations of intent or policy statements that lack clear strategies for implementation; several of the policies listed there are either gathering dust or propositions for action at some future unspecified date. Furthermore, where national policies do exist (there are many examples from the US) their scope is largely limited to open access to publicly funded HE research. There is a general dearth of policies related to either the schools or VET (college) sectors. Whilst OER policies may be in relatively short supply, open education initiatives – often referring specifically to OER – are not. The POERUP (Policies for OER Uptake) research (1) has identified, catalogued and mapped over 500 OER initiatives, almost all of them active. A prime example is the EU’s flagship initiative Opening Up Education (2) which identifies OER as a driver of open education and lists a broad range of Key Transformative Actions for delivering this. In the years following the 2012 UNESCO Forum on Open Courseware, a small number of European national governments funded initiatives to promote the uptake of OER – notably the Netherlands with Wikiwijs (3), the UK with the Jisc OER programme (4) and Poland with the Digital book programme for schools (5). However, when the economic recession began to affect Europe in 2008 state funding started to dry up and, with the exception of the Polish programme, has not started to flow again. The UNESCO policy guidelines for the development of open access (6) have yet to bear much fruit in Europe. Even so, the POERUP research indicates that although state funding is limited or non-existent, many regional and institutional OER initiative have continued to develop ‘under the radar’. This presentation draws on this POERUP research and the POERUP overview of OER policies (7) and discusses the relative effectiveness of policies, strategies and initiatives in facilitating the mainstreaming of OER in the current political, social and economic climate in Europe. [1] See http://poerup.referata.com/wiki/Category:Open_Education_Initiatives[2] http://www.openeducationeurope.eu/eu/Initiative[3] https://www.google.co.uk/webhp?sourceid=chrome-instant&ie=UTF-8&client=firefox-b&ion=1&espv=2&ie=UTF-8&q=jisc%20open%20Learning[4] http://www.jisc.ac.uk/whatwedo/programmes/learning/or[5] http://commons.wikimedia.org/wiki/File:Digital_Schools-Programme_in_year-and-a-half(Institute)[6] http://www.unesco.org/en/infocenter/communications-and-information-resources/publications/publications/fulllistpolicy-guidelines-for-the-development-and-promotion-of-open-access[7] See http://poerup.referata.com/images/POERUP_D4_1_Overview_of_European_and_international_policies_relevant_for_the_uptake_of_OER_v1.0.pdf

Learners and Other Communities

Open Educational Practice (OEP) and Policy

Learners and Other Communities

Open Educational Practice (OEP) and Policy

Learners and Other Communities

Open Educational Practice (OEP) and Policy

Learners and Other Communities
I would like to give a 45 presentation on the process of creatively planning OERs. The role of Multi-Access Learning in Mainstreaming Open Education

Introduction

The early days of the open education movement, particularly in the pre-Web 2.0 era, appears to be sparcely documented. According to Wiley (2007, p.1), there is a lack of specific scholarly mention of open educational resources (OER) prior to 1994. To document a more robust history of the early OER movement, we will interview OER pioneers in an effort to preserve the evolutionary practices of the OER movement. In order to mainstream OER into the current landscape in Canada, various innovators are cited as the first to teach in open. Open Educational Practice (OEP) and Policy

Open Education in Colleges and Schools

Valerie Irvine

The Role of Multi-Access Learning in Mainstreaming Open Education

I would like to give a 45 minute presentation on the process of creatively planning OERs.

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Open Educational Practice (OEP) and Policy

Valerie Irvine

Creative OER Planning: Tricks & Techniques

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Open Educational Practice (OEP) and Policy

Valerie Irvine

Open Education in the 1990s: Revisiting the History of the Open Education Movement

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The early days of the open education movement, particularly in the pre-Web 2.0 era, appears to be sparcely documented. According to Wiley (2007, p.1), there is a lack of specific scholarly mention of open educational resources (OER) prior to 1994. To document a more robust history of the early OER movement, we will interview OER pioneers in an effort to preserve the evolutionary practices of the OER movement. In order to mainstream OER into the current landscape in Canada, various innovators are cited as the first to teach in open.

Open Educational Practice (OEP) and Policy
This paper concerns a pilot exploring the use of openly licensed content in secondary schools. Specifically it looks at the use of the Open University’s (OU) OpenScienceLab (OSL) in two remote rural schools in the West Highlands of Scotland. OSL is a series of online experiments openly licensed for anyone to use, they are about learning through experimentation, and are part of a wider OU interest in how to support and develop inquiry based learning at a distance (Scanlon 2013). This area is of particular relevance to Scottish schools, as the underlying pedagogy of Curriculum for Excellence (CfE) promotes interdisciplinary thinking and learning through inquiry (Author 2014). The idea of the pilot was to work on how “open content” might be used in schools to understand what openness might mean in and for educational practice. While our initial intention was simply to run these in schools after the first workshops it became apparent while the technical and licences were open and it was relatively clear how to do the experiments, people were uncertain how to use them in their educational practice. Emphasising the need to attend to Educational Practice as well as Openness in OER. The pilot took a participatory design approach (Sanders and Wasteland 2011; Mor et al 2012), to developing and supporting practices around the use of Open Educational Resources (OER) in classroom. Through a series of workshops and schools visits we looked to solve these problems from the classroom out, using the teachers experience to develop learning journeys that worked for teachers and pupils. With teachers we created a learning journey using the OUs free platform OpenLearnWorks to wrap the experiments in a mixture of existing and newly developed OER. Two journeys were created, these will be run in two locations with with two sets of teachers in December 2014. The paper will report on the outcomes for pupils and teachers of this final stage. In doing so it will reflect on the participatory design process, highlighting the practices developed to support the use of open content, drawing out broader conclusions might support the use open materials in the classroom. References: Author 2014; Mor, Y.; Walbidiungs, S. and Winters, H., (2012); Participatory pattern workshops: a methodology for open learning design inquiry. Research in Learning Technology, 20(3), http://www.research-in-learning-technology.net/index.php/rlt/article/view/1917 [accessed June 2013] Sanders, E. B. N., Wasteland, B. (2011); Experimenting, Exploring and Experimenting in and with Co-Design Spaces, Nordic Design Research Conference, http://www.maketools.com/articles-papers/Sander/Wasteland/Notes2011.pdf [accessed 17 June 2013] Scanlon, E. (2012) Open educational resources in support of science learning: tools for inquiry and observation. Distance Education, 33(2), 221-236. Word Count: 475

This poster will evidence the methods employed to connect learners and staff to the different types of training and open learning resources (OERs) provided by the OU. Beginning with an overview of the learning activities and training provided by the Learning Technology Team such as Best Practice Videos, Workshops, One-to-One sessions and Online Training Courses, the poster will move on to show the methods used to promote these OER opportunities from offline media (Posters, QR Codes) to online channels of communication (Twitter, Team Blog). The poster will give real-world examples of these methods of engagement across the University campuses and how they can be replicated in a wide-range of learning contexts and environments, including Student learning and Continuing Professional Development (CPD) for Staff.

What difference does openness make to ethics? This session will examine this question both from the perspective of research into OER and the use of open resources in teaching and learning. An outline of the nature and importance of ethics will be provided before the basic principles of research ethics are outlined through an examination of the guidance provided by National Institutes of Health (2014) and BERA (2014). The importance and foundation of institutional approval for OER research activities is reiterated with a focus on underlying principles that can also be applied openly. I argue that with a shift to informal (or extra-institutional) learning there is a risk that we lose some clarity over the nature and extent of our moral obligations when working outside institutional frameworks – especially with what Weller (2013) has termed “guerilla” research activity. But we might also speak of “guerilla” education for innovations taking place on the fringes of institutional activity – from using social media to going full-blown “sub-punk” (Groom, 2008). I show how the principles underlying traditional research ethics can be applied openly while noting that, whether working within or outside institutions, there is almost no existing guidance that explains the ethical implications of working openly. Similar issues are raised with MOOC, which operate outside institutions but while drawing on institutional reputations and values. With this in mind I briefly explore the moral dimensions of scenario we are likely to encounter in the future (e.g. privacy, security, big data and intellectual property) focusing on the implications of openness. I argue that, while models for ethical analysis have been proposed (e.g. AUTHOR, 2011; 2013; 2014) more attention should be paid to the ethics of being open. I conclude with an examination of the idea that we have a moral obligation to be open, contrasting prudential and ethical approaches to open education. At the heart of the OER movement, I argue, is a strong moral impulse that should be recognised and celebrated rather than considered the preserve of the ideologues: openness is not reducible to lowering the marginal cost of educational resources. Openness is a diverse spectrum and to leverage its true potential we need to reflect deeply on how media technologies continue to challenge the normative assumptions we make about education. AUTHOR (2011) (REDACED) AUTHOR (2013). (REDACED) AUTHOR. (2014). (REDACED) BERA (2014) Ethical guidelines for educational research. http://www.bera.ac.uk/researchers/resources-for-researchers Groom, J. (2008). “The Glass Bees”. http://bavatuesdays.com/the-glass-bees/ McAndrew, P. and AUTHOR, (2013). Open Educational Resources: Innovation, research and practice, Commonwealth of Learning, Athabasca University. https://oerknowledgecloud.org/insidehighered.com/blogs/sounding-board/ethics-moocs. Weller, M. (2011). The Digital Scholar: How Technology is Changing Academic Practice. Bloomsbury Academic/Weiler, M. (2013). “The Art Of Guerilla Research”. Available from http://magrondesign.typepad.co.uk/hsk_good_reason/2013/10/the-art-of-guerilla-research.html

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This paper reports on a study carried out from May to November 2014, as part of an investigation into institutional strategies used by European universities for opening up education, including the challenges and opportunities relating to the recognition of open learning achievements. The overall aim of the study was to support European policy development. The research team investigated institutional practices, attitudes and rationales for the types of recognition awarded for open learning, the factors that influenced decisions in this regard, and the contexts in which non-formal, open learning was recognised. Desk research was conducted to obtain an overview of which institutions and collaborative groupings of institutions throughout Europe are recognising open learning, and what mechanisms they are using for such recognition. This data was complemented by six in-depth interviews – two with MOOC teachers, two with MOOC learners, and two with employers/employer bodies that were beginning to recognise open learning for continuing professional development purposes. The following key themes emerged from the data gathered: Recognition is not a monolith, but rather, it manifests at several levels of formality, from badges/completion certificates up to verified certificates conferring ECTS credits. The aspect of open learning that has the greatest impact on formality of recognition is the nature of the assessment implemented. Critical factors in determining robustness of assessment are identity verification, real-time supervision during examinations (whether conducted online or face-to-face), and the inclusion of comprehensive information about both the course content and the assessment procedures on the certificate. Two other aspects of open learning have a significant impact on recognition – affordability of the assessment for learners, and learners’ eligibility for assessment and recognition. It was found that the MOOC providers that offer full recognition tend to either pass on the cost of the examination to the learners, or to only offer the examination and recognition to students enrolled on a programme at that institution. Based on these findings, a typology of recognition types was generated, in which open learning initiatives are represented in the form of a diamond-shaped radar graph, with format of recognition, robustness of assessment, affordability of assessment for learners and eligibility for assessment at each of the four points. A number of MOOCs and open learning initiatives were analysed using this tool, and the resultant models fell into six clusters of similar-shaped graphs. These clusters form the core of a new typology for recognition of open learning. It is anticipated that this typology will help academics and senior management in higher education institutions and employer bodies analyse their existing practices regarding recognition of open learning, comparing and contrasting them with those of other institutions, and to develop strategies for enhancing their recognition practices in the future.

