7th International Conference on Open Education
'Open Culture'

themes:

Innovative	Hacking	Strategic	Converging	Lightning talks	Commmunity
Innovative approaches to opening up cultural heritage collections for education	Hacking, making and sharing	Strategic and reputational advantages of openness	Converging or diverging cultures of openness	Lightning talks	Community sessions

Day 1: Tuesday 19th April

Time	Pentland (East)	Pentland (West)	Prestonfield	Salisbury	Holyrood	Duddingston	Boardroom 2
9.30 - 10.15	Registration & Coffee (Foyer)						
10.15 - 10.30	Welcome to Edinburgh — Conference Chairs Melissa Highton and Lorna Campbell						
10.30 - 11.15	KEYNOTE: Catherine Cronin, National University of Ireland, Galway — Chair: Melissa Highton						
11.15 - 11.30	Shuffle time						
11.30 - 13.00	*(starts later due to room set up)* Innovative approaches 4 x 15 min 1166 | 1175 | 1181 | 1059 Chair: Joe Wilson	*(starts later due to room set up)* Hacking 4 x 15 min 1036 | 1052 | 1056 | 1068 Chair: Martin Poulter	Strategic 6 x 15 mins 1133 | 1146 | 1149 | 1158 | 1033 | 1039 Chair: Tim Coughlan	We have great stuff! Having fun with the University of Edinburg's Collections 1086 workshop Chair: Sandhya Gunness	Converging 5 x 15 mins 1043† | 1045 | 1057 | 1182 | 1162 Chair: Jöran Muuß-Merholz	Lightning Talks 1038 | 1104 | 1106† | 1114 | 1122 | 1126 | 1180 Chair: Lorna Campbell	
13.00 - 14.00	Lunch & Exhibition and Posters						*Wikipedia Training 1.20-2pm (Limited)*
14.00 - 15.30	Innovative approaches 5 x 15 min 1120 | 1121 | 1145 | 1165 | 1075 Chair: Suzan Koseoglu	Hacking/Strategic 5 x 15 min 1093 | 1103 | 1128 | 1082 | 1074 Chair: Celeste McLaughlin	Strategic 6 x 15min 1048 | 1063 | 1069 | 1040 | 1041 |1167 Chair: Tim Coughlan	Web Today, Gone Tomorrow: How can we ensure continuing access to OERs? 1099 Chair: Sandhya Gunness	Converging 6 x 15 mins 1139 | 1141 | 1142 | 1152 | 1156 |1135 Chair: Nicole Allen	In Salisbury meeting of the Open Education Special Interest Group from 3pm	Wikipedia Editathon – Women in Art, Science & Espionage (2-3pm)
15.30 - 16.00	Coffee Break and Exhibition						
16.00 - 16.45	KEYNOTE: Emma Smith, University of Oxford — Chair: Melissa Highton						
16.45 - 17.30	KEYNOTE: John Scally,National Library for Scotland — Chair: Lorna Campbell						
19.00 - 19.30	Drinks Reception						
19.30 - 23.00	Gala Dinner						

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Day 2: Wednesday 20th April

Time	Pentland (East)	Pentland (West)	Prestonfield	Salisbury	Holyrood	Duddingston	Boardroom 2
9.00 - 9.30	Coffee Break and Exhibtion						
9.30 - 10.15	KEYNOTE: Jim Groom, Reclaim Hosting Chair: Lorna Campbell						
10.30 - 11.30	Converging 4 x 15 min 1088 | 1091 | 1095 | 1097 Chair: Frances Bell	Innovative approaches/Converging 4 x 15 mins 1046 | 1053 | 1124 | 1098 Chair: Melissa Highton	Strategic 4 x 15 min 1070 | 1077 | 1160 | 1172 Chair: Terese Bird	OER World Map Workshop 1153 Workshop Chair: Susan Greig	The Open Research Agenda 1080 Workshop Chair: Martin Paulter	Meeting of the ALT Scotland Members Group	
11.35 - 11.45	Shuffle time						
11.45 - 13.00	Converging 4 x 15 min 1157† | 1168 | 1170 | 1101 Chair: Celeste McLaughlin	Hacking 4 x 15 min 1151 | 1154 | 1159 | 1179 Chair: Shihua Li	Strategic 5 x 15min 1089 | 1092 |1042 | 1096 | 1176 Chair: Alannah Fitzgerald	Clipper: Breathing Life into Cultural Collections and Archives 1044 | Workshop Chair: Lorna Campbell	Are we Openness Ready? Towards an Open Learning Scale 1131 Workshops Chair: Suzan Koseoglu	Community-led session	
13.00 - 14.00	Lunch & Exhibition and Posters						Ask a Wikimedian: Drop-in clinic 1.20-2pm
14.00 - 15.00	set up for final plenary	set up for final plenary	Strategic 4 x 15 mins 1117 | 1119 | 1105 | 1177 Chair: Joe Wilson	Converging 3 x 15 mins 1127 | 1132 | 1138 Chair: Susan Greig	Lighning Talks 1147 | 1164 | 1183† | 1137 Chair: Lorna Campbell	BEST across disciplines and institutions Workshop 1073 Chair: Debbie Baff	Wikisource Demonstration Wikipedia Editing Training
15.00 - 15.15	Shuffle Time OER16 Bound Prize Giving (in Pentland)						
15.15 - 16.15	KEYNOTE: Melissa Highton, University of Edinburgh Chair: Lorna Campbell Closing remarks from the Co-Chairs and preview of OER17						

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Notes: † paper will no longer be presented

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1032	Opening- and joining-up a professional development module for teachers in higher education to create cultural development bridges	The Creativity in Higher Education is a blended postgraduate module offered by the Centre for Excellence in Learning and Teaching at Manchester Metropolitan University (MMU) as part of the MA in Higher Education for academics and other professionals who teach or support learning. From the outset this module has been designed and developed to enable and promote open learning and involve colleagues from MMU who might be working towards FLEX credits or participate informally as well as the wider community to participate in the online dimension of the module via the related P2PU course site and social media such as Twitter and a dedicated Google plus community. The Creativity for learning module gives colleagues the opportunity to experience first hand, how a module could be opened-up, reflect on the value of such a move for themselves and their students. It gives them also the opportunity to consider this approach for their practice while learning about injecting creativity into their practice to transform the student experience into a stimulating and playful learning experience (Author1, 2015). During the academic year 2015/16 the Creativity for learning unit leader joined-up informally with the University of Macedonia in Greece and particularly a group of postgraduate students studying towards the MA in Lifelong Learning and their programme leader. A group of educators from London Metropolitan University also joined the course with a local facilitator as well as members and the founder of Lifewide Education and the Creative Academic Network. The potential multiple benefits of joined-up and international learning and development (Smyth et al., 2013) have been recognised (Rennie & Reynolds, 2014). In this case, academics and students from different institutions and countries studying towards different qualifications are learning together as partners in small groups synchronously and asynchronously with further distributed open learners and have the opportunity to gain an insight into each other's professional and cultural reality and practice. In this way, the open context of the course offered significant possibilities for innovative distributed collaborative and contextualised learning and development. Recent experiences, opportunities and challenges as well as lessons learnt from this collaboration are shared. These will be of value to other practitioners who are considering opening- and joining-up, formally or informally, their modules and/or programmes with provision from other institutions and countries to enrich the student and staff learning and teaching experience. References Author1 (2015) The Playground Model for Creative Professional Development, In: Author1 & James, A. (eds.) (2015) Exploring Play in Higher Education, Creative Academic Magazine, Issue 2A, June 2015, pp. 40-50, available at http://www.creativeacademic.uk/ Rennie, F. & Reynolds, P. (2014) Two Models for Sharing Digital Open Educational Resources, in: Journal of Perspectives of Academic Professional Practice, Vol. 2, Issue 2, pp. 17-23 Smyth, K., Vlachopoulos, P., Walker, D., Wheeler, A. (2013). Cross-Institutional development of an online open course for educators: confronting current challenges and imagining future possibilities. In Carter, H, Gosper M. and Hedberg, J. (eds.), Electric Dreams. Proceedings ascilite 2013 Sydney. (pp.826-829)	Presentation	Converging or diverging cultures of openness	Chrissi Nerantzi
1033	Open Educational Resources implementation in schools: Strategic advantages and Return on Investment	This concept paper focuses on the strategic advantages and Return on Investment (ROI) possible from a transition to Open Educational Resources (OER) from the dependence on traditional commercial textbooks that is common in primary and secondary public education (PSPE). An OER value proposition includes an analysis of pedagogical and quality issues pertaining to OER and a listing of the challenges and barriers to effective open textbook implementations.The advantages of open texts for PSPE schools are outlined, arguing for the effective exploitation of the educational affordances of tablets and other devices. The ROI of conversion to OER are costed along with the description of cases using different approaches to building an OER ecology, followed by OER policy recommendations. Schools at all levels are implementing technology initiatives with tablets and other mobile devices. For the effective exploitation of the educational affordances of these devices, OER, in the form of texts or modules are needed. These include features such as personalised or localised lessons and the creation of different versions to meet diverse needs. OER can also be ported or reformatted for various applications and media without restrictions. And, education budgets can be maximised with OER when funds can be used to sustain OER rather than supporting commercial textbooks. OER can help to optimize the effectiveness of textbooks across the education system. OER textbook implementation can be viewed as a catalyst for educational change especially when introduced along with tablets and other mobile devices (eg Bring Your Own Device) which can quite reasonably be assumed to become the norm in education worldwide. The effective use of resources on digital media demands open content such as open texts. The restrictions placed on commercial texts severely limit and often derail the effective use of digital devices, inhibiting educational activities, such as sharing, collaborating, mixing, reusing and adapting course materials. OERin the form of textbooks or other resources allow teachers and students to take full advantage of the world's intellectual commons that is the Internet.	Presentation	Strategic and reputational advantages of openness	Rory McGreal

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1039	Massive Open Online Courses and Professional Development	In recent years, Massive Open Online Courses (MOOCs) have been an emergent mode of educational delivery. The London School of Hygiene & Tropical Medicine has launched three MOOCs in the past year, with nearly 40,000 students enrolled worldwide. These courses have driven awareness of open educational practices within the School, culminating in the launch of our Open Study at LSHTM platform, housing open access courses and OER both independent of and related to our MOOC provision. This growing culture of openness is in line with our broader strategic aims of promoting better health and equity through high quality, flexible, and global study opportunities. MOOCs produce a vast amount of learner data, thus affording significant opportunities for educational research (Breslow, et al., 2013, p. 13), and with much of this conducted around online pedagogies and learning design. While it is clear that universities are now increasingly able to reach a worldwide audience and extend access to research, education and training of the highest quality, there remains a lack of robust data and analysis around the effectiveness of and motivations for flexible, self-directed learning. Simple exploration of our MOOC analytics indicates that professional learners are strongly represented in each course cohort. Milligan and Littlejohn suggest (2014, p.1) that while the open context of such courses can broadly reduce barriers to learning, this same open, flexible online format can also be useful to professional learners, enabling individuals to tailor their learning needs to their corresponding work demands. This presentation will report upon our findings regarding learner perspectives of the value and impact of MOOCs in terms of professional development. Based on data gathered in surveys and focus groups, it will highlight some of the reasons why working learners might participate in open courses, the importance of certifying or accrediting learning in this context, and how online learning can be attuned to workplace study. References Breslow, L., Pritchard, D.E., DeBoer, J., Stump, G.S., Ho, A.D., & Seaton, D. T. (2013) Studying learning in the worldwide classroom: Research into edX's first MOOC. Research & Practice in Assessment, vol. 8, pp.13-25. Milligan, C., and Littlejohn, A. (2014) Supporting Professional Learning In A Massive Open Online Course. The International Review of Research in Open and Distributed Learning, vol.15(5).	Presentation	Strategic and reputational advantages of openness	Megan Kill
1040	Public engagement through open practices: the case of CYP-Media	The UKOER community, cultivated in part by the HEFCE-funded Open University SCORE project (http://www.open.ac.uk/score/), has remained an enduring and influential presence within the open education and OER landscape. Evidence of the impact of the UKOER community can, in part, be found in two recent awards gained by SCORE Fellow Author 1, one naming him among the 50 most influential social-media-using professionals in UK higher education - recognition of the public engagement impact of his CYP-Media project. CYP-Media takes a three-platform approach to public engagement. Core to the project is a blog (www.cyp-media.org) for which Author 1 curates and evaluates free multimedia and e-learning resources relevant to trainers, academics and the children and young people's (CYP) workforce. Blog posts are then disseminated via Facebook and Twitter. The CYP-Media Facebook page has an average reach of 7,244 per item, with a maximum of about 500 shares or 50,000 views of an individual item. This paper details the conceptual background to CYP-Media, which has roots in research around the 'public open scholar' (Author 2 & Author 1, 2013; Author 1 & Author 2, 2012), itself grounded in Weller's (2011) 'digital scholar'. CYP-Media's multi-platform social media strategy is outlined alongside a discussion of the challenges encountered since the project's inception in 2010. The paper also analyses quantitative and qualitative evidence of CYP-Media's impact on the children's and young people's workforce, where there is often little funding for training and professional development, and compares the project with other curation initiatives within the UKOER community. We conclude that public-engagement through open educational practices does not have to be the province of institutions and organisations, or even smaller projects, and that by listening to the needs of your target audience, rather than adopting a top-down approach, real educational transformation can be achieved by any single individual.ReferencesAuthor 2 and Author 1 (2013). The realities of 'reaching out': enacting the public-facing open scholar role with existing online communities. Journal of Interactive Media in Education, article no. 21. Available from http://oro.open.ac.uk/39100/ [Accessed 10 November 2015]Author 1 and Author 2 (2012). Reaching out with OER: the new role of public-facing open scholar. eLearning Papers, 31 article 31_1. Available from http://oro.open.ac.uk/35934/. [Accessed 10 November 2015] Weller, M. (2011). The Digital Scholar: How Technology Is Transforming Scholarly Practice. Basingstoke: Bloomsbury Academic, DOI: http://dx.doi.org/10.5040/9781849666275	Presentation	Strategic and reputational advantages of openness	Tony Coughlan

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1041	Moving Towards an OER Model: the Affordable Learning Solutions (AL$) Initiative	Across the United States, textbook prices have dramatically increased in the past 10 years, and can cost several hundred dollars per book (PR Newswire, 2015 par 2). As a result, some students are not purchasing but renting or borrowing their textbooks or they are taking fewer courses. Various institutions of learning throughout the nation are leading curation efforts to discover OER, high-quality and openly licensed educational materials that can be shared, revised and reused. In 2010, the Affordable Learning Solutions (AL$) Initiative was launched at a large university system which is comprised of 23 campuses; 460,000 students and 47,000 faculty and staff. AL$ enables faculty to choose and provide more affordable, quality educational content for their students (Dulaney, 2014 par 5). In addition, this university system also has access to more than 45,000 free instructional materials provided through MERLOT-- Multimedia Educational Resources for Learning and Online Teaching, which is also accessed by more than 500 universities and colleges. Last year, state Senate Bill 1053 (Public postsecondary education: California Digital Open Source Library), was passed. This bill recognizes the university system as a leader in developing an online library of free textbooks for the 23-campus system as well as other public university systems and community colleges in the state. (Dulaney, 2014 par 29). And with the signing of Assembly Bill 798: the College Textbook Affordability Act of 2015, the faculty at this university system are now more empowered than ever to expand the use of OER – freely accessible and openly licensed textbooks, course materials, modules, videos, tests and any other tools, materials or techniques used to support open access to knowledge (Thara, 2015 par 2). Each campus in the university system runs its' own Affordable Learning Solutions programs. This presentation will feature the successful AL$ program at one of the campuses. Attendees will take away ideas on how to integrate low-cost or open source materials into their courses. More importantly, attendees will learn how an inclusive AL$ module can lead to a more successful integration and adoption of OER. Works Cited: Dulaney, Josh. (August 20, 2014). "Cal State University system tackles escalating textbook costs". Long Beach Press Telegram. PR Newswire. (February 11, 2015). "Nation's Largest Free and Low-Cost Textbook Showcase Launches at 13 California State University Libraries". PR Newswire. Thara, Stephanie. (October 8, 2015). "Legislative win increases textbook affordability by tapping into the talent of CSU faculty". Public Affairs.	Presentation	Strategic and reputational advantages of openness	Vang Vang
1042	Open education: developing a critical approach	'Openness' has become a highly charged and politicised term, a movement operating in many areas outside of education (open knowledge, open government, open access, open data, open source, open culture). In the process it has acquired a sheen of naturalized common sense and legitimacy, and formed what seems to be a post-political space of apparent consensus. Invitations to question openness are quite rare, particularly within a field like education that is above all motivated by a desire to exchange knowledge, to make it accessible, and to positively affect the lives of individuals. However, it is precisely this view of openness – as a virtue of natural worth – that is problematic, not only because it masks alternative perspectives, but also because it does so with an apparent moral authority that renders the critic at best a technophobe and a cynic, and at worst an elitist and a champion of the status quo. Indeed, we think that in this moment when it is perhaps least fashionable to question open education that critical perspectives are most urgently needed. Crucially, the field has lacked coherent definitions of 'open', and too often tended towards optimism, advocacy, and conviction, rather than a critical understanding of what openness might mean for education. Moreover, it is the vagaries of the term itself that have allowed it to be attached to other ideas so readily: to notions of self-directed learning and cohesive community interaction; and to technology and the presumed capacities of the digital networks that enable educational activity to take place. In these ways, 'open' has too often accounted for the assumed ease with which educational hierarchies can be horizontalised, and economic and geographic barriers can be dissolved (Knox 2013). But more than this, openness has too often assumed that institutional structures, financial constraints and distance are the only issues preventing the instinctive and effortless uptake of self-directed learning. It is precisely in this way that an uncritical championing of openness fails to adequately analyse educational closures (Edwards 2015). This presentation will draw on work published within a special issue of the journal Learning, Media and Technology which asked for critical approaches to open education. It will explore where we are now with 'the open', how we got here, and the obstacles and openings we now face as scholars and practitioners who have a stake in shaping its futures. References Edwards, R. (2015). Knowledge infrastructures and the inscrutability of openness in education. Learning Media and Technology. 40(3). pp. 251-264. Knox, J. (2013). The Limitations of Access Alone: moving towards open processes in education. Open Praxis. 5(1). pp.21-29.	Presentation	Strategic and reputational advantages of openness	Jeremy Knox

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1043	Reading between the lines: researching the impact of recommender systems in the engagement with and use of OER (open educational resources): a doctoral debate	The pervasive presence of recommender systems in our daily lives is undeniable. From books to clothes to colleagues on LinkedIn we are encouraged to personalise our Web activities. This perceived desire for a 'Google-like experience' and the sociocultural mediation of educational experience has started to permeate resource provision through the adoption of recommender systems to support discovery and use in open educational repositories (ROER) such as Merlot II (California State University, 2015)The true value and impact of educational recommender systems is not yet fully explored, with the exception of some work around the mechanistic nature of systems and the challenges posed by their use in education (Manouselis, 2012). However, we are largely unaware of knowing user behaviour and influences behind their selection and use, the value judgements that are being made and how we can learn from this engagement for future adoption. Understanding user behaviour and the correlation with user experience is fundamental to effective development, visibility and sustainability of ROER. Fully understanding and exploiting the potential impact of paradata can be important in supporting resource use and impact.According to Campbell and Barker (2013), paradata 'is a form of metadata that records how, and in what context, a learning resource is used ... paradata records the opinion of the users...'.Thus paradata can record those interactions afforded by recommender systems such as sharing, liking, commenting, tagging, etc. but it can also go further in contextualising resource use through online comments. The application of these elements within ROER is an area in which the author seeks to explore, in particular the motivation for, and the relevance and value of digital commentary within recommender systems in the use and engagement with OER.One of the major challenges to OER adoption and use is the concept of quality and trust. Atenas and Havemann (2014) have identified ten indicators for quality assurance which included peer review and social media tools for sharing resources. However current research by the author has perceived that there appears to be a 'digital disconnect' between these highly valued indicators, ROER that employ recommender system technology and user engagement /activity with these tools.This interactive presentation will share some of the initial work undertaken as part of the doctoral research and actively engage with delegates to encourage them to consider and debate their own relationship with recommender systems; to what extent does the existence of recommender systems in ROER support and influence their own OER selection and use?Atenas, J. and Havemann, L. (2014) Questions of quality in repositories of open educational resources: a literature review. Research in Learning Technology [online]. v.22, (July) Available from: http://www.researchinlearningtechnology.net/index.php/rlt/article/view/20889 [Accessed 11 November 2015]California State University (2015) Merlot II Available from: https://www.merlot.org/merlot/index.htm [Accessed 11 November 2015]Campbell, L.M. and Barker, P. (2013) Activity Data and Paradata [online]. Centre for Educational Technology, Interoperability and Standards. Available from http://publications.cetis.org.uk/2013/808 [Accessed 11 November 2015]Manouselis, N., Drachsler, H. and Verbert, K. (2012) Recommender systems for learning: Springer briefs in Electrical and Computer Engineering. London: Springer	Presentation	Converging or diverging cultures of openness	Virginia Power
1044	Clipper: Breathing Life into Cultural Collections and Archives - Workshop	The Clipper project is developing innovative open source software tools to help researchers, educators, learners and citizens make better use of time-based media in the cultural sector and elsewhere. You can find out more about the project at this web link http://blog.clippertube.com. The project is working with a diverse range of institutions that all want to make better use of their audio-visual collections, including the National Library of Scotland, The Royal Scottish Conservatoire, The Roslin Institute (Edinburgh University), BUFVC and EUSCREEN.The Clipper project will demonstrate and provide hands-on access to its latest toolkit prototype to elicit feedback and discussion. Participants will be given access to the live online toolkit to trial during the workshop and will be given accounts to access the toolkit afterwards. Participants will be involved in discussing some existing scenarios and developing new ones based on their own ideas. The toolkit will be able work with both closed and open collections of any size and will feature a 'licence picker' to allow users to choose how they licence and share their own user-generated content. The workshop will feature a discussionon about how the toolkit can facilitate a 'sharing continuum' of content - with closed and personal at one end and totally open with Creative Commons licences at the other end. The essence of the project revolves around using the latest advances in HTML5 together with user-generated metadata to control the playback of the media - no content is copied or altered - we think it has strong potential, as it is being compliant with copyright law. This should reassure rights owners and collection managers that their content is not going to be misused yet also widen the scope for access to cultural heritage collections. The Clipper toolkit enables users to specify virtual clips from audio-visual resources and insert rich text annotations 'pinned' to points on the timeline of the clip, the annotations can contain web links, images etc. Clips can be collected together into 'Cliplists'. A simple but significant innovation in Clipper is the use of HTML as the native file format, users create clips and annotations with the data being stored in HTML / Json documents in web directories and in a database. This approach enables the use of URI's to enable the granular sharing of annotations, clips and cliplists. This also facilitates easy integration with social media web services. Another benefit of using HTML as our native file format is that it provides a good format for long-term archival of information together with the related media files. The ambition for Clipper is that it provides a powerful toolkit to 'breath life into' large cultural audio visual collections by providing tools to enable users to easily create their own clips and annotations and share them on the web – while respecting the content owners rights and permissions policies. We anticipate that the toolkit will itself provide a platform for user innovation by overcoming some of the traditional constraints associated with audio-visual media. We are particularly excited about the possibilities for citizen research, deep access to archives for story telling, the implications for creative practice, the role of the author, research data management and new publishing models.	Workshop or panel	Innovative approaches to opening up cultural heritage collections for education	John Casey