Co-Curate is an AHRC funded cross-disciplinary project working with schools and community groups in the North of England, which combines use of Open licensed materials from museums and archives with informal community based practice. A participative Website has been developed to enable students to create ‘mashups’ of materials from existing Open collections and mix in their own materials to co-curate stories of the North East. The purpose of this presentation is to provide an overview of how we have used Open collections in both formal and informal educational contexts and to share our initial findings in relation to stakeholders knowledge and perceptions of both using and contributing Open licensed materials. The Website (https://co-curate.ncl.ac.uk/) builds on previous JISC-funded work with Dynamic Learning Maps, AHRC projects, and related OER innovation projects. Regular automated harvesting of selected collections, including license information are fed into the Website, including photographs, videos and other material via Europeana. Flickr and YouTube. These include collections from regional and national collections of museums, libraries and other sources; with historical photographs and video clips. The site currently includes over 20,000 resources and 1,000 topic pages. The system also allows participants to add additional resources from the Web or upload their own resources, with a choice of license options, including All Rights Reserved, but with the site currently set at CC BY-NC 2.0. The project team have worked with a diverse range of community and school groups. Levels of knowledge of copyright and licensing varied by group, but were generally low. Groups were almost universally keen to use Openly Licensed from collections but some were reluctant to make their materials Openly Licensed, or in some cases even publicly accessible. On the other hand some groups were keen on Open Access from the onset. In both cases issues around copyright and licenses were a major component of ongoing discussion with groups as part of the co-curation process. Schools are involved in a range of co-curating activities, with varying use of the Website. An ongoing large-scale pilot with a High School integrates use of the Website as a part of a scheme of work over several weeks culminating in the students giving an exhibition in a prominent regional gallery. This included work to use the photographs, videos and other resources and to create pages and add new resources. Much of this can be loosely classed as ‘enquiry-based-learning’ but there are also sessions of unstructured ‘self-organised learning’. In relation to Open Access we will report on student and teachers’ use of resources and perceptions of OER, when using resources on the Website. The educational value of granular OA materials (in contrast to large structured OERs) will be of interest in these pedagogical contexts. Co-Curate is an innovative project using OA materials in a range of educational and cultural settings. Learning from the project in relation to technical and pedagogic use of OA and perceptions of OA will be shared and participants will be able to access Co-Curate at the OER15 conference.

Massive open online courses (MOocs) have been in very short order both a revolutionary educational paradigm for 21st century and a grave disappointment. In late 2012 the New York Times was declaring "The Year of the MOOC" (Pappano 2012) whilst a year later Sebastian Thrun described as "the godfather of the MOOC" was declaring them to be "a lousy product" (Chaffin 2013). Among the concerns levelled at MOOCs are that they: Cater largely to middle-class people educated to degree level so they are 'preaching to the converted' rather than attracting those new to higher education. (Emmanu 2013) - Have huge drop-out rates – a recent estimate was an average of 69.5% completed the course (Jordan 2014) - Encourage passive learning that is not translated into change (Littlejohn 2014) A new FutureLearn Mooc which will run in September 2015 aims to address these issues head on. A collaboration between a University Library Service and an academic team in healthcare, the Mooc will be developed with input and advice from potential users via Patient and Public Involvement (PPI) initiatives and will incorporate ways in which participants can get involved in projects during and after the course. A research project will run alongside to provide evidence related to the development and results from those who enrol in the course. References: Max Chaffin. 2013. Udacity’s Sebastian Thrun. Godfather Of Free Online Education. Changes Course. Fast Company November. http://www.fastcompany.com/3021473/udacity-sebastian-thrun-uphill-Thrun-Godfather-Of-Free-Online-Education Alison Littlejohn 2014. Professional Learning through Massive Open Online Courses. http://littlebylittlejohn.com/professional-learning-in-moocs Laura Pappano. The Year of the Mooc. New York Times 2 November 2012
Terry McAndrew

Creating OER and embedding Open Practice - identifying challenges and achievements for change.

OER15 offers an opportunity to tackle major issues for OER directly by the practitioners working in the domain. This workshop will address the problems in creating and embedding OER and Practices on behalf of various disciplines within Higher Education and agree targets for the short to long term. We are in a significantly constrained funding environment and are likely to be so for a considerable time yet, and yet the effective exchange of Open Educational Resources and Open Practice still falls to be recognised by the Higher Education system for its full potential. Why is this? Are the barriers that exist ones of our own making and are we still carrying them forward with us in our various roles? What can be done from the perspective of these roles, (including students) within Higher Education to establish the continuous development of OER that are needed and valued by the disciplines themselves. We already have all the technologies available to do this so it is becoming more likely that it is the development, adoption and adaption activities that are where the remaining challenges lie. This workshop will refine these issues to agree the agenda forward by practitioners. It will also draw upon the findings and issues raised by collection of 57 projects from the Higher Education Academy’s Digital Literacy in the Disciplines programme (2013–14) and the related Digital Literacy components of the HEA’s Changing the Learning Landscape workshops, in addition to the wider recent OER programme. Delegates will be required to work from both a discipline and their role perspective to agree a model change programme that challenges the modern traditions of digital development to design a better solution rather than let one evolve wastefully. It has often been said that significant change follows a grief-like process which is why it is so difficult to go through it. The HEA has had significant experience with working with Higher Education Providers' change programmes and a selection of these tools will be utilised within the workshop. By giving practitioners time with range of change resources they may be better equipped to take a lead to give OER space to develop differently within their own institution.

References

Tharmlda Liyanage

Massive Open Online Courses and Sustainability

Massive Open Online Courses (MOOCs) have become very popular with millions of users from around the world registered with platforms offering hundreds of universities offering MOOCs. However, sustainability of MOOCs is a pressing concern as MOOCs incur up-front creation costs, maintenance costs to keep content relevant and on-going support costs to provide facilitation while a course is being run. At present, charging a fee for certification (for example Coursera Signature Track and FutureLearn Statement of Completion) seems a popular business model. The authors discuss other possible business models and their pros and cons. Some business models discussed here are: Freemium model – providing content freely but charging for premium services such as course support, tutoring and provisional exams; Sponsorships – courses can be created in collaboration with industry where industry sponsorships are used to cover the costs of course production and offering; For example Teaching Computing course was offered by the University of EastAnglia on the FutureLearn platform with the sponsorship from British Telecom while the UK Government sponsored the course introduction to Cyber Security offered by the Open University on FutureLearn. Initiatives and Grants – The government, EU commission or corporations could commission the creation of courses through grants and initiatives according to the skills gap identified for the economy. For example, the UK Government’s National Cyber Security Programme has supported a course on Cyber Security. Similar initiatives could also provide funding to support relevant course development and offering.

Drawing on recent evidence, this workshop will address the issues and options for MOOCs sustainability. It will also seek to identify potential business models that may entail exploring the relationship between the principles and practices of Open Educational Practice and Policy.

References

Raising institutional capacity to work with OER: Are we pushing at an open door?

There is a steadily accumulating body of evidence that the best use of OER at organisational level is enabled by staff who are both aware and capable. However, the pathway to this goal is not always clear: the levels of skills at producing and using OER are highly variable within institutions and across the sector. A number of approaches to staff development in this area have been adopted, involving a range of staff roles including teaching staff, and in supporting roles from libraries, IT departments, and learning technologies. It is early days yet, but some useful models of good practice are emerging, both from specific funded projects, and also from cohesive institutional initiatives. At the same time, some barriers to change are emerging. We have heard much in the past about an apparent reluctance to share ideas and resources, and also about restrictive policies on copyright ownership: however, a more complex picture is now emerging, together with a more mature attitude to the benefits of open practice. This change has been supported (and perhaps also stimulated) by the work of JISC, and also the interest of the devolved governments in Scotland and Wales. It may be that the time has been better for those of us who wish to raise awareness of OER, and to build capacity to work in open ways. We will discuss some of the common features of some successful approaches, and consider whether these can be formalised into specific critical success factors. In the course of our analysis, we will also consider the importance of the wider environment. In this context, we will address questions such as: Are robust national and institutional policies necessary for success? Do professional online communities help to support open practice?

Promise of OER - Opening Educational Practices in Scotland

Open Educational Resources (OER) have the potential to open up new possibilities for widening access to education, however, the evidence to date shows this has not been achieved at any significant scale. Opening Educational Practices in Scotland (OEPS) is a new three-year project funded by the Scottish Funding council (www.openedup.org). The project, led by the OU in Scotland, involves the whole Scottish Higher Education Sector. It will draw on and expand existing pockets of good practice and encourage stronger collaboration between Higher Education, Further Education, organisations and communities in Scotland to realise the benefits of OER. It will support develop and open education, evaluating their role in supporting widening participation and transitions between different phases of the learning journey. The poster draws on existing examples of open practice in the broad sense to explore the shift in narrative focus as the OER movement matures from enabling content to be open to consider what open content enables. Using examples of work conducted in Scotland it looks at how OEP informs approaches to development with organisations in the workplace and community settings, extending what openness means, to consider how it informs the notion of the “expert” in collaborative content development, and looking at how teachers have employed participatory design approaches to the design of learning journeys. We suggest this sense of openness has the potential to: provide a variety of pathways from informal to formal learning, widen participation in education, provide opportunities for learners to access a broader curriculum and relevant skills development, reduce duplication and costs through creating a culture of collaborative development and reuse across the sector. The poster also looks at how the project will enable these open educational practices through fostering developments within a peer support network, specifically through the development of a new online portal for OEP in Scotland, outreach and awareness raising activities.

A federate reference structure in an open informational ecosystem

It can be considered as one of the advantages that the production and distribution of learning materials is much easier in the digital world. The OER movement has established over the past years. In order to develop this ecosystem not only of the German educational system, where a variety of ROERs (Muuß-Merholz & Schaumburg, 2014) are regarded as appropriate tools to foster (McGreal et al., 2013) the awareness for OER (UNESCO, 2012). However, this reflects only the perspective of publishers and not of an (inter) national educational system. If resources are open the different metadata created by authors, editors and users, or even aggregated automatically should be open as well and accessible from different places. Furthermore, collecting descriptions, peer-reviews, ratings and other metadata independent from the resource adds to quality assurance and transparency and to informational autonomy of the user. So far we have described the main idea of an open ecosystem and the benefit of joining metadata created by different users. As a next step we suggest a federate system of OER reference systems to connect resources and metadata across ROERs. The paper will describe a federate ecosystem for OER using the example of the German educational system, where a variety of ROERs (Muuß-Merholz & Schaumburg, 2014) and reference platforms (Kühnierz et al., 2012) have been established over the past years. In order to develop this ecosystem not only metadata standards are necessary, but also open APIs to exchange information. In conclusion, it is essential that all relevant stakeholders agree on one transparent policy that they develop collaboratively. References: Atenas, J., & Havemann, L. (2014). Questions of quality in repositories of open educational resources: a literature review. Research in Learning Technology, 22(0). Conole, G., & Alevizou, P. (2010). A literature review of the use of Web 2.0 tools in Higher Education: A report commissioned by the Higher Education. Milton Keynes, OK: Open University. Kühnierz, A., Martin, R., Ophoven, B., Bamsey, D., & others. (2012). Der Deutsche Bildungsraer-Internet-Ressourcen für Bildungspraktiken, Bildungsverwaltung und Bildungsforschung. Bildungswissenschaft, 23(44), 23–31. McDeal, R., Knuth, W. & Marshall, B., eds. (2013) Open Educational Resources? Innovation, Research and Practice, UNESCO, Commonwealth of Learning and Athabasca University, Atahbasca. Muuß-Merholz, J., & Schaumburg, F. (2014). Open Educational Resources (OER) für Schulen in Deutschland 2014: Whitespaper zu Grundlagen, Akteuren und Entwicklungen. Internet & Gesellschaft Collaboratory, UNESCO (2012): Paris OER Declaration. Retrieved February 10, 2014, from: http://www.unesco.de/oer-faq.html
739 Matina Law

**Why and how the OU provides free learning**

This poster will show how and why the OU provides free learning via its OpenLearn and OpenLearn Works platforms as well as other third-party channels and how it continues to innovate to reach potential learners. The OU ensures it provides about 5% of its course materials as free open educational content every year. It does this because informal learning is part of the OU’s Royal Charter: “Advancement and dissemination of learning and knowledge … to promote the general wellbeing of the community.” In the beginning the OU shared course materials via its broadcast partnership with the BBC, however in recent years it has broadened the channels and platforms where OU free content is available to allow learners greater flexibility and help them develop new approaches to learning.