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1045	Awareness of OER and OEP in Scotland: Survey Findings from the OEPS Project	Funded for 3 years by the Scottish Funding Council, the Open Educational Practices in Scotland (OEPS) project (http://oepscotland.org) aims to facilitate best practice in Scottish open education. It plans to enhance the Scottish tertiary education sector's capacity and reputation in developing publicly available and licensed online materials, supported by high quality pedagogy and learning technology. In order to support capacity building and develop a nuanced understanding of the level of open educational practice (OEP) awareness and use of open educational resources (OEP) in Scotland, OEPS ran a series of sector wide surveys. The first survey was launched in October 2015 and targeted educators working at Scottish Higher Education Institutions. A second survey focused on teachers at Scottish Further Education establishments and was launched during November 2015. The results of these surveys aim to provide a much-needed overview of the Scottish education sector in relation to use of OEP and OER. Both surveys aimed to find out about the level of OER and OEP awareness through a range of questions including: factors influencing selection of teaching resources; use of repositories; attitudes to sharing; familiarity with licensing options; use of OER as primary/supplementary course materials; purposes and reasons for using OER, and barriers to the adoption of open educational resources. In addition, respondents were asked about their participation in staff development/continuing professional development opportunities related to OEP, and their awareness of student engagement with OER. Survey design builds on the comparative methodology developed by the OER Hub (http://oerresearchhub.org), an approach that enables not only cross-sector comparisons of results to be made but also a wider, international comparison with research conducted by the OER Hub over the past three years. Initial analysis of early data strongly suggests that awareness of OER among Scottish teaching staff is low, and that most perceive this lack of awareness as the main barrier to the adoption of OER. Educators familiar with open resources, use them primarily as supporting material to enhance their teaching or as further reference for students. However, few have participated in staff development or CPD opportunities regarding different aspects of openness. This presentation will highlight some of the OEPS survey findings and contribute to scoping the state of play on open education in Scotland.	Presentation	Converging or diverging cultures of openness	Beatriz de los Arcos
1046	Bastille, a pop group or a French Fort? How the Research and Education Space (RES) is using linked open data to open up cultural heritage collections so they can be used in education.	Museums and galleries are a vital tool for education. Every schoolchild has, at one time, enjoyed a visit to one of the UK's world-beating museums or galleries. Digital technology is building on that. Thanks to the world wide web, any teacher, any student, should be able to access the digitised version of any cultural asset in the country at the click of a mouse. That's the theory, in practice, it's not that easy. While significant progress has been made digitising cultural objects and good work has been done in creating metadata standards, data and assets largely remain silo'd in museum and gallery websites. So while your children no longer need to leave their classroom to visit a museum or gallery, your browser still needs to visit each institution's website separately. We will demonstrate how The Research and Education Space is changing that by creating an efficient platform so that relevant educational content can be found in one place and delivered directly to students, teachers and lecturers. The presentation will showcase one of several products that are 'Powered by RES' [1]. RES is indexing Linked Open Data published by museums, galleries and other cultural heritage organisations and will create the definitive catalogue of UK cultural assets.[2] There are several aspects to the design of RES that are crucial: Whilst we require data to be openly licenced and the licence to be machine-readable, we make no stipulations about the licencing of assets other than the licence must also be machine readable.We are not holding or publishing any digital assets, we are merely indexing data, all requests that are handled by RES will be sent back to the host institution.We are not building any user interfaces, the project is so wide-ranging and so flexible that we are building RES as open source[3] and open access so anyone can build anything they like on top of it. There are significant differences between our approach and that of other search engines. Provenance, authenticity, authority, licencing and permanence are all enhanced by RES, while we are less interested in the number of links to an object or what is contemporary. RES is a partnership between the BBC, Jisc[4] and the BUFVC[5] and is actively seeking input from education professionals[6]. We will finish our presentation with a call to action for you to tell us what you need to help us guide the future of RES. [1] http://www.bbc.co.uk/corporate2/connectedstudio/events/res [2] http://www.modes.org.uk/news/latest-posts/2015/09/28/the-future-of-online---discover-the-research-and-education-space/ [3] https://bbcarchdev.github.io/inside-acropolis [4] https://www.jisc.ac.uk/blog/towards-the-research-education-space-res-07-jan-2013 [5] http://bufvc.ac.uk/projects-research/projectstimeline/res-bob [6] https://blogs.ucl.ac.uk/ele/2015/05/28/res/	Presentation	Innovative approaches to opening up cultural heritage collections for education	Richard Leeming

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1048	Categories and strategies of OER Usage	The Open Educational Resource (OER) movement has been successful in developing a large, global community of practitioners, in releasing high quality learning material and influencing policy. It now stands at the cusp of mainstream adoption, which will require reaching different audiences than hitherto. This paper analyses the findings of the Hewlett funded OER Research Hub (http: //oerresearchhub.org) to identify different categories of users. Drawing on a range of surveys with over 7,000 respondents from educators, formal and informal learners (OERRH, 2015) three categories of OER user are identified. OER active – this group is 'OER aware', in that the term itself will have resonance for them, they are engaged with issues around open education, are aware of open licences and are often advocates for OERs. This group has often been the focus of OER funding, conferences and research, with the focus on growing the size of this audience. An example of this type of user might be the Community college teacher who adopts, and contributes to open textbooks.OER as facilitator – this group may have some awareness of OERs (or open licences), but they have a pragmatic approach toward them. OERs are of secondary interest to their primary task (typically teaching). OERs (and openness in general) can be seen as the substratum, which allows some of their practices to flourish, but they are not aware of, or necessarily interested in open education itself. Their interest is in innovation in their own area, and therefore OERs are only of interest to the extent that they facilitate innovation or efficiency in this. An example would be a teacher who uses Khan academy, YouTube, TED talks and some OERs in their teaching. OER consumer – this group will use OERs amongst a mix of other media and often not differentiate between them. Awareness of licences is low and not a priority for them. OERs are a 'nice to have' option but not essential, and users are often largely consuming rather than creating and sharing. An example might be a student studying at university who uses iTunes U materials to supplement their taught material. These groups have different requirements of OER and thus varying strategies would be required to meet their needs if mainstream adoption was to be realized. The first group have been well served by strategies thus far, but it is penetration into the second two categories that are required if the ambition of mainstream adoption is to be realized. Some strategies to realize this – such as improved OER branding and supporting technologies – will be explored in the session.	Presentation	Strategic and reputational advantages of openness	Beck Pitt
1052	Learning to Develop Open Knowledge	An editathon is an event where people develop open knowledge around a specific topic (Cress & Kimmerle, 2008; Kosonen & Kianto, 2009). The event can be online or face-to-face, giving participants opportunity to learn different types of expertise and accumulate social capital to help them learn (Lieberman, 2000). This paper explores learning in an editathon. The event took place over a number of days in April 2015. Over 50 participants created pages in Wikipedia. Collaboration was co-ordinated by facilitators who helped participants select which pages they would work on. An expert Wikimedian provided training on how to create and edit Wikipedia pages. Thestudy explored the diffusion of social capital, examining how theparticipants learned. A quasi mixed-method approach was used, combining Social Network Analysis (Cela, Sicilia, & Sánchez-Alonso, 2015) with semi-structured interviews (n-=10).A longitudinal, multi-level 2-mode Social Network Analysis revealed aNetwork of Practice with three types of participant interaction online:leaders - creating a new wiki pages; collaborators - working on an established page; or lone workers - making standalone open knowledge.Social Network Analysis of online activity there appeared to be littlecollaboration. Few participants edited pages initiated by other people and generally one participant would take responsibility for each page.However, the qualitative analysis identified a high level of collaborationoffline, with participants agreeing a common structure for the site andco-ordinating how each would contribute to the site. Collaboration was largely through in-person conversations, which werehelpful for sharing information and the validation of knowledge. Specific curation of the editathon activities proved important: the presence of a list indicating who would initiate or edit each wikipage; reference resources (archived newspapers, historical books, etc); and structured training in specific editing skills all helped scaffold the learning. The Wikimedian played an important role in directing learning and activity, particularly when creating the initial structure of the wiki pages and introducing the technical knowledge. After basic technical training the participants were more able to take responsibility for their learning, engaging with particular strategies, resources and people as needed in order to perform tasks. Participants generally displayed high levels of self-efficacy related their prior experience with the technical skills required, established connections with other participants and confidence in their ability to learn.Participants reported learning three different types of knowledge:Knowledge of the topic - most people were not familiar with the topic and became interested and excited by it during the event.Technical knowledge - most people were unaware of the degree of specialist knowledge required to edit Wikipedia pages and to apply creative commons licences. Socio-cultural knowledge of who to go to for specific information.Much of the learning was not acknowledged, though there was clear evidence that everyone we interviewed had learned. All respondents reported that the editathon had a positive influence on professional role. They were keen to integrate what they learned into their work in some capacity and believed participation had increased their professional capabilities. Participants generally had confidence in their ability to learn and displayed high levels of self-efficacy related to learning the technical skills required, establishing connections with other participants.There was continued engagement after the event; most participants discussed the editathon with colleagues who had not attended and several participants continued to contribute to Wikipedia. Overall, the editathon provided opportunity for professional learning, enabling people to learn a range of different types of knowledge useful for work.	Presentation	Hacking, making and sharing	Melissa Highton

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1053	Playing Games in the Archive	This presentation will discuss a series of games played with the Archive of the Scottish National Gallery of Modern Art (SNGMA) and the new and unconventional modes of access that followed, and will also provide a jumping-off point for discussion of the interplay between cultural institutions, artists and the public.In 2013 artists Carson & Miller circulated a call for interest through the Archives-NRA listserv, in search of an archive collection with which to play. Central to their artistic practice over the preceding years had been the creation and use of games to explore both physical collections (such as that of Manchester Metropolitan University Special Collections) and cultural notions of keeping, caring and seeing. With rules and structure devised by the artists, the games involved playing with themselves, museum professionals and members of the public. In addition to exploring themes of memory and the construction and structure of archives, a stated aim by the artists was to examine the notion of access to an archive and the relationship between the public and private.The Scottish National Gallery of Modern Art Archive responded to this call for interest, intrigued to discover how Carson & Miller intended to use play and game-playing as a means of exploring the important holdings of 20th and 21st century art archive material within its collection. The collaboration resulted in a series of games over the following two years: initially formulating and playing games with just themselves and archive staff, Carson & Miller expanded their practice to incorporate members of the public in their game-playing, resulting in the opening up of restricted archive material to those who would usually be unaware of or uninterested in accessing it via conventional routes. Instead of academics or researchers consulting archive material in the regulated environment of the reading room, members of the public encountered the Archive's holdings in both the public spaces of the Gallery and in the archive's own storage facility. For example, 'A Library Game' took place in the Keiller Library at Modern One, a public space intended to resemble a gentleman's study, with material from the archive usually displayed - inaccessibly - behind locked doors and on a mezzanine level. Carson & Miller's game encouraged passers-by to select inaccessible items which would then - with the supervision of archive staff - be brought forwards for examination by the chooser, and discussed with them.Although working within the confines of site-specific games, Carson & Miller often adopted a spontaneous approach to encouraging participation, asking passers-by - often children or students - to take part in a series of games within the Gallery's spaces. The result was an opening-up of a major cultural heritage collection in a novel, accessible and playful way.	Presentation	Innovative approaches to opening up cultural heritage collections for education	Kirstie Meehan
1054	Using OER to make MOOCs truly open (and interactive)	By course design and by virtue of the large number of participants, learner-instructor interactions in MOOCs are limited. The learning content in the most widely used model (X-MOOCs) is typically presented through videos, with minimal interactions – usually in the form of pausing the video for true-false or multiple choice questions. The content presentation is separated from the online discussions, with few options for participants to interact with the presenter. In addition to video presentations, MOOCS frequently make use of commercial textbooks, often as an integral part of the course. Usually the texts are supplied at low cost, but they tend to be static learning materials and are frequently not available outside the course structure. As Weiland points out (2015), the learning materials are not intended for reuse or repurposing. The "open" in MOOCs often doesn't extend to content.Relatively few MOOC's from the major aggregators make use of OER. One of the big advantages of using open content is the ability to customize course content, assembling OERs from different sources into a course, or starting with a piece of open courseware, then editing it as needed. I will be demonstrating and discussing open learning content I have created for a course in intercultural communication. The course has been offered in face-to-face, hybrid, and online versions. It features a set of online tutorials incorporating video clips, recorded lectures, self-reflective surveys, and interactive learning activities. The tutorials have become the basis for an interactive e-text replacing the commercial textbook previously used. This is in preparation for offering the course next year as a SOOC, a selectively open online course. The "selective" that replaces the "massive" refers to the fact that initially the students participating will include students from my university in the US and from two to three invited international partner universities. The course content will be made available through a Creative Commons license. Using open international standards for the course content (HTML5, EPUB3) ensures that the content is not trapped in a proprietary format and that access will be possible with minimal technology requirements, namely a Web browser, e-reader, or mobile phone. The e-text for the course will be available through open access repositories, so as to be available outside the course structure. My hope with the presentation is to demonstrate the advantages of using open educational content in a MOOC or in any online course. A study by Scanlon, McAndrew, & O'Shea (2015) has shown that the use of OER in MOOCs, as practiced by the Open University, provides both improvements in student performance and more flexibility in usage.ReferencesScanlon, E., McAndrew, P. & O'Shea, T., (2015). Designing for Educational Technology to Enhance the Experience of Learners in Distance Education: How Open Educational Resources, Learning Design and Moocs are influencing learning. Journal of Interactive Media in Education. 2015(1), 6: 1-9.Weiland, S. (2015). Open Educational Resources: American Ideals, Global Questions. Global Education Review, 2,4: 4-22.	Presentation	Strategic and reputational advantages of openness	Robert Godwin-Jones

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1056	Hacking the Virtual Classroom: Participatory Learning and Teaching with Rich Media Technologies	This paper seeks to extend the discussion on participatory learning and teaching beyond the limits of the lecture theatre into the virtual classroom space. It proposes a model of blended learning that involves both on campus and distance students in the process of creating learning content through use of open technologies and free digital media resources. The base of this approach is shaped by the concept of vicarious learning as a way of learning vicariously through learning with others (Lee, 2012). Moving away from the models of teacher-led design of learning objects and passive consumption of learning materials, rich media can support reflection, construction of content and can enhance the process of collaborative learning between on campus and online learners. The physical separation of students in programmes offered at a distance may not be an obstacle, but an advantage through blended learning activities that provide the students with opportunities to network and interact. Introducing such methods of creating rich media educational resources aims to improve student-led learning whilst softening boundaries between traditional and online higher education.References Lee, J. 2012. Learning Vicariously with Rich Media. [Online]. 26 March 2013, Auditorium lecture theatre, Business School, The University of Edinburgh. [Accessed 12 November 2015]. Available from: https://www.youtube.com/watch?v=0_J84Y9dbF4	Presentation	Hacking, making and sharing	Denitsa Petrova
1057	Modelling Open Practices in Professional Development: Creating a culture of open social scholarship	The authors of this paper are interested in developing new frameworks for lecturer professional development that integrates the scholarship of technology enhanced learning (SOTEL) into innovative pedagogical practice supported via communities of practice (COP). Throughout 2015 we designed and trialed a cMOOC (connectivist massive open online course) for lecturer professional development as a scalable framework to create an institutional culture and foundation for global open scholarship research collaboration in SOTEL. We define SOTEL within the context of mobile social media as it has become the most ubiquitous technology on the planet (International Telecommunication Union, 2014). Traditional forms of measuring scholarly research impact are being challenged increasingly by the growth and development of open scholarship practices and the impact of social media via Altmetrics (Priem, Taraborelli, Goth, & Neylon, 2010). Other initiatives such as the Open Researcher and Contributor ID (ORCID) seek to link traditional research profiles to a new culture of open scholarship. The Mosomelt (Mobile Social Media Learning Technologies) cMOOC (http://mosomelt.wordpress.com) scaffolds a network of COPs exploring technology enhanced learning in a variety of higher education contexts, and also provides a platform for global research collaborations. The cMOOC explicitly integrates SOTEL through preparing participants to submit eportfolios for certified membership of the association for learning technology (CMALT) accreditation, effectively updating Boyer's (1990) fourfold DIAT (Discovery, Integration, Application, and Teaching and learning) model of scholarship for the open social scholarship age. The cMOOC was designed upon learning theories that focus upon creativity, student-generated content, and student-generated contexts. We explored the intersection of mobile learning and rhizomatic learning by developing the cMOOC around a series of triggering events designed to facilitate the sharing of participant-generated content, open scholarship, and SOTEL within an overarching EDR methodology (Bannan, Cook, & Pachler, 2015), connecting theory, practice, and critical reflection (Table 1). Table 1: Integrating mobile learning, SOTEL and educational design research Methodology Educational Design Research 4 stages of learning design Informed Exploration Enactment Evaluation: Local Impact Evaluation: Broader Impact Boyer's DIAT model SOD SOI SOA SOTL Intersection with mobile learning Mobile social media framework informing curriculum redesign cMOOC designed upon Rhizomatic Learning: Developing an Ecology of Resources Designing Triggering Events Participant Feedback Informed by the scholarship of technology enhanced learning (SOTEL), accredited via CMALT Connecting theory and practice Theory Practice Critical Reflection The paper evaluates the impact of the first iteration of the Mosomelt cMOOC on creating a new culture around mobile learning and open scholarship. References: Bannan, Brenda, Cook, John, & Pachler, Norbert. (2015). Reconceptualizing design research in the age of mobile learning. Interactive Learning Environments, 1-16. doi: 10.1080/10494820.2015.1018911 Boyer, E. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching. International Telecommunication Union. (2014). The world in 2014: Ict facts and figures. 2014(April). http://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2014-e.pdf Priem, J, Taraborelli, D, Goth, P, & Neylon, C. (2010, 26 October). Altmetrics: A manifesto. Retrieved 19 June, 2015, from http://altmetrics.org/manifesto/	Presentation	Converging or diverging cultures of openness	Thomas Cochrane

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1059	Opening Scotland: Museums Galleries Scotland's Wikimedian in Residence & the diversification of engagement.	In January 2015, Museums Galleries Scotland employed Scotland's second ever Wikimedian in Residence, the first for the Scottish museums sector. In contrast to most residencies of this kind, where the resident is embedded with just one institution, MGS's resident was to work with the entire sector, with the aim of increasing open knowledge capacity and beginning to effect culture change with regard to open knowledge in a cultural context. This case study will reflect on what can (and can't) be achieved in a year, will offer provocations with regard to the challenges faced by the museums sector, and suggestions as to the best direction for future activity. In terms of training and reach, the project was highly successful: engaging 26 cultural institutions, 20 universities, creating 241 new Wikipedia editors and reaching 460 people through 23 conferences and seminars. But in terms of producing open knowledge, results are harder to quantify, with written material vastly outweighing images, largely down to repeated difficulties encountered surrounding the open licensing of out of copyright imagery. Instigating policy change was also difficult, and the presentation will explore the reasons for this. In MGS' experience, the sector is extraordinarily enthusiastic about the possibilities offered by collaboration with open knowledge projects, but Wikipedia's rules and policies can be opaque and difficult to navigate. Wikipedia's status as a tertiary resource relying on secondary sources and in search for a neutral point of view can and often does clash with an academic understanding of true objectivity as impossible, and where cutting-edge research will often disprove accepted thinking on and around a subject. One interesting and unforeseen outcome of the project were instances of the co-production of open knowledge artefacts between cultural and educational institutions, where an alignment of objectives resulted in productive, mutually beneficial partnerships. This model will be compared with that of more traditional residencies in educational institutions. Another unexpected outcome was the internal organisational impact the residency had within Scotland's national development agency, Museums Galleries Scotland, and Glasgow Life/Glasgow Museums, where the resident was embedded for the first four months of the project. Studies show that the opening of museums' collections online can increase in-person museum visits, pointing to a positive correlation between engagement with web based information about a museum and its collection, and a physical visit. (CHIN 2004, IMLS 2008) Open access to heritage collections can inspire braver, more creative practice, and open up new revenue streams. At a time when museums are under increasing financial pressure, open culture should be able to provide both inspiration and access to new audiences. But often, open knowledge can simply feel like a luxury that cannot be afforded. So where do we go from here? Evaluation of the project is ongoing at the time of writing, but this presentation will put forward the case for the necessity of a three pronged approach for success in open cultural heritage: Infrastructure, Skills & Attitude, which will inform the second phase of the project, due to finish in June 2016. References CHIN / Canadian Heritage Information Network: 2004 Survey of Visitors to Museums' Web Space and Physical Space: Survey Documentation and Findings, prepared by the Statistical Consultation Group Statistics Canada for the Canadian Heritage Information Network February 2005. http://www.rcip-chin.gc.ca/contenu_numerique-digital_content/2004survey-2004survey/index-eng.jsp, accessed October 2015. IMLS / Institute of Museum and Library Services: 2008 National Study on the Use of Libraries, Museums and the Internet, Institute of Museum and Library Services, http://interconnectionsreport.org/reports/ConclusionsFullRptB.pdf accessed October 2015.	Presentation	Innovative approaches to opening up cultural heritage collections for education	Sara Thomas

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1060	Open behind closed doors: Openness as a state of mind not a technology	This presentation introduces a unifying 'meta-literacy' for greater convergence in cultures of open: Online Insight Dialogue (Kramer 2007).I look at the role of contemplative mind in education via an online course in the Blackboard LMS/VLE. The course teaches Online Insight Dialogue at Masters Level, a subject usually taught in intensive face-to-face retreats. The design of the course uses the metaphor of an 'online relational meditation lab' (ORML) to teach students to enact what they describe in assignments. For example, a blog post describes compassion. Can they enact compassion in relating to others on the course when frustrations with technology inevitably arise?The aim of the course is to teach students to 'see themselves using technology' deliberately not habitually and explore the contemplative dimensions of digital culture to evolve an open mindset. The course looks at a specific interaction method (Insight Dialogue) to develop this kind of mindset in the safety of a closed LMS. We work with the idea of 'levels of open' in the course design (Lockridge, Levine and Funes, 2014) and assume that this interim closed community can teach the values of open culture with less risk than a fully open online experience.Online insight dialogue is a kind of relational meditation and this may not appear to have anything to do with openness in education. Yet, neither technology nor pedagogy will embed an open culture in education without a literal 'change of mind'. Our open education community already sees a need for a change of mind towards relational contemplation: Mike Caufield (2015) talks about a need for 'gardening' as Tim Klapdor (2015) searches for a technology to give him a 'quiet page'.Text mediated dialogue using the Insight Dialogue method needs time, space, silence and a willingness to be self-critical; this is not simple in social networks that support mostly constant talk. This course teaches open as a state of mind not a digital literacy. Insight Dialogue is an interactional practice that enables a culture of openness, one that can work with what emerges beyond reactivty.The ORML is a safe space to learn to offer deep attention in mediated interaction with less focus on how to become a central node in a network diagram, rich mostly in clicks and re-tweets. It offers a digital space to practice communicating from silence rather than habit and learn that every interaction is an opportunity for deliberate action – this is embedded in the design and the assignments set, based on the #thoughtvectors MOOC (Funes, 2015b). The pilot was evaluated qualitatively via interview and survey of 18 participants (Funes, 2015a).Mindful mediated communication can be effectively taught online inside the LMS to prepare students for joining educational networks on the open web. The course is running again now, with changes to the design based on feedback from pilot. I will complete an evaluation report for the feasibility of continuing to do this work online by the end of 2016. Preliminary conclusions will be discussed at the presentation.References Funes, M. (2015a) Mindful Communication online? Impossible. Blog Post. http://stillweb.org/2015/mindful-communication-online-impossible/ Funes, M. (2015b) Thoughvectors: The quiet MOOC. Blog Post. http://mdvfunes.com/2015/05/15/thoughtvectors-the-quiet-mooc/ Caufield, M. (2015) The Garden and The stream. Blog Post. http://hapgood.us/2015/10/17/the-garden-and-the-stream-a-technopastoral/ Klapdor, T. (2015) The quiet page. Blog. https://timklapdor.wordpress.com/2015/07/28/the-quiet-page-linking-the-web/ Kramer, G. (2017) Insight dialogue: The interpersonal path to freedom. Shambhala Publications. Lockridge, R.L., Levine, A. and Funes, M., (2014) A DS106 Thing Happened on the Way to the 3M Tech Forum. Journal of Interactive Media in Education, 2014(2), pp.Art-6.	Presentation	Converging or diverging cultures of openness	Mariana Funes
1063	Easy OER: mainstreaming open courses at scale	The OpenLearn platform was developed in 2006 as the home for The Open University's (OU) free learning provision. It was to be a showcase for the OU's taught modules, providing free extracts from the University's taught curriculum. It now supports a diverse range of learning materials ranging from around 2,500 videos, hundreds of blogs and articles by academics, interactive games and around 900 free courses, some of which offer OU-branded digital badges as markers for achievement. It receives over 5 million new learners each year is used by around 150,000 OU students to inform module choice, develop study skills and confidence in their learning. The 2007 Organisation for Economic Co-operation and Development 2007 report identifies six arguments for why organisations should develop open educational resources (OER) (OECD, 2007, pp. 64-5): offering potential students a taster of paid-for content; altruism; an appropriate leveraging of taxpayers' money; course development cost cutting; providing a showcase to attract new students; and to stimulate internal innovation. In a year that celebrates 10 years of OpenLearn, it is easy to reflect that the platform and the innovation that sits behind it, has grown to support these six arguments. Indeed, research and evaluation of learners using OpenLearn has been extensive, particularly in recent years. Findings from studies in 2013 were the basis for recommendations about how the platform could be further developed to deliver a better user experience and to issue free recognition for informal learning through digital badges (Perryman, Law and Law, 2013, Law and Perryman, 2015). The process of course development on OpenLearn has historically involved basic modification of OU module excerpts. As a platform that has historically driven 13% of its learners through to make an enquiry at the OU, the piloting of embellished online courses containing rich media and formative assessment in 2014, saw this percentage grow to around 30%. Hence, from 2016, all OU module specifications will be developed with dual learning design outputs: the OU module (for paying students) and the enriched open course (for publication on OpenLearn). This is a cultural shift for the OU inasmuch as all module teams will be required to engage with openness from module inception; previously, identified content may have been 'topped and tailed' by course editors. By taking what has been learnt from MOOC production, understanding what pedagogical features work in an open, unsupported environment, the OU is able to influence module production at the specification stage to produce meaningful and engaging free open courses. References: Law, P. and Perryman, L-A. (2015). "Internal Responses to Informal Learning Data: Testing a Rapid Commissioning Approach." European Journal of Open, Distance and e-Learning pp. 76–84. OECD (2007) Giving Knowledge for Free: the emergence of open educational resources. OECD/CERI. Available from http://www.oecd.org/edu/ceri/38654317.pdf. [Accessed 19 November 2015] Perryman, L-A., Law, P. and Law, A. (2013). "Developing sustainable business models for institutions' provision of open educational resources: Learning from OpenLearn users' motivations and experiences." The Open and Flexible Higher Education Conference 2013, Paris, EADTU (Proceedings pp. 270–286).	Presentation	Strategic and reputational advantages of openness	Patrina Law