Badged Open Courses (BOCs) are the new innovation offered via OpenLearn, they differ from MOOCs because they are perpetual, enabling students to return at any time to refresh their knowledge. The BOCs give users a consistent and coherent approach by providing structure to clusters of OER and complement the extensive growing portfolio of OER on OpenLearn. OpenLearn contains over 12,000 study hours of material in 12 subject areas and has received over 34 million visitors since it was launched in 2006. Informal learners can get a taste of what formal study is like by trying the adapted course extracts on OpenLearn, which helps them discover the right subject area for their needs and builds their confidence as they learn. Users mainly discover OpenLearn via the call to action in BBC/OU co-productions and via Google searches. The OU now syndicates free content to other third-party platforms such as iTunes U, YouTube, Articulate, GooglePlay and Biblio. This means that users have a choice of how to access OU free materials online and can participate in discussions via social media tools offered by the various OpenLearn Works as the sister platform to OpenLearn and enables users to create, upload and share their own OER materials on an OU-hosted platform. The platform is currently undertaking further development to support communities and organisations make the most of OER and discover good open education practices. The developments will improve search functionality and user profiles, support alternative formats and badging and make OpenLearn Works interoperable with other platforms and technologies. Reference OU Royal Charter http://www.open.ac.uk/aboutdocumental/about-university-charter.pdf

**Open Educational Practice (OEP) and Policy**

740 Martin Hawksey

**Twitter in open education: Using Google Sheets for the archiving and analysis of course discussion**

Open education increasingly removes the constraint of a single physical and virtual for learners and educators to come together and learn. One of the challenges with distributed education is making learners and teachers to achieve educational awareness of those who may be active in the community. Other studies have explored a diversity of tools and services to support open education course (Fini, 2009 & Author, 2012). One such tool which is regularly used as part of the mainstreaming of open education is the micro-blogging service Twitter. There are a number of features of Twitter which make it a natural fit for establishing both informal and formal communication between student cohorts and between instructors/staff and students. As Ross et al. (2011) highlights this user centred approach “allows anyone to become an active participant in the conversation”. Whilst Twitter will never have ubiquity within open education it could be argued that it provides a sample of activity useful to signpost to others resources, options and other connections. But while connections may persist, the resources and ideas which led to them may prove to be ephemeral. In practice, the methods of archiving these may be chosen by individuals on an ad hoc basis, but could equally be more systematic, and shared. Equally Twitter could be argued to provide insight into negative aspects of a learning experience such as disconnection or discontent. A common challenge faced by people trying to gain actionable insight from Twitter is access to the data. Whilst other services can provide access to historic data from Twitter, Twitter itself only makes data available for analysis for the previous 7 days. The conversation from Twitter is often depicted as linear timeline when in fact there are many threaded and overlapping discussions. In this presentation we expand on a number of techniques for the collection and analysis of data from Twitter and in particular the development and use of the Twitter Archiving Google Sheet (TAGS) and supplemental visualisation tool TAGSExplorer. As part of this we will highlight some of the 120 metadata elements associated with a tweet such as: in reply to; the sender’s profile information, location, friend/followers counts, biography. We will also highlight the limitations of data collection techniques around hashtag communities, and application of other tools for further analysis and insight. To contextualise this we will highlight how the TAGS tool has been used in a number of open educational contexts (Reference Fini, A. (2009). The technological dimension of a massive open online course: The case of the CCK08 course tools. The International Review of Research in Open and Distance Learning, 10(5). Author, 2012). One such tool which is regularly used as part of the developments will improve search functionality and user profiles, support alternative formats and badging and make OpenLearn Works interoperable with other platforms and technologies. Reference OU Royal Charter http://www.open.ac.uk/aboutdocumental/about-university-charter.pdf

**Open Courses**

741 Simon Horrocks

**Developing a bilingual OER portal: the case of OpenLearn Cymru**

OpenLearn Cymru has been developed to provide access to Open Education Resources that have particular relevance to Wales. The portal has strong links to OpenLearn, but provides content in both Welsh and English. OpenLearn Cymru now offers a platform for the Open University and partners from higher education and others sectors to create and deploy OER that meet the specific linguistic and educational needs of learners in Wales and/or those interested about Wales. This presentation will provide an overview of the context and rationale for developing a bilingual OER portal for Wales -the practicalities of planning and building OpenLearn Cymru as a bilingual site, the opportunities for further development of OpenLearn Cymru. In this talk, members of the planning and production team for OpenLearn Cymru will reflect on the particular considerations and challenges that came with developing a bilingual site for OER. These included: technical solutions needed to create the portal within the Moodle-based OpenLearn Works platform with team members including academic and technical developers, many of whom with limited or no Welsh language skills making editorial decisions about what content to include to meet the needs of various learner groups. Decision making and how to translate existing content from English into Welsh or when to develop bespoke content in Welsh.

**Open Education across Languages and Cultures**

742 Hannah Pudner

**Connecting learners and communities in Wales to Open Education Resources**

If we wish to connect people and communities with open education resources (OER), especially those farthest removed from learning, simply putting the OER out in the other might not be enough. Deliberate and proactive steps need to be taken to make these connections, bringing people and learning opportunities together. Through various widening access initiatives we are using OER content to reach out to non-traditional learners and help them start a learning journey, which for some results in accredited learning and formal qualifications. We use our OER content to enable people to gain an insight into higher education study. “Explore subject areas” text which level of entry is appropriate for them. Undertake study skills. This interactive workshop will use a mixture of presentation, discussion and practice to look at the three main initiatives in Wales building learner engagement around OER. Pathways to Success helps learner navigate through OER offering, providing a structured route appropriate to their level of prior education, in a subject area of interest to them. Openlearn Champions focus on upskilling knowledge and understanding of OER in the wider community, encouraging the promotion of its use in a variety of settings including libraries, the workplace and schools. Employer and workforce engagement offers OER as a resource for employers, particularly for employees those with no or lower level skills, partially as CPD for their employees but also as a way of encouraging personal development, leading onto more formal learning.

**Learners and Other Communities**
Recent years have seen significant progress made in the creation and sharing of Open Educational Resources. It remains a struggle to foster open online educational experiences, particularly in resource-constrained environments. Choosing and supporting tools, convincing peers and partners to take risks – these are all as difficult to do now as ever. At times, the current discourse around learning environments seems to have hardened between the provision of centrally-managed and rigidly controlled systems, and the wide-open “personal cyberinfrastructure” approach. The intent of this session is to foster a discussion to address these tensions. From the lens of a smallish open online university in Canada, a few ongoing developments will be surveyed, such as the Reclaim/Domain of One’s Own movement, Connected Courses, and the course framework for the OERu network. It will also propose and hopefully demonstrate an approach to simple, discrete, task-oriented open tools intended to provide an inviting on-ramp to open practice, to minimize support needs, and to work around concerns of student privacy and data collection. It is hoped that discussing these developments might lead to a set of principles, suggestions and warnings to guide the future development of convivial, publicly-engaged and learning-centred online spaces.
746 Laia Canals and Li Yuan

Building startup Europe, one MOOC at a time. MOOCs and OERs for web talent. Acknowledgement and fit-for-purpose

The EC has highlighted the potential of web and mobile startups to boost economic growth and well-being in Europe. Yet this potential is threatened by a predicted shortage of over a million skilled workers. The MOOCs for web talent network was initiated by the EC’s Startup Europe initiative to address this challenge. During 2014, the network has run webinars, conducted desk research, and collected survey data from employers, employees and MOOC providers, connected a workshop at EC TEL 2014, and a stakeholder meeting adjacent to Slush in Helsinki. The aim of this hybrid event is to share the findings of our work and open up the network to a wider community. Web and mobile technologies is developing at an accelerating pace. To keep up with these changes, workers and potential workers from the ad tech ecosystem need to constantly update their skills. MOOCs offer a valuable mechanism for addressing this challenge. MOOCs are an important means to address the shortage in web talent - but as part of an ecosystem which includes free and paid courses, self-paced learning resources, learning communities (e.g open source communities), and formal education providers. In order to create sustainable and effective MOOCs for web talent, which address the real needs of web and mobile entrepreneurs, industry, educational providers and MOOC platforms need to collaborate in dynamic and agile partnerships. Web entrepreneurs and their current and potential employees need hands-on learning experiences, grounded in real-life problems - not abstract, passive learning experiences. In order to provide such experiences, providers need to work closely with learning pedagogy experts and industry partners. However, MOOCs using professional software development environments to provide hands-on experience to participants have encountered various challenges mainly owing to the varied levels of digital literacy among participants. Employers (and potential employers) need mechanisms for validating the quality of MOOCs and other learning opportunities, and verifying the knowledge of participants. This could be provided by formal credit systems (e.g. ECTS), but also by portfolios and community credits (e.g. stackoverflow badges). We will set up an online discussion forum where we will share the outcomes from the network’s activities so far. We will facilitate and curate an online discussion around the emerging themes. At the OER15, we will conduct a live panel which would draw on and summarise the online discussion. This panel will be attended in person by several conference contributors. Through this panel, we will also be able to reach a broad audience and to address the discussion questions with greater depth.

747 Kathryn Audcher

Opening OER to more students through computer supported peer tutoring

In this session we report on the design of PyTutor, an Open Education Resource (OER) for studying computer science (CS) online. PyTutor, a web-based learning platform, is open across several dimensions: its code is released under a Free Software license and hosted publicly on GitHub; CS tasks and solutions, as in a wiki, can be modified by all users, and are released with a Creative Commons license; and, when the code opens to the public, it will be free of charge. Further, PyTutor is a design experiment in ways peer tutoring fosters open learning. The computational thinking movement makes strong arguments for teaching computer science to wider audiences grown in importance in recent years (Grover & Pea, 2013), and CS has been a real area for MOOCs and other OER. Yet, informal online learning, and MOOCs specifically, have already been harshly criticized for their poor record of supporting struggling students and attracting non-traditional students. This problem is confirmed in CS, where traditional classes face similar concerns. We believe that well designed support for peer tutoring can address this problem. PyTutor incorporates social media functionality to engage students and create a community of peer-learners. Artificial intelligence (AI) “tutoring” has shown success in teaching CS novices. Typically, learners work through programming challenges. Errors are remediating using “intelligent” or “cognitive” tutoring algorithms (Anderson & Reiser, 1985; Deansmair & Baker, 2012), offering just-in-time learning. PyTutor’s support comes from peer tutoring rather than AI. PyTutor’s users connect through a Facebook-like social network. When facing a difficult problem, users can send a help request to their social network, or post a site-wide request for help. A friend then contacts them through in-site tools (e.g. chat) or 3rd party means (e.g. Skype). Peer tutoring has benefits for tutors and learners (Crouch & Mazur, 2001) and may offer scalable, sustainable alternatives to AI-based tutoring for OER. PyTutor engages a wide pool of users in designing the learning experiences. The processes of collaborative content development and peer learning make PyTutor a supportive and adaptable tool for a variety of already existing resources, including traditional courses, MOOCs, and other online programs of study. In this way, PyTutor acts as a valuable crossroad for sharing learning experiences, external texts, and varied interpretations in a contextualized network. References Anderson, J. R., & Reiser, B. J. (1985). The LISP tutor: it approaches the effectiveness of a human tutor. BYTE, 10(4), 159–175. Deansmair, M. C., & Baker, R. (2012). A review of recent advances in learner and skill modeling in intelligent learning environments. User Modeling and User-Adapted Interaction, 22(1-2), 9–38. Grover, S., & Pea, R. (2013). Computational Thinking in K-12: A Review of the State of the Field. Educational Researcher, 42(1), 38–43. doi: 10.3102/0013189112460305 Crouch, C. H., & Mazur, E. (2001). Peer instruction: Ten years of experience and results. American Journal of Physics, 69 (9), 970–977. Topping, K. J. (1996). The Effectiveness of Peer Tutoring in Further and Higher Education: A Typology and Review of the Literature. Higher Education, 32(3), 321–345.

748 Li Yuan

Building partnership for international education through open courses

International education has gained public attention as one result of the rapid development of MOOCs which promise to expand universities’ market reach and promote the globalisation of their higher education agenda. In response to this new development, higher education institutions need to assess, prepare and adapt their global engagement strategies to the new opportunities presented by MOOCs and other forms of open online learning. The challenges are how open courses and MOOCs can be used effectively to help UK universities to develop their brand internationally and to expand their international market strategically. In this light talk, we will talk at the Web Science MOOC created by the university of Southampton which has been integrated into a computer science course by Beijing Normal University. 87 first year undergraduate students who are studying an introduction to computer science have registered on the Web Science MOOC on FutureLearn. In addition to attending lectures offered by their own university, they also watch videos online and discuss the learning material with their peers and the local tutors face to face during the MOOC study. Online seminars are delivered by academics from University of Southampton. Online interactions and assessment are provided by the local tutor on Wolearn, a China based open learning platform, during the MOOC study. Some findings from a survey of students, educators and project partners involved in this course will be presented. This case study shows how MOOCs may offer a low-cost, flexible alternative for global students, who choose to study in universities in their home countries in order to gain an international education or experience online. These students could begin with some MOOCs that can be integrated into their own university curriculum to gain credits through a blended learning approach. Potentially these courses can help UK universities to market their higher degree programmes and recruit new students who are better prepared to study on-campus in the UK or through fully online degrees without leaving their own countries. This experiment helps UK universities to rethink how MOOCs and open courses be used to help institutions explore new paths and models for affordable, flexible and effective international education through online or blended provision and how to better market their courses to potential students through partnerships with Chinese universities.
749  
Paul Bacsich  
Policy development to support OER in Wales  
The POERUP project “Policies for OER Uptake”, running from late 2011 to mid 2014, had a substantial focus on policy development – covering six countries in Europe. For the UK, three papers were developed: for Wales, Scotland and England. Each home nation posed particular challenges: in Wales there was an emerging policy; in Scotland there was an informal policy grouping but no actual policy and little activity; in England there was or had been much policy activity and several policy-related reports but no actual policies. This paper, covering OER (and related) policy options for HE, FE and schools, aims to demonstrate the methodology used and provide some conclusions to view from some months after the end of the POERUP project. Wales was in many ways the most interesting and challenging of the home nations considered because of the existence of overreaching policies on online learning yet with the emergence of national OER or MOOC-specific policies while the POERUP team were writing policies. Wales is also around the size of many of the smaller member states of the EU, making it of great interest to both the “small states” and “less used languages” agendas in the EU. Our approach was to use the EU multi-sector (HE, FE and schools) policy framework developed by POERUP (see http://p0erp.referrals.co.uk/Policies) as a “template”, but viewed through the lens of the ongoing national approach. We based our recommendations on existing Wales national policy documents and reports – in particular HECFW (2008, 2011) and ODLWIG (2014), extending their scope and depth, with the aim of proposing POERUP policy frameworks compatible "extension" as possible next steps for national policy. Particular thanks are due to JISC RSC Wales, members of the HEW OER group and the University of South Wales. Selected references HECFW (2008): Enhancing Learning and Teaching through Technology: a Strategy for Higher Education in Wales, HECFW; April 2008. HECFW (2011): Enhancing Learning and Teaching through Technology: rethinking the strategy; HECFW, September 2011. Online Digital Learning Working Group (2014). Open and online: Wales, higher education, and emerging models of learning. March 2014.

750  
Jan Neumann  
Introduction to the OER World Map Project  
Since several years there has been a discussion about "OER mapping" within the open education community. As an early milestone Susan D’Antoni presented her vision of an OER World Map at the 2012 UNESCO OER World Congress in Paris. 2013. The William and Flora Hewlett Foundation decided to fund an OER World Map project existing of two phases. After three prototypes were developed in phase I by the Institute of Knowledge Management in Education (ISKME), the Finnish Ministry of Education and Culture, and the University Library of Stavanger (Norway), a decision was made to launch the project. As an introduction to the workshop the main features of the planned world map could be used to build many other services which suit the faster development of the OER community as well as a better dissemination of its contents. Besides the visualization in form of an geographic map the project aims to develop several other applications such as a search module for OER actors, profile pages for persons, institutions, projects and services, a statistics module as well as a calendar and a timeline. Going even further, an open API will be developed, so that the data can be easily reused by others and become the foundation of a rich and flourishing ecosystem of applications. A special challenge will be to install sustainable exiting processes, which guarantee the actuality of the data at all times as well as its quality. In order to do so the World Map project will use a hybrid process, which allows every member of the OER community to input data while at the same time reuse relevant data collected by projects and institutions like the POERUP project, UNESCO’s W3C Knowledge Community, the Open Education Consortium and many others ("OER data curation projects"). To achieve fast growth, an "OER-World-Map-Edit-A-Ton" will be started to engage the OER community in collecting data as complete as possible. In order to do so a network of national champions will be developed which take care of the data collection in their countries. As an introduction to the workshop the main features of the planned system as well as an initial version of it will be presented. The workshop aims at discussing critical question (What kind of data should be included?) Should the scope of the project be limited to OER or should it include other open approaches like OA as well? What applications should be developed? How can the participation by the community be achieved? as well as at collecting use cases which can be used to develop the system according to the needs of the OER community.

751  
Alex Tarkowski  
Landscape of OER Projects and Policies for primary and secondary education in Europe  
The launch of the "Opening Up Education" initiative of the European Commission in 2013 has been commonly seen as a milestone for the development of the Open Educational Resources (OER) movement in Europe. The initiative includes OER as one of the four key "areas" of policy intervention. At the same time, the document has been criticised for "boxed in" standards and definitions of OER. Nevertheless, and even taking into account Commisssion’s lack of influence over educational systems of member states, this is an important development. At the same time, a range of OER projects and policy initiatives have been developing over the last several years in a range of states both within the European Union and just beyond its borders. The goal of the presentation is to present this varied landscape of initiatives, together with a framework for mapping these developments. It is based on a review of European initiatives that went beyond OER-focused projects to include a range of digital repertoires and textbook initiatives, targeted at primary and secondary education. Furthermore, national textbook production and financing models have been analysed as an important point of reference - since textbooks have been for decades the dominating form of educational resources used. The review has been based on a literature review, online desk research, interviews and questionnaire distributed among national experts. I will argue in the presentation that while we still lack significant policies in support of OER in Europe, a range of projects has been developing and making them available at a scale that can have significant impact on respective educational systems. In my talk I will present following types of projects: content repostiories (such as Belarus KlaeComert or Norwegian NDLA); open digital textbooks (such as Polish e-pedagogic project or French Seamans and Le Livre Scolaire publishers) and Coalitions building support for OERs (such as Polish ROED or Slovenian Opening Up Slovenia). I will argue that these different types of projects should be treated, optimally, as parts of a complex ecosystem that supports OER development in member states. The development of such an ecosystem should be the goal of policy work both in member states and at the European level.

752  
Catherine Cronin  
Navigating the boundary between formal and informal learning in higher education  
This lightning talk will report on ongoing research in the area of open networked learning in higher education. The core question of the research project is: How can academic staff in higher education support students in bridging the divide between higher formal and informal learning? For our students, to be in higher education is to learn in two worlds, the world of informal learning and the predominantly closed learning spaces of the institution. As networked individuals, students need to develop digital literacy skills and understand the affordances of social media and other digital environments. Open networked education enables them to form social connections, but also to engage in community, civic, and political activity, and to comment, create, and share in interest-driven networks – i.e. to engage in connected learning (Ito, et al, 2013). Yet discussions between students and staff about students’ informal learning practices, networks, and tools (e.g. use of Google, YouTube, Facebook, and more) rarely take place (White, et al, 2014). In general, students experience a dissonance between their experiences of formal, institutional learning and their broader experiences of open online culture and networked learning. This short talk will report on preliminary findings of this project as well as plans for the next stage of research. Reference: 3. M. Gutierrez, K. Livingstone, S., Penuel, B., Rhodes, J., Salmon, K., Schor, J., Selwoman, J. & Watkins, S.C. (2013). Connected learning: an agenda for research and design. Digital Media and Learning Research Hub. Irvine, CA: USA. White, D.; Corneway, L.S.; Lencina, D.; Hood, E.M. & Voss, C. (2014). Evaluating digital services: A digital visitors and residents approach. JISC InfoNet.
This presentation describes the approach taken by an externally-funded series of analytic projects in OER to "solve" the requirement, first posed by UNESCO in 2013 (ID: A R; 2013); later taken up by the Hewlett Foundation (2013), of geographic mapping of OER initiatives, policies and other related entities. There are of course several such "solutions", all with their strengths and weaknesses. The presentation will consider the decisions taken on technology, databases, mapping and user interfaces, looking both at the distribution and the collection aspects. For the means of both widespread distribution and collection the particular solution eventually decided on, after several trials of other technologies (which will be summarised) was the use of semantic wikis, specifically SemanticMediaWiki, with the Semantic Maps extensions. This toolkit has the advantage of being both widely available (either via service providers or as an institution-installable software suite) and very similar in approach to Wikipedia and WikiEducator, thus familiar to a large community of educators. In this paper, we make it a wise choice for OER projects. For the curricula aspects, requiring painstaking editing of metadata, it became clear that the use of spreadsheet software (be it Excel or open source) offered the best trade-offs, having an easy learning curve for many educational users yet being powerful enough to use to curate and then load even a "large" database of OER initiatives. (In the world of OER initiatives, 1000 is a large database, in the wider world of open access, 5001 is a large database. Both numbers are in fact quite modest in terms of modern spreadsheets and databases.) Selection of relevant fields for the database was a key aspect, requiring many tactical decisions. For example, it is relatively easy to agree on a standard list of countries, but when it comes to regions and subregions there is much less stability, a fact which North Americans find challenging, used as they are to years of instability in state/province boundaries and even county boundaries. Language, educational levels, and subject taxonomies all require careful handling if we required the curation is expected to be done by the generality of the educational OER community rather than a cadre of information scientists. On the rendering of maps there are many issues to consider, including pin clustering (an institution may have several OER initiatives with effectively the same "pin") and "how far can pins take you: what is new needed?" Linked Open Data is increasingly important and the decisions will also be reviewed. The presentation will conclude with an overview of the main OER mapping solutions existing in early 2015. Selected references (recent ones removed) D'Antoni, S. (2013); A world focus of Open Educational Resources: Can the global OER community design and build it together? Summary report of an international conversation: 12-30 November 2012. Available at https://oerworldwidecollab.org/?q=content/world-map-open-educational-resources-initiatives-can-global-en-community-design-and-build-Hewlett-Foundation (2013); Launching the development of an OER World Map. Phase 1. RFP released 15 November 2013. Available at https://rocs.google.com/ fh/web/0PQFphMC4ZTYvU10Q5Q&ei=KMAI. This conference is an example of an "international conversation" on Mainstreaming Open Education, eMundus offers insight into patterns of policy and practice to help educators move over the "gap" toward mainstreaming both open practice and collaboration. eMundus Project (2014) "Welcome to eMundus," eMundus Project Website. [Online] Available from: http://www.emundus-project.eu/ (Accessed 24 November 2014). Nascimbeni, F. (2014) "The increased complexity of Higher Education collaboration in Times of Open Education," Campus virtuelles, 3(1), pp. 152–158.