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1064	Why and how the OU provides free learning	This poster will show how and why the OU provides free learning via its OpenLearn platform as well as other third party channels and how it continues to innovate to reach new learners. The OU ensures it provides about 5% of its course materials as free open educational resources 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".OpenLearn contains over 12,000 study hours of material in 12 subject areas and has received over 40 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.Ongoing research into OpenLearn learners, their motivations and demographics, provides a mechanism for innovation (e.g. by offering digital badges) and a mechanism for responding to their needs (23% of learners declare a disability and request multiple formats of learning materials). As such, The OU now openly syndicates its free learning to other third party platforms such as iTunes U, YouTube and GooglePlay.OpenLearn is currently undergoing complete redevelopment and redesign in 2016 to improve usability and to issue free certification to all learners completing a course of study.Reference: OU Royal Charter http://www.open.ac.uk/about/documents/about-university-charter.pdf	Poster	Strategic and reputational advantages of openness	Patrina Law
1068	TeachMeAnatomy: How a medical student built a sustainable, crowd-sourced, peer-reviewed open online textbook in his spare time	Introduction:Interest in open educational resources (OER) can be said to have moved from open-license material creation, to repositories, to sharing open practice. OER reuse and repurposing grew slowly, due to quality concerns and lack of a sense of materials ownership (ICDE, 2010). At the same time, learners and educators were discovering free online materials (YouTube, Kahn Academy, iTunes U) (Weller, 2015), considering open licensing when they ran into problems.TeachMeAnatomy matches the second description. Beginning with one medical student who crowdsourced helpers through social media, it grew into a sustainable, internationally popular website/app with articles vetted by its user community. It is a product of open culture.Purpose: TeachMeAnatomy addressed a clear need; a free, user-friendly anatomy resource, tailored to the needs of medical students.Method: The website was built using open-source WordPress. To rapidly develop content, the writing process was crowdsourced via social media to anatomists, medical students and junior doctors. Public-domain and Creative Commons images were sought and adapted. Adverts were eventually incorporated to fund further development. This allowed a new design to be commissioned, attracting more visitors and increasing advertising revenue enough to fund development of an app.Impact: TeachMeAnatomy currently receives over 30,000 daily worldwide views, 33% of users from outside the Americas and Europe. The resource is intentionally optimised for use with phones and basic computers, and 39% of users access it via mobile devices.In a survey of preclinical medical students at , 69% of respondents described the website as more effective than other anatomy textbooks, and 92% more effective than other anatomy websites. Qualitative feedback emphasised the concise, structured nature of the resource.In keeping with its open culture, users from various organisations have repurposed TeachMeAnatomy content in their own work, including Oxford University, Missouri School of Medicine, Springer Publishers and Össur UK.Conclusion: TeachMeAnatomy is a uniquely profitable and popular openish resource (Pearce, 2012), built by learners for learners, which "leap-frogged" over difficulties experienced by earlier OER initiatives. The drawback of its model is in quality assurance difficulties, since resources were curated and written by students and practitioners not in a position to approve materials for use by, for example, the Leicester Medical School. This issue is beginning to be addressed, and different ways of enlisting the help of experts into the user community are being tried in new resource development.Future plans involve the development a surgical resource, launched in August 2015. The authors also plan to further analyse user behaviour on the resource, and better optimise the site for CC-licensed open content sharing.ReferencesICDE (2010) 'Open Educational Practices » Open Educational Quality Initiative - OPAL', ICDE Website, [online] Available from: http://tinyurl.com/p9y4msx (Accessed 5 November 2015).Pearce, N. (2012) Developing students as OER content scavengers, [online] Available from: http://www8.open.ac.uk/score/developing-students-oer-content-scavengers.Weller, M. (2015) Webinar on impact of Open Education - Findings from the OER Research Hub, Online United Kingdom.	Presentation	Hacking, making and sharing	Terese Bird
1069	An open repository for Basic Education in Argentina and...so more	Educ.ar is an official educative site for the Ministry of Education in Argentina. The site includes an OER repository and also an e learning platform and a social network for primary and secondary schools teachers. These digital services are integrated in an educational concept about use of IT. The use of digital contents is the point we are working at this moment. The open repository has many objectives: diffusion but also a pedagogical proposal to teachers: the "enlarged classroom" (Sagol 2013). The enlarged classroom consists in a digital environment –a group in a social network, a folder in an intranet, a blog, for example- that complements the face to face class.In the conference I want to point how OER are not only a tool for knowledge equality but also a didactical requirement for IT innovator uses in classrooms and schools. We can change the teaching and learning practices using digital contents and digital environments, improve the teachers as content makers and transform the time and space of classrooms.In this propose we invite teachers to use the contents as seeds, to remix them like Djs and became authors with our resources as raw materials. The teachers publish the "remixed" open resources in the enlarged classrooms but also in professional sites and networks. In these enlarged classrooms, the knowledge has different ways of circulation and construction (Siemens 2006) and teachers and pupils have new roles. Teachers and pupils improve their profiles and first and foremost the resources add value across the use. Sagol, C (2013). El aula ampliada, lo mejor de los dos mundos. Available at https://www.educ.ar/sitios/educar/recursos/ver?id=116227. Siemens, G. (2006). Knowing knowledge. Lulu. com.	Presentation	Strategic and reputational advantages of openness	Cecilia Sagol

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1070	Open Educational Practices hub – the role of community and practice in OER creation	The Opening Educational Practices in Scotland (OEPS) project is exploring how we share, disseminate and develop good practice in the use of OER. The project focusses on enabling open educational practices (OEP) via cross sector collaborative partnerships to explore the extent to which Open Educational Resources (OER) can transform and widen participation in higher and further education (Welsh Government, 2014, D'Antoni, 2013). To facilitate best practice OEPS is building a peer support network as it collaborates with more than 50 organisations (both inside and outside the academy, including universities, colleges, trade unions, some employers, regional and national third sector and non-departmental public organisations) and has created an online hub which has sections on practice, using and creating OER. The OEPS collaborative partnership projects focus builds on experience from earlier Scottish projects (Macintyre, 2013, Cannell & Macintyre, 2013). OEPS enables organisations not normally engaged in creating educational materials to gain experience building pedagogically robust OER for a wider public audience, including individuals and communities not accessing higher education. This extends how to create OER to a wider group in HE, FE and beyond from the small number who currently reuse, revise and remix content openly (Dhanarajan & Abeywardena, 2013). The experience of the OEPS project is being captured on the OEP hub site in a series of articles and case studies which investigate open practices, design of open learning journeys (Macintyre, 2015), strategies and practical solutions to the barriers encountered in particular situations. This presentation will focus on the first few months use of the online Open Educational Practices hub which went live in October 2015 and the emerging advantages of community collaboration in the creation of open educational resources. It explores the extent to which organisations and individuals both within and outside the academy are prepared to share their experiences of OER creation and open practices on the hub to help the wider community and the reputational and strategic benefits this brings. Cannell, Pete and Macintyre, Ronald (2013). Reflections on work and learning and flexible curriculum. In: International Enhancement Themes Conference: Enhancement and Innovation in Higher Education, 11-13 June 2013, Glasgow, UK, pp. 4–12. http://oro.open.ac.uk/id/eprint/38321 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 https://oerknowledgecloud.org/sites/oerknowledgecloud.org/files/pub_PS_OER-IRP_web.pdf#page=153 Dhanarajan, G. & Abeywardena, I. (2013). Higher education and Open Educational Resources in Asia: An Overview. In G. Dhanarajan & D. Porter (Eds.). Open Educational Resources: An Asian Perspective. Commonwealth of Learning. http://www.col.org/resources/publications/Pages/detail.aspx?PID=446 Macintyre, Ronald (2013). Openness and practice: innovations through openness in partnership. In: International Enhancement Themes Conference: Enhancement and Innovation in Education, 11-13 June 2013, Glasgow, UK, pp. 90–96. http://oro.open.ac.uk/id/eprint/38320 Macintyre, R (2015) Create your own / Designing Open Learning Journeys http://www.oeps.ac.uk/create-your-own/designing-open-learning-journeys Welsh Government (2014) "Open & online: Wales higher education and emerging modes of learning", Report of the Online Digital Learning Working Group http://gov.wales/docs/dcells/publications/140402-online-digital-learning-working-group-en.pdf	Presentation	Strategic and reputational advantages of openness	Anna Page
1073	BEST (Build Engage Solve Think) across disciplines and institutions	In this workshop participants work in small groups and use tactile media to experience the fundamentals of OSL with the aim of creating and document their learning experience. The workshop begins with a brief introduction to the concept of Open Source Learning and how it is practised and perpetuated within the OSL Foundation. Small groups of three to four people work together with the 'Open Source Learning Kit'. It is collaborative tool (game) to empower participants to work together to test out, reflect, and articulate their ideal learning environment. It is about developing social communities, micro-learning communities or "clusters", and how multiple learning communities come to be associated and influence each other socially. The activity is worked out physically and spatially, and conceptually focuses on their ideal learning networks. Small groups work together to form a micro-assembly of pieces from the kit. Each team then presents to the group of the whole the ideal learning environment they created.Then the fun part: each puzzle board then clicks together to form one large puzzle board, and the entire group then works together to form a single large networked learning community. Discussion topics are presented to each group: How do/did they negotiate different interests / ideals? How do they deal with density of interaction and the energy that comes from this? How do their own ideas/ideals shift/influence/grow from the presence of others? Participants then document the process in the form of an aural story or song. Musical instruments are provided to assist with shaping the contour of their song/story. There is no musical training necessary, everything is explained and designed to facilitate successful outcomes and encourage engagement. The purpose of interjecting music is to be used as a medium that encourages the playfulness, creativity, and openness to continue throughout all parts of the workshop – including the documentation phase. The workshop culminates with small groups presenting the most salient points to one another. The activities in this workshop transfer directly to individual teaching practices, but can also be mapped onto the broader schema of learning and conceived of as a city - socially and how we might engage / inhabit / interact with it and those that inhabit it.	Workshop or panel	Hacking, making and sharing	Laura Ritchie