Instructor Lens on Opening access via multi-access

This 45 minute presentation opens the discussion with an exploration of 2 trends in OER; one being the move of courses to open for all, the other being the move from face-to-face to online modalities. In our open learning environment, we have worked to create a collaborative, social, and open learning environment, where our users feel that they are contributing to the learning of others. This presentation will discuss the tools and techniques that we have used to do this - in particular, that of the instructor lens. This presentation will also discuss how this digital environment helps us with the work that we do in the world of education. The session will give the audience an introduction to the work that we do, the tools that we use, and the community around our projects. The audience will be given the opportunity to question and discuss with us.
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<td>756</td>
<td>Terese Bird</td>
<td>Reaching the World Without Coating the Earth: FutureLearn MOOCs</td>
<td>In 2013, FutureLearn launched and University A joined as a partner. In late 2013 and early 2014, University A launched its first two MOOCs: &lt;MOOC A&gt; and &lt;MOOC B&gt;. These MOOCs were extensively evaluated and discovered to have a very high student completion rate (approximately 25%) among all registrants. In contrast, the average MOOC completion rate was often 5% to 10%. The low production and running costs, and some simple and clever innovations in creating learning materials and engaging discussion. Moreover, there were early indications that MOOC students are deciding to apply for places on regular degree courses. The MOOC courses and making use of the MOOC learner analytics, have been run at the university, thereby beginning the mainstreaming of open education at the university. This lightning talk will highlight some of these MOOC good practices' to inspire practitioners of both open and traditional courses, and both blended and online teaching, and will explore what path MOOCs are leading UK universities, and with what benefits and cautions. Author A, Author B. and Author C. (2014) Massive Open Online Courses (MOOCs): Evaluation Report, University A.</td>
<td>Open Educational Practice (OEP) and Policy</td>
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<td>757</td>
<td>Robin Wright</td>
<td>Licensing for open education in Australia</td>
<td>Universities in Australia have rapidly incorporated different forms of Open Educational Practice (OEP) into their activities. Of 59 universities, 29 are currently offering some form of 'open' online content or programs. However, only 5 of these are made available under an open access licence which would meet the definition of Open Educational Resources (OER) referred to in the UNESCO Paris Declaration (1). Swinburne University of Technology in Melbourne (Swinburne) and the University of Tasmania (UTas) are currently undertaking a joint research project, funded by the Australian Government Office for Learning and Teaching, to investigate: Open Education Licensing: Effective open licensing policy and practice for universities in Australia. The project is surveying existing and future plans for OEP in Australian universities and investigating what practical licensing tools and information are needed to promote the delivery of effective, high-quality open online educational material to a worldwide audience. This paper will discuss the initial findings from the OEL research project’s survey of Australian universities and explore the reasons behind apparent reluctance in some cases for universities to embrace the widest possible ‘open’ dissemination of educational content. In particular, it will investigate the complex interaction between the commercial academic publishing industry, the statutory educational licences in the Australian Copyright Act 1968, university intellectual property policies, software/platform vendors and OER in the Australian context. It suggests that universities in Australia, operating in an increasingly deregulated market are adopting a range of different individual approaches to the delivery of ‘open’ content as part of their online services not all of which comply with accepted definitions. This may be influenced by existing business and legal structures underlying the market for academic intellectual property as well as the individual university’s level of policy commitment to open access to knowledge. The approaches taken appear to operate on a continuum of ‘openness’ that includes not only different types of open copyright licences, but also technical openness and access to accessibility. Australian universities are embracing OER in a context of global market expansion for the education sector, particularly in the English speaking market in the Asia/Pacific region. However, the development of new business models requires academic and general staff to have a clear understanding of the impact of open licensing decisions on their specific market for academic intellectual property. The OEL project is developing an OEL Toolkit for Australian academic and general staff to provide plain language information to help universities link business planning with decisions about where their open course offerings fall within a ‘continuum of openness’ and how this can influence their licensing decisions. OEP is part of a comprehensive university strategy for universities incorporating both commercial and non-commercial online content. As Australian universities explore their options, a more comprehensive understanding of the impact of open licensing decisions on overall business planning may assist with the greater adoption of OEP as a key component in Australia’s expansion in the global online education market.</td>
<td>Open Educational Practice (OEP) and Policy</td>
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<td>759</td>
<td>Mark Power</td>
<td>Opening up in the FE and Skills Sector</td>
<td>Introduction This lightning talk will present to delegates the recent OER initiatives by Jisc in the FE and Skills sector. It will provide an overview of the Jisc FE Skills Window Project, which is developing a number of tools that aim to create more flexible and simple routes to open content relevant to FE practitioners. The Window will also act as a showcase for the OERs created by the Jisc funded, Interactive Learning Resources for Skills projects. These are 22 projects developing and sharing OERs across a number of Further Education vocational subject areas. The talk will highlight how these initiatives, working together, help raise awareness and understanding of the benefits of open content in the FE and Skills sector, as well as improving discoverability and sharing for teaching practitioners. Method The FE Skills Window Project was initiated based on a perceived use-case that the FE and Skills sector wanted a central place to access resources to relevant subject areas and levels. This approach was informed by the success of the HardResourcing Training resource, a [Jisc] FE specific service, consisting entirely of OERs mapped to the FE curriculum. A number of research activities built on this use-case, with workshops, user surveys and targeted market research undertaken. Collectively, these formed the development of user stories to inform the design and development of the project. The Interactive Learning Resources for Skills initiative was based on direct engagement from Jisc with employers and learning providers, shining a light on a sector that is heavily targeted by commercial publishers and content developers, staff for whom time is an ever-declining commodity, and a community of practitioners in which the sharing of free and open material has yet to gain a real foothold. These Jisc initiatives not only provided funding for small and tightly focused OER creation, but also supported, encouraged and nurtured a community in their awareness and knowledge of approaches and issues when it comes to the development of OERs, best practices, sharing and promotion and showcasing Open in the FE &amp; Skills sector. Results This talk will present the stories of the projects, the resulting outputs, and the development of the FE Skills Windows as a showcase of resources for further education. Discussion We would encourage discussion around ongoing requirements of FE and Skills practitioners, and highlight issues that need further work and attention to promote, maintain and nurture the sector’s knowledge and understanding of the benefits of the creation and sharing of Open Educational Resources.</td>
<td>Open Education in Colleges and Schools</td>
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761 Pete Collins

Exploring the Feasibility of Awarding Open Badges to Jorum Users.

Introduction: This session will explain the rationale to the award of an Open Badge for either the depositing and/or the reuse of Open Educational Resources (OERs) in Jorum. A pilot project is being conducted that integrates the current Jisc FE Skills and Windows project1, an area identified as requiring OER growth in Jorum. Method: Preliminary research investigated the different mechanisms that served as triggers for the award of an Open badge and how this badge is delivered. It was discovered that we had three approaches that we could take. Use a 3rd party issuing system; Use a specially designed plugin; or roll our own solution. The use of a 3rd party issuer was discounted because that would not leave us in control of the metadata that is attached to the badge. We wanted the metadata to say that the badge had been issued by Jorum. The next area looked at was projects that had been successfully set up and were delivering Open Badges, such as ocTel (Open Course in Technology Enhanced Learning)2 and Borders College Scotland3. Results: While these projects were allocating badges and were very well documented, we discovered that we could not use the same methods. ocTEL used a Wordpress plugin called Badges46 and the Borders College project used a plugin for Moodle, and the awarding of badges was triggered by users interacting in a pre-defined way with Wordpress or Moodle. However, Jorum uses a repository system called Dspace, and as yet no Open Badge plugin solution exists for Dspace. This left the final option: roll our own solution. Fortunately, Mozilla offers Badgerkit5, a configurable system for creating and issuing badges. Although Badgerkit is in private beta for a restricted number of organisations, Mozilla have made the code open source and available for anyone to take and use to setup their own instance of Badgerkit. This code allowed us to configure the design of the badges and adding the required metadata, and how the badges are issued when a certain event happens. Discussion: The decision was taken to involve a number of participating institutions in a focus group to gather suggestions and requirements, and then use this input to prioritise what we will deliver with the Open Badges. The intention is to encourage the increased reuse of OERs and we will explore the success of the badges by monitoring whether the depositing and reuse of resources has increased because users want to earn badges. In parallel with the focus groups we will solicit feedback from our users, through the Jorum annual survey, to contribute to the evaluation of the project. The impact and success of the pilot project will be analysed to examine the feasibility of extending a system of Open Badges to the HE sector. References: 1. Juc FE Skills and Windows Project. (http://feaskitwindow.jiscmolv.org/wp) 2. ocTEL46: Open badges. (http://www.slideshare.net/mhawksey/ocTEL-open-badges) 3. Open Badge Adventure at Borders College. http://www.rsc-scotland.org/?p=2454 4. BadgeOT. http://badgeot.org/ 5. Mozilla Badge Kit. Badges Made Simple. http://badgerkit.openbadges.org/

Impact Research

764 Vivien Rolfe

The Sustained Reach and Impact of Open Educational Resources

From 2008 to 2012, XXX University participated in the UK Open Educational Resources (OER) programme releasing bioscience materials, with the JISC-funded project XXX and generic materials released in XXX. XXX OER were released on a static HTML website, whilst for phases 2 and 3, the premise was to use search engine optimisation (SEO) techniques to enhance discovery by the liberal distribution of OER on the web, with hypothesis back to projectWORDPRESS blogs to drive web traffic (XXX). The goals of these projects were to maximise the reach and impact of materials (XXX). Additional strategies were adopted to enhance impact by releasing OER in multiple file formats to enhance accessibility and interoperability. Other OER were produced in collaboration with employers to provide quality, practice-based science materials. All OER were recorded in a database with over 500 OER released in total, defined as ‘bite sized’ chunks of learning (Video, Narrated Flash Animation, Screencasts), although this figure does not including photographs, quiz questions and non-text based files that were also released. All content was licensed under CC-BY-SA. The aim of the present research is to review the reach and impact of these science OER, and make recommendations to the community regarding the lessons learned. The methods will include an analysis of data from Google Analytics, social media sites (YouTube, Flickr, Twitter, Picasa) and OER repositories (Jorum, Merlot, OER Commons). A multivariate analysis of variance will give tight to the effectiveness of the various strategies. Qualitative insights will be gained from analysing survey data gathered routinely on the sites, via email and from end-of-project reports. Salient points will be captured using YWLE QDA text analysis software and clustered into themes. These will be mapped to the eleven impact hypotheses recently suggested (OER Research Hub, 2014). This paper will report on the reach and impact of three science-based OER projects, and define how sustainability is contextualised beyond the duration of funding and initial bursts of project activity. The impact of using SEO techniques to enhance discoverability will be discussed in light of present day thinking. Insights into the adoption patterns of different media formats, subjects and access routes, will also be presented. References: OER Research Hub (2014), Impact hypotheses. Ar: http://oerresearchhub.org/collaborative-research/hypotheses/0000000000Acknowledgements: Thank you to: all staff and students involved in XXX Universi, collaborative partners including local HEFCE trusts, technology consultants XXX, and Juc and the HEA for funding #UKOER.

Open Courses

765 Laura Ritchie

MUS654 Creating a Curriculum

MUS654 is the first open music course to be run in the UK. It is a final year undergraduate music course that challenges students to create a year’s curriculum for a private student. This is the second year the course has run, and the students on it changed to a new 4-year BMus programme. This has meant actual student numbers are very small yet. The students on the course have already had three years of modules covering pedagogical methods and considering technical aspects of teaching their instruments. This module aims to encourage students to solidify their knowledge as they prepare to launch their own private teaching studios. In music there are no text books, and there is no template for one-to-one teaching. In making MUS654 openly available, students were able to look outward to the wider music community for ideas and support. The content has been a mix of text, video, dedicated interviews, and tasks that are designed to engage students in thinking outside of traditional methods. This semester has been an initial foray into a very inward looking teaching profession where the tradition is of a master and apprentice model that does not traditionally share teaching practice or invite observers. Although there have been a small number of outward signs of public engagement, at the time of submitting this abstract, the course has had over 900 visits and 48.8% of those who visited the site returned. Challenges have been in encouraging people within the profession to post openly and converse about their learning plans. Plans for next year include more collaborative online ‘makes’ to encourage a community of collaboration. Links to the course pages have been included separately in the comments to the directors as they reveal the author.
The cost-saving benefits of engaging with open education initiatives has long been cited as one of the driving forces behind the sustainability of the movement. In the US, undoubtedly, faculty engagement with open textbook saves significant cost to students, and these actions act as a lever to promote the open education cause and national policy (for example the work of David Wiley and Lumen Learning). In the UK the argument for student cost benefits of open text books has never been fully made, and cost-benefit models of other forms of open educational resources have been explored. A pilot survey of students across three UK universities showed that average textbook costs for science undergraduates per course were around £150 per year, with the single largest estimated student cost stated at £700. The survey further emphasised the financial burden that students are under by showing that nearly 50% reported having to undertake part-time work to support their studies, figures reflected nationally also (A 2014 Endeavour/NUS survey suggests 37% of all students work part time). A second argument regarding cost savings from OER comes from estimations of the cost of creating academic content. In an initial calculation, one presenter estimated new lecture preparation and delivery over 7 years to be around £35,000 across a work load of 4 modules. This estimates exclude eating workshops, tutorials and laboratory practicals. Clearly reuse of material can offer a significant and measurable reduction of these costs. This proposal is to present 90 minute workshop in three sections. The first section will provide the background and research grounding for each of the two cost arguments. The second section will develop and pilot cost-models and tools from the audience to reach consensus from the community regarding estimation of student text book costs and creation of lecture content. A rubric for calculating fees agreed by the delegates will be created using a Google document / spreadsheet and applied to further calculations. In the final section, individuals will be encouraged to search and retrieve at least one open textbook for their subject, shared back on a Google document for circulation to the conference community and abroad. A discussion around barriers and drivers to embedding materials in their own course will provide further insight into how individuals can make a difference to their own practice. Outcomes of the session? This session will: 1) Provide background context to the cost-benefit arguments supporting open education 2) Develop practical cost-benefit arguments supporting open education 3) Develop a practical set of rubrics on which to build a case for cost arguments. Widely impact? By raising the importance of the cost benefits of open educational resources, and capturing some of the emerging arguments, it is anticipated that the findings of the workshop might provide an additional lever with which to influence institutional and national policy makers to support the wider adoption and investment in open education.

The May 2011 “15M” revolution in Spain has been considered one of the most influential popular political movements in recent years in the world. Hundreds of thousands took to the streets of Spanish cities demanding a more democratic political system. Numerous demonstrations and events have taken place since then as a follow up and continue to happen. There is already abundant literature explaining how social media and open digital practice became instrumental in the articulation of the protests and the creation of new political spaces, both physical and digital. A new political body, the Indignados with a digital backbone had been born.

The use of collaborative tools and the sharing of contents became widespread in a very organic way. Groups of libertarian activists, who joined other left wing and non-political groups of people in the movement, were thriving in these new spaces that offered a wealth of possibilities for the realisation of anarchist principles of grassroots democracy. Digital literacy through informal learning became an important aspect of this collective experiment.

The political party PODEMOS, created in January 2014 and currently leading the opinion polls for the 2015 general elections, has managed to attract a great deal of the 15M movement, including the (techno-)libertarians. The party immediately institutionalised the digital practices developed during the previous years and it established some of the tools and platforms as standard channels of political participation. Currently, the party uses officially Agora voting, Reddit, Loomio, and tumble, although members are free to use other platforms in their communication. Titan or Pirate Pads are very common. Apprise is also being used. The party has a special group of activists, who anyone in the party is free to join, dedicated to policy and practise on digital technologies. Hundreds of learning materials on how to use these tools have been produced both by members of this group and by spontaneous activists. There are 265,618 online registered members (1/12/14).

There are many questions that need to be discussed, but the objective of this lightening talk is to look at these issues and challenges:

1) Is PODEMOS a learning community?
2) How can a community like PODEMOS be effective and inclusive of people with very different levels of digital literacy?
3) What is the role of physical assemblies and meetings in highly digital processes?
4) How do PODEMOS combine grassroots and top-down hybrid practice?
5) What can PODEMOS and other learning communities learn from each other?

References:
http://leff-fank.org/authors/leffstobart/
Gerbaudo, P. (2012) “We are not on Facebook, we are on the streets!”. The HARVESTING OF INDIGNATION in Tweets and the Streets. Social Media and Contemporary Activism. Pluto Press

To what extent have the Common Core State Standards (2010) impacted the production, reuse and dissemination of open educational resources (OER)? In the United States? Our case study, prepared in collaboration with two European organisations, examines this topic as part of a Scoping Study on The Potential of Shared, Cross-border OER and Syllabi in Europe. This talk outlines our findings both within individual states and across US state borders. We review the Common Core State Standards (CCSS) Initiative’s origins, key stakeholders and implementation model, finding that the CCSS have indeed spurred development of both open educational resources and open educational practices at the state level. A review of current state-based OER policies and practices is provided, along with an overview of relevant implementation guides and content repositories. Included is a profile of the new K-12 OER Collaborative, an eleven-state consortium which seeks to create a comprehensive OER curriculum in mathematics and English Language Arts, aligned with the CCSS. Its goal is to offer additional choices to local education agencies, reduce expenditures, and provide higher quality digital educational content.
There are many ways to present your Open Educational Resource media to prospective students and colleagues. Whether it be documents, audio or video these resources are no good unless they are presented in a way that users can see them. They should be open in access as well as rights. With so many options for presentation the technologies you choose to show your resources to users is of paramount importance.  

For development of the CADARN Learning Portal we implemented a system of managing and displaying OERs within our website. The aim is to provide producers the platform to give users media in any format that is appropriate, so as not to restrain the production choices. The resources are collated under study scheme and institution groupings potential students respond to. The building blocks of the website includes a search engine of these resources and study schemes giving filtering and categorisation options both from a taxonomy of subject and user categorisation and the raw textual information provided to describe the content. Within our implementation we display the following formats: Microsoft Office documents/PDF files/video services like YouTube, Vimeo and iEmbed providers/Audio services like SoundCloud and iEmbed provider/Website links/Individual audio and video files/Other file types such as Adobe SWF applications and compressed file collections. When providing resources we identified a need to put them next to the study schemes for which they are intended in order to inform and inspire potential students of all backgrounds. The addition of training them available immediately next to the information a potential student was searching for will hopefully provide additional impetus and inspiration to these users.
774 Christa Appleton  
**Going with the flow: open waters and social tributaries**

This session aims to examine the merging of formal and informal learning spaces within open educational practices and consider their impact so far and potential for the future. The session will be participative with attendees invited to contribute their thoughts and develop ideas that will help mainstream open education for learners and other communities. After more than a decade there is a substantial body of material & practice to evidence open education in the wider learning landscape. That landscape is an ever-changing picture influenced by many things, for example political objectives and the economy but in terms of solutions perhaps most of all by technology because of the enabling nature of web 2.0. Such technologies have changed the way people connect for work and leisure on a mass scale. Barriers such as distance are removed, allowing those who are geographically dispersed to form and expand effective connections and relationships rapidly. The diversification of social media also means choice in how connections are fostered and access to technologies that connect not just people and organisations but also help visualise concepts and ideas through multiple platforms simultaneously. Just as water reflects things around it developments in the way people connect, communicate and share ideas of information in everyday life are being reflected in formal educational practices and the thinking behind them. The embedding of social media in the fabric of society and its diversification presents opportunities to significant to ignore. The Horizon report of 2014 describes the “Dissolving Usuality of Social Media” as a “fast trend”, which will drive impactful, changes in education. Already social media is influencing teaching and learning practices but it has potential to go further and greatly influence the learner experience and lifelong learning opportunities. The OER learning landscape could be described as a sliding scale of social learning possibilities from the totally formal to the totally informal. A small talkish study will be presented that highlights points of interest along this sliding scale, selecting specific discussion topics on the beaks that offer potential to develop learner focussed/learner pedagogic practice. References Donnes, Stephen. “The Role of Open Educational Resources in Personal Learning”. In International Seminar of the UNESCO chair in e-Learning, Universitat Oberta de Catalunya. Retrieved 17 June 2013. Ferguson, R. & Buckingham Shum, S. (2012). Towards a social learning space for open educational resources. In: Okada, Alexandra; Connolly, Teresa and Scott, Peter eds. Collaborative Learning 2.0: Open Educational Resources. Henley, PA: IGI Global. Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). NMC Horizon Report, 2014 Higher Education Edition. Austin, Texas: The New Media Consortium. Okada, A. & Barros, D. (2011), Using, adapting and authoring OER with Web 2.0 tools. In: T. Bastiaansen & M. Elswijk (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011 (pp. 224-228), Chesapeake, VA: AACE

**Theme**

Learners and Other Communities

776 Asaoter Clark  
**Working with Community Educators to find the OEP ‘light bulb’ moments.**

This lightning talk will provide an account of an action research project in Open Educational Practice undertaken with a group of part-time community learning tutors. This project was established as a collaborative research project following the recommendations of the Further Education Learning Technology Action Group (FELTAG) which aimed to ‘nudge’ the FE sector in England to use technology more widely and effectively. The report offered a number of recommendations which recognised the importance of good COP and management strategic vision. Many practitioners have noted the recommendation at least 10% of all courses should be delivered online. In some institutions this 10% requirement is already perceived as an unattainable dictate from ‘on high’. The purpose of this research is to explore methods using Open Processes and Resources can ensure that the increase in online content is empowering to both teachers and learners. The question addressed is: How can tutors in Community Learning settings work most effectively to source adopt and adapt existing Open Educational Resources to enrich their own delivery? It is anticipated that the following sub questions will be addressed: How can collaboration and content search/how far do tutors currently have skills required for adaptation?Which platforms are most effective for generation and presentation of resources? The work will be undertaken during the early part of 2015 and initial results will be shared in this lightning presentation. References: Freire, P. (1982) “Creating alternative research methods. Learning to do it by doing it”. In: Hall, B., Gillette, A. and R. Tandon (eds) Creating Knowledge, A Monopoly. Society for Participatory Research in Asia, New Delhi, pp. 29–37. Fincher, S., Richards, B., Finlay, J., Sharp, H. and Faraciner, J. (2012) Stories of Change: How Educators Change Their Practice: Proceedings of ASEEEIEEE Frontiers in Education Conference, Seattle, 3–6 October 2012. pp.195–198