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1074	Enriching a culture of openness: ten years of OpenLearn at The Open University	The Open University launched its open educational resources platform, OpenLearn, on the 25th October 2006. OpenLearn began as a 2 year institutional project funded by the Hewlett Foundation and sought to test out and build upon its previous notions of how openness in adult education were instantiated through its mission of being open as to people, places, methods and ideas (Author, 2006; Gourley and Author, 2009; Author and Author, 2010) as well as enter the new world of openly licensed content. OpenLearn has since become a mainstream part of University business and has been the focus or the prompt for a large number of related internal activities and externally funded projects where openness in one form or another has been a key feature. This presentation reviews and reflects upon ten years of OpenLearn within open education, taking the original proposal and its aims as its starting point. In particular it will look at what has worked well and what has not worked well or at all from that original conception. It will compare and contrast the key features of openness within OpenLearn itself: openly licensed content (re-used, remixed and syndicated around the world); open sourced and open standards based systems software (Moodle, Drupal, Mozilla open badges) ensuring best chances of interoperability with other campus based systems; open to other participants (via OpenLearn works) encouraging others to enter into open education provision and to support localisation; open and accessible – no registration required, with free, short, shallow but enticing steps into longer and more meaningful and challenging learning journeys; open ended journey – with routes from those free learning journeys into formal study (and back again) for anyone anywhere in the world; to the key features of openness in the culture and business of the University: open entry to its undergraduate programmes requiring no prior qualifications; open recognition of informal learning to motivate learners; open engagement with other organisations and networks for mutual benefit; open access to research combined with participatory action research on its own practices; and the release and use of open data within semantic technologies. The presentation will conclude that the success of OpenLearn at The Open University has been the fostering of a philosophy that openness in education is not an add on or extra to education but is an integral part of education and that the question is one of how openness most appropriately manifests itself within all the strategies and operations of the organisation. References Gourley, B.M. and Author. (2009) Re-invigorating openness at the Open University: the role of Open Educational Resources, Open Learning 24(1): pp 57-65 Author. and Author. (2012) Open engagement through open media, commissioned HEA/JISC Open Educational Resources Case Study: Pedagogical development from OER practice, 9pp Author. (2006) Motivations for OpenLearn: the Open University's Open Content Initiative, 10pp, available at http://www.oecd.org/edu/ceri/38149250.pdf	Presentation	Strategic and reputational advantages of openness	Andy Lane
1075	Creating an ecosystem of linked open data for OER in Latin America	Since its inception, the Latin American Network of Educational Portals[1] (Spanish acronym: Relpe) has been a natural space for open exchange among its 20 member states (20 Latin American countries, almost all of them sharing the same language). This network was created to promote the use of technologies for the purpose of improving the quality and equity of education through the free exchange and use of digital resources located on member Education Portals. The original resource-sharing model, implemented between 2005 and 2008, was based on a centralized network design with a hierarchical logic, where the nodes depended on a core that would concentrate and distribute information. This involved working in accordance with common criteria for the documentation and packaging of resources (Dublin Core metadata[2]) and a condition of interoperability of the nodes (tailor-made development[3]). The implementation of this model was unsuccessful. The first reason was that the logic of centralization went against the diversity of its members. Another reason was that the emergence of social networks concentrating a significant portion of members' interest, in other words their traffic and educational resources. All these aspects made this system unfeasible. In recent years, two major changes have been observed in the dynamics of online content. One of them is the increasing predominance of content generated by users through different online platforms and environments; and the other is the stabilization and slow growth of online semi-structured data sources. It was in this context that we started working on the idea of collaborative exploitation of educational resources using an open design. Working under open standards (mainly OAI-PMH and Dublin Core) leads to greater consistency with the objectives of the network and the aspirations and expectations of its members, providing access not only to nearly 50,000 resources but also to the models of work and conceptions that generate them. This federated, asynchronous, cooperative scheme facilitates scalability, since it does not require all the members to join at the same time or real-time updating of supply of or demand for resources, so the conditions are in place for the creation of an ecosystem of linked open data. It also guarantees the conditions for dissemination, permanence, reuse and ownership of the educational resources emerging from the portals. While this is an open process, it not only describes the transition from one open resource exchange model to another, but it also represents an ambitious far-reaching implementation and describes tensions between the fast rate of technological changes offered by the Internet and the institutional timing of the educational organizations that promote them. [1] Created in 2004, the network comprises national non-profit public service education portals orientated towards the school system (K-12) and designated for that purpose by the Ministry of Education of the country. www.relpe.org [2] http://www.relpe.org/wp-content/uploads/2010/03/DocumentoTecnico1.pdf [3] http://www.relpe.org/wp-content/uploads/2010/03/DocumentoTecnico2.pdf	Presentation	Innovative approaches to opening up cultural heritage collections for education	Cristobal Cobo

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1077	Developing Open Practice in Scotland	Since it started in summer 2014 Open Educational Practices Scotland (OEPS) has been working across the formal and informal education sectors in Scotland to develop good practice in the use of Open Educational Resources (OER). OEPS has a specific focus on lifelong learning, widening participation and educational transitions (Cannell, 2015). This paper explores four interlinked themes: social pedagogical practices; public facing scholarship; supporting wider engagement OER; and remixing and reversioning content. OEPS has worked with union and third sector partners to co-create and evaluate practice designed to support non-traditional learners. Social learning practices emerge as a response to the challenge of realising the promise that open education will widen participation (D'Antoni, 2013). In some cases this activity has been designed to support learning for work but frequently the OER are less obviously work related and are part of a broader set of social relations which draws in and is drawn together by OER. This is part of the broader work with Third Sector and University partners to co-design new OER to create a set of exemplars of new content and new practice, bringing new kinds of voices into the open. Our partners are interested in public engagement often related to research or a social mission. Our collaborative design process looks at how to align the needs of open learners with the capabilities of the organisation (Macintyre 2015) and looks at how we might develop new models for scholarship and knowledge exchange. Across these areas we are observing evidence of what Wild (2012) refers to as the 'ladder of OER engagement' through which tentative engagement with the use of OER leads to exploration of the freedoms that open licensing affords. We explore how this journey is nuanced in different contexts and explore some of the implications for policy, practice and support for the individuals who undertake the journey. We will also discuss how specific examples have informed the design and development of the OEPS online hub for open educational practice (see here http://www.oeps.ac.uk/). We return to the idea of an OER and discuss a shift from a focus on the effective use of OER to ideas about reversioning and remixing as a way of developing well tested and contextualised material in the open, highlighting the affordances of OpenLearnCreate (Page 2015) as a means to enable those practices. References Cannell, P. (2015 in press) 'Lifelong learning and partnerships: rethinking the boundaries of the university in the digital age' Widening Participation and Lifelong Learning 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 Page, A. (2015) OpenLearnWorks to OpenLearnCreate http://oepscotland.org/2015/11/05/openlearn-works-to-openlearn-create/ Date accessed: 11 November 2015 Macintyre R. (2015) The Open Design Workshop Structure, http://www.oeps.ac.uk/create-your-own/open-learning-design-workshops-structure Date Accessed 12th of November 2015 Wild, J. (2012) OER Engagement Study: Promoting OER reuse among academics http://www.open.ac.uk/score/files/score/file/Joanna%20Wild%20SCORE%20Fellowship%20Final%20Report%20-%20web%20version.pdf Date accessed: 9 November 2015 492 Words	Presentation	Strategic and reputational advantages of openness	Ronald Macintyre
1079	Opening up Spaces to Support Rural Business in Scotland	The Open University has a commitment to releasing core curriculum openly, while we have always edited for "the open" tailoring has been minor. Rural Entrepreneurship in Scotland is a different model. It is based on material on developing your business idea from across our academic programme. However, the material has been revised significantly to place it in a rural Scottish context. Setting up a business is a complex and personal. It is about more than knowing the right steps, it is about applying that knowledge in context. The materials are designed around "real" case studies developed with key stakeholders within rural Scotland. One of the benefits of releasing curriculum in this way is the ability to evaluate how to works in the world and adapt it accordingly. For example, we are using the analytics to track topics of particular interest and looking at how we can enhance and improve those components. One of the benefits of low cost reversioning content for less populated curriculum areas is the ability to invest resources in supporting and understanding how resources are used in practice. Through these workshops with rural entrepreneurs we are able to assess how open education operates in practice for practice. What we have learnt from working in the open (from the analytics and from the workshops) is a need to look again at the finance component and the need to develop a new component on generating entrepreneurial ideas. The poster will detail our progress.	Poster	Strategic and reputational advantages of openness	Ronald Macintyre

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1080	The Open Research Agenda	This workshop aims to 'flip' the workshop. Traditional conference formats tend to be unilateral, and much of the best discussion happens informally among small groups (whether on Twitter or personal conversation). Similarly, Storify is often used to capture conference activity after the event, but by this point possibilities for interaction are limited. Just as the 'flipped' classroom maximizes the value of personal contact time by preparing participants for making best use of contact time, 'The Open Research Agenda' will use online interaction to make the most of conference time. Key areas of discussion will include localised strategies, ways to collaborate and network, and identifying clear goals. As OER move into mainstream adoption, so the focus shifts to solving very specific problems. The original OER Research Hub had 11 hypotheses, which were generated in collaboration with the Hewlett Foundation (OER Hub, 2014). The aim here is to develop hypotheses that are open for all to investigate, generated by the community itself. As well as using Twitter, blog posts and hashtags we will ask people to submit a single research question via an online form. Outcomes from the consultation will be regularly discussed through online hangouts and through interviews with key figures in the OER movement. This session will effectively begin several months before the conference, and continue beyond. The consultation will begin with a series of engagements designed to identify and discuss the main research aims for the practical needs of the OER community, commencing in February (New Orleans, USA) at the 2016 meeting of grantees in the Hewlett Foundation OER programme; it will be linked to the ICDE OER impact mandate; several strategic OER meetings in Europe, and will also be continued through the OE Global 2016 (Krakow, Poland). The online network of OER Hub comprises more than 5,500 OER stakeholders from all parts of the world. At OER16, the conference session will be split equally between presentation and discussion. Highlights from the consultation process and will be outlined, as well as a snapshot of the latest research in the field. Through moderated discussion delegates will be encouraged to engage with the issues raised in person or online. An anticipated outcome from the session will be a set of research questions, with an indication of why they are important, and how they might be investigated. Through this activity participants will be encouraged to use open technologies to capture debate; to connect and network with relevant stakeholders; and to contribute to the ongoing open research agenda for researchers, policymakers, funders and learners. Farrow, R., Pitt, R., de los Arcos, B., Perryman, L.-A., Weller, M. and McAndrew, P. (2015). Impact of OER use on teaching and learning: Data from OER Research Hub (2013–2014). British Journal of Educational Technology, 46 (5): 972–976. doi: 10.1111/bjet.12310 OER Hub. (2014). OER Evidence Report 2013-2014. OER Research Hub. http://oerhub.net/reports/ OER Hub. (2015). OER Data Report 2013-2015. OER Research Hub. http://oerhub.net/reports/ Hilton, J. (2014). A Review of Research on the Perceptions, Influence and Cost Savings of OER: Looking Back and Looking Forward. Open Education 2014. Arlington, VA. Weller, M., de los Arcos, B., Farrow, R., Pitt, B., & McAndrew, P. (2015). The Impact of OER on Teaching and Learning Practice. Open Praxis, 7(4), 351-361. doi: 10.5944/openpraxis.7.4.227	Workshop or panel	Strategic and reputational advantages of openness	Rob Farrow
1083	Using open education to strengthen global eye care: Strategic action and international collaboration (Poster)	Purpose Many low- and middle-income countries (LMICs) urgently need more trained healthcare staff to deliver eye care services. There are 285m visually impaired people globally, 90% live in LMICs. To address this issue, our programme aims to: Scale up the impact of a successful face-to-face course in public health eye care using Open Education (OpenEd) approaches and create content relevant at a local level. Build sustainability and capacity by promoting OpenEd amongst eye care educators internationally Methods We created a short, openly licensed, online course: Content applicable across multiple cultures and settings.Hypothetical case study for application of learning Local course mentors who support discussion and share experience Bite-size resources published in multiple formats for access needs and learning preferences Delivered pilot on institutional Moodle with eye care workers from Kenya, Botswana and Ghana Global delivery twice on Futurelearn Data collected on participant demographics, engagement and attitudes to OpenEd through pre- and post-course surveys, analytics and qualitative interviews. Findings 3,001 participants have actively engaged with the courseFirst online course for 84% of respondents in pilot and 64% on Futurelearn (1st run)Satisfaction: 98% of pilot respondents thought it was a good learning experience. 96% thought course was good or excellent on Futurelearn. Qualitative findings: Internet access remains challengingApplication of learning: clinical practice and educational re-use Next steps Facilitate four African educational institutions to adapt the course for their contexts and training curriculi. We will support development of an international community of interest in OpenEd eye care.	Poster	Strategic and reputational advantages of openness	Sally Parsley