**Theme**

Open Educational Practice (OEP) and Policy

777 Antonio Martinez-Arias  
**Moving from Institutional OER Guidance to Changing Landscapes**

In November 2012 institutional OER guidance at the University of Leeds was agreed, encouraging staff and students to use, create, and publish OER, and recommending that written and interactive digital teaching resources should be deposited in JORUM. In March 2014 the Leeds’ Open Window was launched. The Window is powered by Jorum and offers a direct portal to Leeds content. It features the University’s own customisation and branding. The Window was the first of its kind in the UK HE sector and “a key element to delivering goals of Leeds’ policy on OER and ultimately their digital learning strategy.” These two developments in institutional Open Education policy need to be seen in the wider context of a wide ranging institutional blended learning strategy which includes (within relevant disciplinary contexts) realising the potential for transformation: in terms of course design, methods, and students’ engagement with learning material by a considered and appropriate mixture of face-to-face interaction, carefully designed online course materials and tools, and enhanced contact with a wider distributed learning environment through relevant technologies. This paper will give an account of how the University is moving towards mainstreaming open education practice through: a) Development of policy on audio or video recording for educational purposes that provides clarity on intellectual property rights, copyright, and data protection issues taking account of all possible permutations for producing and publishing audio and video recordings for educational purposes i.e. staff recording students, students recording staff, staff recording students, and staff and students recording visitors or members of the public. b) Investment in a programme of work to enhance student education through the increased use of audio and video, providing the capability to capture, manage, store and deliver multimedia resources created during teaching, events, interactive teaching sessions, video conferencing/polls or at desktops. c) Commitment to an institutional staff development programme (Changing Landscapes) of online resources and face to face events to support staff in the discovery of new technologies and approaches in their own context and the development of practical competence in using the tools. This paper will also discuss progress on the different areas of the strategy and the challenges ahead, reflecting in particular on the following issues: a) The relationship between a growing culture of digital production for learning and teaching and research dissemination; b) The role of academics in society; c) Students as producers of digital content; d) The transformation of learning and teaching methodologies, practices and learning expectations; e) The development of distinctive channels for digital dissemination of different types of outputs; f) Social media engagement References: Leeds Window to Jorum:http://www.leeds.ac.uk/ OER Guidance http://www.leeds.ac.uk/ ssite/op/cp/procedures/OERs.pdf ChangingLandscapes: http://www.iritontine. leeds.ac.uk/changingscape Audio Visual Policy:http://www.ledes.ac.uk/secretariat/documents/0Audio_Visual_Policy_2014.pdf

**Theme**

Open Educational Practice (OEP) and Policy
778 Nicole Allen National governments can help accelerate the Open Education movement both directly through supportive policies and projects, and indirectly by promoting awareness and support within civil society. A recent report by Overseas Development Institute found that 14 countries have already made national-level commitments to Open Education.[1] Over the last year, an exciting new avenue for establishing and expanding such commitments has emerged through the Open Government Partnership (OGP). OGP is a multilateral initiative that aims to secure concrete commitments from governments to promote transparency, empower citizens, fight corruption, and harness new technologies to strengthen governance. [2] Berton launched in 2011, it has 65 founding nations introduced their first two-year national action plans, and since then has grown to 65 participating countries. Following the popularity of Open Data as a topic in the first batch of plans, Open Education has gained stronger support in the second action plan cycle, which is currently underway. This presentation will explore OGP as a platform for promoting Open Education, including the general case for Open Education in the context of Open Government, and specific examples of how Open Education emerged in OGP national action plans in the Slovak Republic and the United States. The presentation will also provide concrete tips for advocates and officials in OGP member countries who may be considering ideas for upcoming national action plans, including possible synergies with other areas of openness such as Open Access to scholarly publications, Open Data, and Free and Open Source Software. References[1] Creative Commons (2014). State of the Commons. https://dataof.creativecommons.org/report/[2] Open Government Partnership. http://www.opengovernmentpartnership.org

779 Catherine Naamani Developing Resources to Support Transition from College Based HE to an HE Campus: a staff and student perspective. Introduction Transition from Level 2 study to post-16 education and transition from school or college to Higher Education are areas of concern for many of us working in those sectors. These are so-called 'traditional' learners who form the majority of the undergraduate population in Higher Education. In many widening access institutions, significant effort will be placed on developing induction programmes aimed at easing the transition into HE and boosting retention. The University of South Wales works with a large number of partner colleges both in Wales and across the UK, as well as with institutions overseas to provide more flexible learning opportunities. Our partner colleges in particular attract learners who prefer to study at a local college or part-time. However, interventions for supporting these learners as they make the transition from Level 2 study to HE have been limited. It is therefore important to identify the resources required to support learners in a College Based HE Environment as they make the transition into a HE setting and to present some initial evaluations of the developed materials. The idea of developing an online area providing a hub for students to additional information and resources will also be explored. References Baker, P & Comfort, H (2004) Responding to learners' voices: resources for widening participation and enabling transition in FE and HE. National Institute of Adult Continuing Education Beetham et al (2013) The Digital Student Study. JISC [Accessed 1/2/14 from http://www.jisc.ac.uk/media/documents/programmes/examiningpedagogy/research/2013digistudentstudy.pdf] Pike & John Harrison (2011) Crossing the FEHE divide: the transition experiences of direct entrants at Level 6. Journal of Further and Higher Education, 35, 1, 55-67. DOI: 10.1080/0309877X.2010.540315

780 Nicole Allen Open Education and the Broader Open Policy Environment The impact of public investments and support for open education by enabling the use and re-use of these valuable resources. Join members of the Open Policy Network — a newly launched coalition of organizations and individuals working to support the creation, adoption, and implementation of open policies across the world — for a discussion about some of the latest trends in open policy and how it relates to open education. Also learn about the potential of the OPN as an active working community to support open policy efforts and how you can get involved. More information about the OGP is available at https://openpolicynetwork.org

266 Helen/Annemarie Lesson learned from implementation of OER in the nursing program, Dalhousie University. "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in the nursing program, "Open Educational Resources (OER) have been used in 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487 Open Educational Practice (OEP) and Policy

Open Educational Practice (OEP) and Policy

Open Educational Practice (OEP) and Policy
Students as agents of change: Experiences of co-producing a mOOC

This case study reports how a project supporting medical students at the University of Dundee School of Medicine to develop peer-led online teaching approaches has led to the development of a mini open online course (mOOC) approach to developing medical students' skills as digital teachers. Dundee Medical School has traditionally supported peer-led learning approaches and has a well established peer tutoring programme for years 1-3, taught by year 4 and 5 students. With growing engagement with learning technologies, students also developed their own wikis and blogs as Dundee PHN. This experience helped develop professionalism as students took responsibility for content and helped them to develop lifelong learning skills (White et al 2011). Whilst successfu, the longer term sustainability of this initiative proved problematic as students progressed to the demanding clinical years of the curriculum. Consequently staff have worked with students to create open educational resources (OERs) which have become embedded within the medical curriculum whilst other students have led peer teaching on digital professionalism and twitter-based clinical case discussion. The school identified an opportunity to develop a more sustainable approach to embedding these student-led activities in the curriculum by helping students to identify key skills for lifelong learning in teaching to support their future role as "doctor as teacher". Discussion with students identified the potential to develop a pool-and-mix menu of mOOCs to underpin the development of these skills, whilst at the same time supporting them to develop OERs that would support peer learning in the curriculum. Successful completion of individual mOOCs would be recognised by the award of an open badge with students developing further OERs beyond the mOOCs awarded additional badges and gaining recognition in the annual student led teaching awards. This concept is now being developed as part of the HEA Students as Partners in the Curriculum Change Programme. This presentation reports on the progress of this innovation which has seen students work in partnership with members of the Technology and Innovation in Learning Team to co-create and alpha test an initial menu of mOOCs covering topics such as copyright and OERs, managing and curating open content, principles of presentation design, developing an OER and feedback. We will provide feedback on the initial pilot of the mOOCs running in early 2015 which both staff and students will take part in, along with individuals external to the institution. Through our reflections of supporting student-led approaches to the co-production of learning and mOOCs with students, we will also highlight how a community of practice in learning has developed comprising students, teachers, educationalists and educational technologists. Furthermore we will outline the educational approach to engage students in open educational practice and interprofessional learning activities, which in turn support the development of digital skills linked with employability and lifelong learning Reference White, Margaret, Joshua Sciake, and Kieran Jayaprakash. "What can a student-led e-learning site add to medical students' education and professional development?" Enhancing Learning in the Social Sciences 3.3 (2011)

Modes and models of production of OERs: The missing link to wider adoption

Much of the talk about OERs concerns their adoption and use. However, without proper consideration of the different models for their production, it is possible that a OERs will never become available at a volume and quality that makes their adoption a real possibility for institutions looking at a market where cost is only one of the considerations. The typical model is that of an individual content creator (or possibly an institution) who decides to share her materials. However, this rarely leads to sustainable and readily usable materials. A more likely result is for these materials to languish unused in one of the many repositories. We need to consider alternatives to this and make them explicit when talking about OERs. Luckily, there are several successful models that have worked and can be adopted for OERs. This paper will consider three models of successful open content creation that should be more widely considered and supported by funders: 1) Wikipedia is perhaps the best known example of large-scale creation of open content. However, the way through which it is created and maintained is often confused with 'crowd effects'. In fact, Wikipedia became successful because its creators are anything but a crowd, but are indeed loosely organised into editorial groups with meritorious responsibilities. 2) Code sprints (books sprints) provide a model for creating large amounts of documentation in short focused working sessions with experts gathered in one space. They have been extremely successful in both creating open source software and documentation for the software. 3) Fan Fiction is another area of content creation where free (although mostly not freely licensed) content is made available at a large scale. While mostly following the lone-creator model, Fan Fiction communities have largely received the editorial process through a system of alpha and beta readers as well as a network of reviewers who make content discoverable for others. These models can co-exist and combined with one another. This paper will explore how existing OER projects could benefit from these models and present examples of where it has already happened.

Have the licensing talk early to maximise impact: Experiences from three collaborative projects

The outputs of many collaborative projects often remain limited in use through lack of proper planning of the development and distribution of the developed works. However, we feel that there is a need to give more weight to the distribution of developed works in the project. The talk about rights and licensing is left till close to the end or is omitted all together. People talk about the value of intellectual property but they never explore the limits unclarities about licensing impose on the potential impact of outputs. It is for this reason that the licensing discussion is introduced early on in the development of the project. This talk will present key taking points that have been used in three projects that have led to a series of strategies for licensing some or all of the work developed under the project using open licences. Often resistance to open licences stems from ignorance and making a case for it as well as clearly outlining the options can prevent barriers from ever being formed in the first place.

What educational policy needs OER and what policy support does OER need?