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1084	Openness, Licences and the Law	As anyone involved in rights management will attest, some content, such as multi-media resources can involve complex rights clearance. The effort it takes to get content ready for use, creating an OER which reflects well on the institution and staff, is all in vain if it is unlawful and therefore unsustainable. At best, a breach of legislation is likely to have a negative effect not only on the university but also on an individual's reputation. At worst, unlawful use could result in legal liability and substantial costs.This presentation will discuss copyright exceptions, ownership, licences, what they mean, and how to make them work for you when hacking, making and sharing content.Jisc has funded and worked with numerous successful OER projects. This has included providing staff with detailed legal guidance on internally created materials, inclusion of third party content, and licensing.MakingFirstly, we will look at creating your own content. If you create it, as a member of staff, it isn't necessarily 'yours' to do with as you please. We will discuss ownership of works, ensuring you are aware of the law and can make confident judgments on whether to go ahead and include material, or not, and, if not, what further steps are required.Secondly, you may be using works created by someone else. We will look at how UK copyright law can assist you in using other peoples' materials without permission, how to determine what licence, if any, a work actually has, and how to make that licence work for you. We will also touch upon the interaction of different legal jurisdictions and what impact this can have on re-use. SharingIt's all very well creating content , but it's not an OER unless you can share it openly without restriction. A number of challenges exist to make an OER discoverable, measurable and reusable. We will consider the further use of OER by the world at large and help you to consider which licence best fits your resource and the material it contains. To illustrate how this works in practice, we will go through the open licences of Creative Commons. Thses are internationally recognised, simple to apply and embed, and make intentions clear. So, whether you want to copy, adapt, share or release rights in a work, you will have a good understanding of how Creative Commons can help you do so lawfully.And finally, we will go through some examples reflecting best practice in legal terms. In conclusion, at the end of the session, attendees will have:knowledge of key steps required when using and making available other peoples' works in an international contextan understanding of relevant exceptions to UK copyright lawawareness of common limitations imposed by copyright laws outside the UK, and their impact on re-useconfidence in making decisions about risk where there is no appropriate licence practical guidance on Creative Commons licences; knowing how they work and choosing the right one	Presentation	Hacking, making and sharing	Jackie Milne
1086	We have great stuff! Having fun with the University of Edinburgh's Collections.	Join staff from the Centre for Research Collections for a practical hands-on exploration of the University of Edinburgh's unique and world-renowned cultural heritage collections. Learn how our collections are being digitised and used in new and creative ways: test the experimental new student experience of play through crowdsourcing tools and engage with collections that are being developed to enhance learning, teaching and the what is uniquely something that is an 'Edinburgh experience'. Our staff have a broad range of expertise in the development and embedding of authoritative metadata (written to professional standards using trusted authoritative sources) to ensure that researchers and users can trust the information being provided. The Centre for Research Collections is also responsible for the University's approach to Digital Preservation of born digital archival collections and digitised archival standard materials. This work ensures that future collections, including large datasets, will be made available for creative and academic research use, while the integrity of the collections are maintained with the same care and look to preservation as the physical collections. Parallel, complementary, and joined up, shared methods and approaches will be highlighted. This opening of the collections is assisted by a cohort of volunteers and interns, creating further opportunities for students to engage with the real, physical material, marrying this to their digital experience. In the workshop you will investigate the complexities of making such collections available working through a series of scenarios, challenging the assumptions of 'just digitise everything' and the immediacy of the google culture, making connections between trusted, authoritative sources for research, learning and teaching. You will see what the cultural heritage sector are leading on in this area and how practical approaches and solutions are developed and be able to test those being developed at the University of Edinburgh. But mostly you will have the opportunity to have fun. And with our world class, high quality collections. A truly unique Edinburgh experience.	Workshop or panel	Innovative approaches to opening up cultural heritage collections for education	Rachel Hosker

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1088	Images of Openness: An Analysis of Competing MOOC Discourses	This paper argues the Openness movement is part of a kaleidoscope of competing discourses. The current language of crisis, disruption, democratisation and re-imagination in the age of Openness is inherently political. Forecasts and predictions of the future of higher education are inherently political images entwined within different social imaginaries of what constitutes the good society. As Toffler (1974) long ago stated, 'All education springs from images of the future and all education creates images of the future. Thus all education, whether so intended or not, is a preparation for the future. Unless we understand the future for which we are preparing we may do tragic damage to those we teach' (p.3). It follows that we must critically debate the choices facing us and adopt a number of different lenses in attempting to shape our preferred learning futures. Framed within this wider perspective, the paper explores some of the unspoken politics of the latest 'big thing' known as the MOOC movement. It offers a theoretical lens to help reveal some of the tensions and inherent contradictions hidden in the portrayal of MOOCs to the public. On the premise that 'It is theory that decides what we can observe' (Einstein; cited in Stachel, 2012, p.238) a critical discourse analysis of MOOCs in the media is reported in terms of a number of questions: Who is telling the MOOC story and why? What story is being told? How is the story being told? Whose story is not being told? More specifically, in exploring these questions the paper reports a study of how MOOCs have been portrayed in Irish newspapers between 2012 and the end of 2015 (Brown, Costello, Donlon, Nic Giolla Mhichil & Kirwan, 2015). What relatively few people know is that according to Forbes Magazine the world's first MOOC was taught in Ireland. Although the Openness movement has a much longer history, the recent growth of the MOOC has attracted unprecedented media attention. Arguably, this attention is what sets the MOOC movement apart from previous iterations of openness. The images that are being presented about MOOCs through popular media are not only interesting, especially in the Irish context as the self-acclaimed Silicon Valley of Europe, but also potentially influential in shaping the views of politicians, policy-makers and the public. Accordingly, this research builds on several previous studies of MOOCs in the media (see Kovanovi, Joksimovic, Gašević, Siemens & Hatala, 2015; Selwyn, Bulfin & Pangrazio, 2015) by reporting a number of unique Irish developments over this period. At the macro-level these developments serve to remind us that higher education systems are designed from a colour palette of conflicting political and pedagogical assumptions. A type of double vision is required, which is split between two primary colours (the tradition of the Learning Society and the growing influence of the Knowledge Economy), to understand the grand narratives, competing discourses and multiple layers imbued in the languages of persuasion surrounding the MOOC movement. Finally, the paper argues that less attention needs to be placed on the 'how' of MOOCs with more on the 'why' and the 'big ideas' we are seeking to achieve in the future.ReferencesBrown, M., Costello, E., Donlon, E., Nic Giolla Mhichil, M., & Kirwan, C. (2015). Hold the front page: The story of MOOCs in the Irish media. Invited paper at WOW Conference: Europe Embraces MOOCs, Rome Italy, 30th November. Kovanovi, V., Joksimovic, S., Gašević, D., Siemens, G., & Hatala, M. (2015). What public media reveals about MOOCs: A systematic analysis of news reports. British Journal of Educational Technology, 46 (3), 510-527.Selwyn, N., Bulfin, S., & Pangrazio, L. (2015). Massive open online change? Exploring the discursive construction of the 'MOOC' in newspapers. Higher Education Quarterly, 69 (2), 175-192.Stachel, J. (2002). Einstein from 'B to Z'. Einstein Studies Volume 9. The Center for Einstein Studies. Boston University, Boston. Toffler, A. (1974). Learning for tomorrow: The role of the future in education. New York: Vintage Books.	Presentation	Converging or diverging cultures of openness	Mark Brown

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1089	Meeting the needs of disabled learners through OER and OEP: insights from the OE Research Hub dataset.	In 2006 the United Nations General Assembly adopted the Convention on the Rights of Persons with Disabilities (United Nations, 2006). The Convention addresses both the risks of exclusion for disabled people that might arise from increasing use of ICTs, and the potential for ICT to help increase social, political and economic inclusion. However, digital accessibility for disabled people is slow in being realised globally and despite the unprecedented growth in mobile and Internet use worldwide, 'very few nations today have acted to ensure that persons with disabilities are part of this technology revolution' (ITU/G3ict, 2014, p. iii). Open educational resources (OER) and practices (OEP) are important to this technology revolution, but only a few researchers have studied the freedoms that OER and OEP might offer people with disabilities. Seeking to address this research gap we analysed the open dataset produced by the Open Education Research Hub (for whom we are both researchers), focusing on the priorities and practices of OER-users with disabilities. The dataset (www.bit.ly/OERRH_SurveyData) is released on a CC-BY license and features survey responses from 7,700 educators, formal and informal learners from 175 countries, anonymised through the removal of all personal information and qualitative data.Within the study sample (N=6966), 11.3% (n=787) declare a disability. 45.6% are informal learners, 34.6% formal learners and 17.5% educators (a similar distribution to non-disabled respondents). Disabled respondents are, on the whole, older, less qualified and less likely to be in full-time employment than non-disabled respondents. While much of the (minimal) literature on OER accessibility covers physical disability, mental health problems emerge as the most common disability amongst OERH survey respondents. We found no significant differences in disabled and non-disabled survey respondents' open educational practices, with nearly 80% of each category having adapted OER but few having created resources and published them on an open license. Interestingly though, when asked about the challenges encountered in using OER, more disabled than non-disabled survey respondents indicated that (a) technology problems are an obstacle when downloading resources, and (b) lack of skill is an obstacle to editing resources. This fits with a broader picture of digital exclusion for disabled people. Disabled and non-disabled educators and learners broadly agree about the impact of OER on students' learning. However, fewer disabled than non-disabled formal learners report that OER use results in their increased participation in class discussions and only 26% of disabled formal learners suggest using OER has resulted in their grades improving (compared with 40.2% of non-disabled formal learners).Our study shows that among the OERH survey respondents there is some difference between disabled and non-disabled learners' and educators' use of OER and attitudes towards openness. However, further research is needed to fully understand the use of OER and OEP by people with different types of disability, and whether disabled learners and educators are more or less likely to use OER than their non-disabled peers.ReferencesITU/G3ict (2014) Model ICT Accessibility Policy Report. Available from http://www.itu.int/en/ITU-D/Digital-Inclusion/Persons-with-Disabilities/Documents/ICT%20Accessibility%20Policy%20Report.pdf. [Accessed 20 November 2015] United Nations (2006), Convention on the Rights of Persons with Disabilities. Available from http://www.un.org/disabilities/convention/conventionfull.shtml. [Accessed 23 November 2015]	Presentation	Strategic and reputational advantages of openness	Leigh-Anne Perryman