Although Open Educational Resources (OER) have been one of the mainstays of discussion on open education over the past decade, we are now noticing a renewed attention of policy makers in the topic. While many view OERs as to be found around the world (for instance in Germany http://www.oegs.de/), UNESCO can really only realize its potential in the mainstream, if it tackles mainstream problems. That means that it is important to re-start the discussion on OER so that there is a focus on OER as a means to an end, i.e. OER contributing to improving various aspects of education (see blog from Tj Blass from the Hewlett Foundation http://tjbliss.org/mingens-on-oer-policy/). The Open University's OER Research Hub, for instance, poses hypotheses about the benefits of OER (http://oerresearchhub.org/collaborative-research/hypotheses/). The most recent OECD report on OER (http://www.oecd.org/edu/crs/��/open-educational-resources-oer.htm ), looks instead for typical problems in education systems first and search for solutions which involve OER production and use. In a second step it looks to see whether the expected potential of OER is being realized. In this way, it can also formulate an assessment of the status quo and encourage a discussion on what policy interventions can do to help OER realise this potential. The report, which will be published later spring 2015, identifies six typical problems in education, which can benefit from OER production and use: fostering the use of new forms of learning for the 21st century teacher, teachers' professional development and engagementcontaining public and private costs of educationcontinuously improving the quality of educational resourcesby embedding high-quality educational resourcesdesigning barriers to learning opportunities. The government survey carried out as part of the project has highlighted that government policies around the world set different priorities in this list. It is, for instance, interesting that the issue of cost is less frequently highlighted by governments as a major policy focus in connection with OER than most supporters' arguments for OER would lead us to expect. The presentation will focus on the findings of the OECD report on how OER can reach its potential and in what manner. In this, I will look at patterns of policy support used by governments around the world in order to attempt to answer the question: what policy support does OER need?
Amanda Black
Anne Marie Cunningham

ID 787

Title: Developing global graduates through open access language and business tools

Abstract: Supporting Global Graduates through open access language and business tools. Coventry University is committed to developing graduates who can function well in global communities and who understand and embrace different cultural and business approaches. There are many opportunities for students to engage with peers in other countries and cultures both through online projects and travel. The Faculty of Business, Environment and Society is using open access resources to take developing our global student communities a step further. Before non-native English speakers start their substantive Undergraduate and Postgraduate degree courses, they access an intensive, collaborative approach to teaching English academic language, using open tools such as Google Classroom to explore cultural and linguistic differences. Once studying for their business degrees, we have developed a curation-driven software engine to create a global community of learners. In both the language teaching prior to study, and the curation-driven approach, students are content generators. Peer teaching and co-creation of content is a key element in these new approaches to business education. The curation-driven open source driven software allows SMEs, students, practitioners and other users to submit issues around new market entry, exporting and seeking markets. Once submitted, the community can discuss the themes and offer advice and solutions, creating a growing knowledge pool, with students and business professionals as co-creators. Features of the system The advantages can be specific to user categories as follows: Business. Can use this system to access a community of learners. May be able to access real time advice for similar users/businesses. Competitive and quality information Access to future employees through interactions Students have real time access to a community of knowledge and real issues A change to further critique and discussion of which answer is most appropriate and why. It can transfer ownership of the learning process to the learner. Employability prospects Academics. A pool of participants to provide multiple answers to questions. Different ways of addressing a problem can be explored. Real Student projects leading to validated student experience Opportunities for further research themes/publication routes. Business. School: Engage a wider community of stakeholders. Potential student recruitment pipeline. Potential Funding Routes. Branding value. This is an approach that we hope to use more widely across courses in the Faculty and across the University to embed global employability skills in our graduates.

Theme: Open Education across Languages and Cultures

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Katia Hildebrandt

ID 788

Title: Planning for networked learning: Developing a framework for teaching open courses

Abstract: In this paper, we explore the benefits and challenges of open courses through a case study of several credit and non-credit courses offered over the past two years. In it, we examine our own as well as student experience in Connectivist MOOCs (dMOOC) and open-boundary courses, in order to develop a beginning framework for the facilitation of these types of classes. Specifically, this paper centres on three particular courses with which the authors have been involved. The first, ECMA 631, is an open access, graduate level course in educational technology offered through the Faculty of Education at a Canadian university; the course, which was first offered in 2008 and has been described as a precursor to the MOOC movement (Siemens, 2008), is offered for credit but allows for open access to non-registered participants and revolves heavily around networked learning. The second course, ETMOCO was a dMOOC about educational technology that was offered in the winter of 2013 and attracted over 1800 participants worldwide. Finally, the third course, DOMOC was another dMOOC about digital citizenship; it was sponsored by the Saskatchewan Ministry of Education as an opportunity to allow Saskatchewan educators to learn about teaching digital literacies. Each of the courses mentioned above relied heavily on personal learning networks and student-created connections. Although these courses all featured weekly synchronous sessions, the bulk of the courses played out in asynchronous spaces such as Twitter, student blogs, and Google Plus communities, and much of the learning was self-directed and determined by individual students’ interests. As such, open courses such as these tap into informal models of pedagogy (Siemens, 2004) and utilize the affordances of Web 2.0 technologies by making use of networks and social learning (Cormier, 2008). However, such courses also present unique challenges for both instructors and students, especially with respect to student motivation, comfort level, and willingness to take risks. As such, based on our own work in the facilitation of open courses as well as the feedback and reflections of students, we explore the overall experience of participation in this type of networked learning as well as offering a framework for the successful development of similar courses. Cormier, D. (2008). Rhizomatic education: Community as curriculum. Innovate, 4(5). Retrieved 27 May 2008, from http://www.innovateonline.inf/index.php/view/article/id=650Siemens, G. (2004). Connectivism: A learning theory for the digital age. Retrieved 5 January 2008 from www.elearnspace.org/Articles/connectivism.htmSiemens, G. (2008). On finding inspiration. Retrieved 30 June 2008, from http://ltc.umanitoba.ca/connectivism/?

Theme: Open Courses

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Anne Marie Cunningham

ID 789

Title: Digital curation- avoiding content overload and developing literacies

Abstract: Students can feel overwhelmed with the rising amount of publicly available content which is free to access online. Digital curation also allows educators to select the online content which they see as most relevant to their students. It is not just about producing a list of web links but adding value by explaining to students what is particularly good about the resource and what the weaknesses might be. Students can also be active co-curators and this workshop will be co-presented with them. Intended outcome To be familiar with the concept of digital curation and some of the tools which are available. To consider how to use and embed digital curation within existing curriculum. To develop a network of those interested in researching digital curation in education/structure. This workshop will be interactive and informative and will explore the relationship between traditional reading lists, bookmarking tools and curation tools and how they are used by participants. We will share ideas on how curation tools can be used to develop critical thinking skills and information literacy, and how this fits with participants current practice. We will tell the story of how digital curation has been introduced in our medical course and share some of the lessons that we have learned on what works to enable curators. The final part of the workshop will consider how curation fits cohesively with approaches such as problem-based learning, and some of the common causes of resistance to curation as a method. Who Should Attend Students, educators and administrators interested in developing skills in digital curation. Level of workshop: Introductory.

Theme: Learners and Other Communities
Comparing different open educational repositories for sharing problem based learning and virtual patient resources

Panos Bamidis

Introduction Open Educational Repositories (OERs) were initiated with reference to the three freedoms, namely, the freedom to study a work and apply knowledge obtained from it, freedom to redistribute copies of it, freedom to make improvements or other changes. Quite obviously the whole point was to give authors control over the integrity of their work and the right to be properly acknowledged and cited, but also, in more revolutionary or contemporary terms, to equip them with mechanisms of allowing the spread of their work by means of sharing it with other interested parties and stakeholders. Sharing classic material is usually straightforward and users face no real issues. However, modern pedagogic approaches, especially in health/medical education, demand more student centred activities like problem based learning and virtual patients. The latter form of education presents certain challenges when it comes to sharing resources between educators. OERs [1] is an EC-funded supra-regional project across Eastern Europe, South-East Asia and the Caucasus. It is modernising the medical curricula in six institutions in Georgia, Ukraine and Kazakhstan, by means of following a problem based learning and a virtual patient approach and re-shaping semester structure. The remit is to build networks and develop dissemination activities to form a sustainable network across EurAsia. In such an endeavor resource sharing among educators becomes a crucial success factor. In this paper we present an investigation of the appropriateness of sharing platforms across different cultures and educator capabilities and literacies. Methodology We compare three different OERs. The first one is a content sharing platform developed in the mEducator project [2], called, mEducator3.0/MELINA+ [3], [4]. The second one is the OpenLabyrinth platform which is a dedicated virtual patient repository [5]. The third one is the MS Sharepoint online platform. Educators from 9 different Medical Schools participate in this investigation and express their opinions and perceived benefits of each platform. Qualitative data collection is done by means of guided interviews and an online survey with many open questions. Results and Discussion Preliminary analysis indicates that different issues emerge when it comes to the comparison of commercial and non-commercial/open-source systems. Cultural dependencies are obvious, but the main drivers of the users choices seems to be associated with the perceived easiness/friendliness as well as the sustainability capacities of the various systems. References [1] www.epblnet.eu [2] www.meducator.net [3] Sparac D, “Extending Drupal 7.0 in the semantic and social media spaces for Open Linked Medical Education: the mEducator3.0/MELINA+ approach” in Proceedings of 1st International Conference on Medical Education Informatics - MEI2012 http://www.mei2012.org, Thessaloniki, 2012. [4] Ioannidis L et al, "A versatile architecture for federating mEducator 3.0 instantiations http://www.medov.ac.uk/oer13/file/68/60/Creating a Virtuous Circle, University of Nottingham, 26-27 March. Paper available development though OERs: challenges and opportunities. Proceedings of OER13: D. and Wheeler, A. (2013) Promoting global collaboration in academic projects can develop and evolve.References Smyth, K., Vlachopoulos, P., Walker, D. and Wheeler, A. (2013) Promoting global collaboration in academic projects can develop and evolve. In: Proceedings of the GD in HE course with a view to the course being repurposed in education- UK universities, the project has two broad aims: the first to develop and then pilot the GD in HE course with a view to the course being repurposed in education-related postgraduate programmes for academics, and the second to research and document the challenges in designing and developing a joint online course across multiple partners. The work undertaken to date has been well documented, with the early stages of the project being presented at OER13 (Smyth et al, 2013). Presently, the GD in HE course is almost complete and ready to pilot. However, during the past year the core members of the project team have all taken up new posts in different institutions. These circumstances have raised interesting new questions and challenges as we seek to facilitate development of the course and move towards pilot implementation and evaluation. The original project team remain committed to the project goals, which we believe continue to have significant value to the sector in terms of delivering a resource to support academic development and by informing policy and practice through the lessons learned. The movement of project staff to new institutions has presented unexpected challenges to the completion of the course, and has led us to reflect on who owns and drives institutionally endorsed open education initiatives. Questions pertaining to copyright, derivation and distribution are central to open educational practices but, in the context of collaborative provision, the sustainability of initiatives or resources may be threatened by an absence of institutional policy (or indeed a cross-institutional framework) pertaining to open education. The GD in HE project has effectively moved with the core project team as they have transitioned to different institutions. This could be an opportunity to involve further partner institutions as well as the original partners. However it also represents a challenge around renegotiating what the original partner institutions, and any new partners, might contribute to the completion of the project - and what they may seek to gain from supporting it. In this presentation we will explore questions around the extent to which institutional and cross-institutional open education initiatives succeed or not on the basis of individual enthusiasts rather than coordinated institutional support. We will examine the notion of distributed ownership in the context of collaborative open provision and question whether there is now a need for a consistent position or policy framework at a UK level to form a sustainable base upon which such projects can develop and evolve. References Smyth, K., Vlachopoulos, P., Walker, D. and Wheeler, A. (2013) Promoting global collaboration in academic development through OERs: challenges and opportunities. Proceedings of OER13: Creating a Virtuous Circle. University of Nottingham, 26-27 March. Paper available via http://www.medov.ac.uk/oer13/files/63/60/