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1091	The Self as an Open Educational Resource	Most discourse on open educational resources (OER) revolve around issues with access to educational content, which may include "full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge" (The William and Flora Hewlett Foundation, 2015). However, such common definitions of OER overlook an important educational resource in the formal education system: teachers/facilitators and learners, in other words, the learning community itself. Thus, we propose a broader understanding of OER, which includes the processes and products of open scholarship as valuable resources. Here, building on Veletsianos and Kimmons's (2013) work, we define open scholarship as any teaching, learning, and research practices that are public and that "espouse openness" (p. 167). A few important questions come to mind when we consider open scholarship as a distinct form of OER:How might the processes and products of open scholarship align/intersect with the goals of open education?What might the 5Rs of open education (Wiley, 2009; Wiley 2014)—reuse, revise, remix, redistribute, and retain—mean in the context of open scholarship?What are some ethical considerations in using and repurposing the traces of open scholarship?We acknowledge the fact that not all educators may want to position their open educational practices as resources for others to use. However, simply by engaging in public activities (e.g., blogging, Tweeting) we open ourselves to an authentic audience where our work and ideas "can be read, viewed, used, shared, critiqued and built upon by others" (Cronin, 2014, p. 408). Thus, the complex interplay and overlapping of the imagined and authentic audiences suggest that anyone can be "a human OER" (Funes, 2014) intentionally or unintentionally.In this session, we will critically explore these issues in the context of our own research and open educational practices. Suzan will particularly focus on the ethics of using and repurposing the products of open scholarship. Maha will refer to specific practices she undertook as facilitator of open educational learning experiences, as an open researcher, and as an open teacher. Implications on educational research and open educational practices will be also discussed.ReferencesCatherine, C. (2014). Networked learning and identity development in open online spaces. In: 9th International Conference on Networked Learning. [Online] Proceedings of the 9th International Conference on Networked Learning 2014, p.408. Available at: http://www.lancaster.ac. uk/fss/organisations/netlc/past/nlc2014/abstracts/pdf/cronin.pdf [Accessed 26 Nov. 2015].Funes, M. (2014). A human OER. [Blog] doublemirror. Available at: http://mdvfunes.com/2014/10/22/a-human-oer/ [Accessed 26 Nov. 2015].The William and Flora Hewlett Foundation. (2015). Open educational resources. [Online] Available at: http://www.hewlett.org/programs/education/open-educational-resources. [Accessed 26 Nov. 2015].Veletsianos, G. and Kimmons, R. (2014). Assumptions and challenges of open scholarship. The International Review of Research in Open and Distributed Learning, 13(4), p.167.Wiley, D. (2009). Defining "open." [Blog] iterating toward openness. Available at: http://opencontent.org/blog/archives/1123 [Accessed 26 Nov. 2015].Wiley, D. (2014). The access compromise and the 5th R. [Blog] iterating toward openness. Available at: http://opencontent.org/blog/archives/3221Wiley, D. (2014). [Blog] The access compromise and the 5th R. Available at http://opencontent.org/blog/archives/3221 [Accessed 5 Feb. 2016].	Presentation	Converging or diverging cultures of openness	Suzan Koseoglu
1092	Connected Learning Initiative: Open at Scale	Openness is at the heart of a massive educational intervention underway in India led by MIT, the Tata Institute for Social Sciences and the Tata Trusts. The Connected Learning Initiative (CLIx) aims to impact a total of 150,000 high school students in four states in India by the end of 2017 in the areas of English, science and mathematics. Without openness—in practice and in resources—our approach could not hope to be successful at the scale of this undertaking. The founding partners are working in collaboration with a number of curriculum and implementation partners across India to design, develop and implement curricular modules based on Open Educational Resources (OER) and Open Education Practice (OEP). Our approach is reinforced with strong professional development and community building activities to support teachers at hundreds of schools in each of the partner states (with a goal of 1,000 schools and 2,700 teachers in this initial phase of the project). CLIx catalyzes access to quality learning opportunities at scale that are capable of changing what Indian students and teachers know and can do. We believe that a massive quality intervention, providing curricular alternatives to students and teachers through the power of OER and OEP, can irreversibly 'change the game', improving the Indian education system and what Indian youth learn. Our goal is to bring active, and blended learning in English, mathematics and science to Indian high schools to ensure that well prepared populations of Indians continue into further schooling and into the working population. We'll present an overview of the project; discuss the mathematics, sciences and English modules we have under development; and describe how openness is helping us overcome our implementation challenges. And we'll discuss how we can and are leveraging the CLIx model to reach underserved populations around the world.	Presentation	Strategic and reputational advantages of openness	Brandon Muramatsu

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1093	Stimulating the production of Applied Games as Open Educational Resources	Much has been written in respect of the potential of digital games in education to engage learners however ;the uptake use and development of "Serious" or "applied" games within educational institutions in formal educational settings in particular has been quite fragmented. Whilst some educational domains including Health,the Military and Business studies have a rich history of the use of simulations and digital gaming other domains have not embraced their use of in quite the same way. Research is emerging that identifies a number of significant major barriers to much broader implementation and uptake of games and these include ; the high cost of game development , the proprietary nature of development tools assets and platforms. the specialist development resource required to produce authentic digital game experiences and the time taken to develop high quality, engaging ,interactive digital gaming experiences It is these challenges that helped inform the instigation of the Realising an Applied Gaming Ecosystem (RAGE) European project. There are few games and or tools avaialble as Open Educational Resources (OER) and the project will help stimulate the development of games and games assets as OER.The project brings together some nineteen partners from Academia, Education and Industry with the aim of stimulating the development, uptake and use of applied games. Whilst the primary objective of the project is to amplify the establishment of the fledgling European Applied Games industry, the availability and (Apache) open licences applied to the digital resources and technology components produced could result in a significant byproduct specifically the stimulation of Educational institutions to develop, use and share their own Open Educational Resources (OER) in the form of digital games or mini games.This will be achieved as a result of the project making available under open apache licence a significant number ,over 40 , of interoperable digital game assets, or technology components. These open licence interoperable assets or components will allow developers to incorporate complex pedagogical activities including such things as real time emotion detection and appraisal, text analysis, gesture recognition, speech to text conversion , play and learning analytics and cognitive load and personalisation game functions which, historically, have been beyond the technical ability and financial resources of many institutions , use of these components will significantly reduce the time and cost of development of games and result in the production of better quality applied Games.The assets and components are currently being piloted and tested by practitioners in six independent pedagogic scenarios in case studies across Europe in domains as diverse as digital literacies, employability skills and interview techniques.T.M. Connolly, E.A Boyle, E. MAcArthur, T. Hainey, and J.M.Boyle (2012) A systematic literature review of empirical evidence on computer games and serious games. Computers in Education Vol 59, No 2 pp 661-686Hays R. The Effectiveness of Instructional Games (2005) : A literature Review and Discussion Orlando https://opensource.com/education/13/12/gaming-open-education (acessed February 2016)Hollins P & Whitton N (2011) From The Games Industry: Ten Lessons for Games Based LearningHollins P, Wistera W & Manero Iglesias Borja (2015) Amplifying game development and Uptake ECGBL conf Kapp, K. (2012) The Gamification of Learning and Instruction Wiler and sons San FranciscoMichel D & Chen S (2006) Serious Games that educate, Train and inform Thomson Boston	Presentation	Hacking, making and sharing	Paul Hollins
1094	Deciphering the Book of Life to 5 and 7 year olds- creating a culture of openness in kindergarten	Open education and culture of openness is an everyday challenge when working with very young learners. Our children are very interested in the use of technology but since they cannot read or write, they are dependent on their parents and teachers. They ask questions, they seek knowledge and information but they need our engagement and attention to find the materials and information. To these young learners, openness and public engagement go hand in hand since they undeniably depend on us and our broad-mindedness and involvement. The aim of our project The Book of Life was to convey information about the process of creating life to children, as well as their right to live, the right to participate in the educational process, to freely express their thoughts, and the right to obtain information through situated learning and learning through play. Project participants were children aged 5 to 7 years, their families and professional associates of our educational institution. The project was carried out in July and September 2015 and it was about creating "The Book of Life" which includes art and research children made, children's sayings, opinions, conclusions and reflections of their parents. During the project children were independently drawing their own conclusions about the creation of life, the importance of family, differences between girls and boys and their rights and obligations. We have introduced various methods and forms of teaching and used modern technology and media[1]. When the project ended, these children grasped the main information about the creation of life and the role of their parents, and they recognized and accepted sexual, physical and cultural differences. Children also actively participated in solving issues related to their lives, aware of the freedom of expression of their own thoughts and needs. Because of the approach we used in this project, children are aware of the availability of information related to this topic[2] that adults see as a challenge. We have accepted this project as a challenge and we continue to learn and exchange experience so we can convey knowledge and information to children, meet their needs and respect their rights and also to promote and give prominence to the culture of openness, open education and the public engagement. Since our pupils are very young learners, the teachers and parents are the ones who assist them to create a culture of openness. References: Baby the growth embryo from 0 day to 9 months, 2014 (video file), Available from: https://www.youtube.com/watch?v=Q9nRKPv1upM (15 July 2015)Hickling Nothstone , M. (1996) Speaking of Sex: Are You Ready to Answer the Questions Your Kids Will Ask? Kelowna, B.C.: Northstone Publishing.Increasing the Impact of Educators, 2015. Available from: http://www.openeducationeuropa.eu/en/groups/increasing-impact-educators (17 November 2015) [1] https://www.youtube.com/watch?v=Q9nRKPv1upM [2] Hickling, M. (1996)	Presentation	Converging or diverging cultures of openness	Gabrijela Tomasevic

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1095	Exploring the potential of Open Data as a material for learning in Open Education	Open data is becoming an important resource for teaching and learning across a variety of contexts and subject matter (Atenas & Havemann, 2015). As well as providing opportunities for open learning practices, this is of interest to the OER community with regards to the ways in which open data and open education could interact and evolve together. However the current reality may be closer to two "open silos" that "progress in parallel with little sign of convergence" (Campbell, 2015). The work undertaken by organisations to release open data is likely to lead them to a desire to engage audiences and to see the data widely used, yet public engagement with open data currently appears to be limited (e.g. Worthy, 2015). However, there is potential for mutually valuable forms of engagement between organisations and informal learners (e.g. Coughlan et al., 2015a). If we begin to see greater engagement between open education and open data, then the distinct aims and cultures of the two are likely to come to the fore in the roles taken by educators and learners. This presentation will explore how open data offers opportunities and challenges for open education. It focuses on the roles and experiences of educators, learners and data producers as they interact around open data. It will review current instances of open data use in education, link this to related research, and draw on interviews conducted with educators who use open data in their practice. We will explore how to use open data as a material when designing learning activities, with reference to concepts of active, authentic, personalised and collaborative learning. While most current instances of open online learning with open data focus on broadcast instruction, they also aim to provoke the learner to interact with open data in exploratory or personally-meaningful activities, and to share and discuss the results of these activities. This raises a number of questions for reflection and discussion, including: Who is responsible for providing data in a form that is useful to learners? Or should wrangling with raw data be a part of the learning activity, with an expectation that learners develop greater literacies for this? Are there unexplored possibilities for learner participation to add value through augmenting open data? If so, can this be harnessed to increase the authenticity of learning activities? (Coughlan, 2015b) Will this lead to new forms of integration between open learning and crowdwork? References Atenas, J., & Havemann, L. (Eds.). (2015). Open Data as Open Educational Resources: Case studies of emerging practice. London: Open Knowledge, Open Education Working Group. http://dx.doi.org/10.6084/m9. gshare.1590031. Campbell, L. M., (2015), Open Silos? Open Data and OER, available from: https://lornamcampbell.wordpress.com/2015/06/08/open-silos-open-data-and-oer/ Coughlan, T., Carletti, L., Giannachi, G., Benford, S., McAuley, D., Price, D., Locatelli, C., Sinker, R., and Stack, J., (2015a) ArtMaps: interpreting the spatial footprints of artworks. In Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI). ACM Press. 407-416. Coughlan, T., (2015b) Using Open Data as a Material for Introductory Programming Assignments. In: Atenas, Javiera and Havemann, Leo eds. Open Data as Open Educational Resources: Case studies of emerging practice. London: Open Knowledge: Open Education Working Group, pp. 38–48. Worthy, B. (2015). Who Is Using Local Spending Data, https://opendatastudy.wordpress.com/2015/06/10/who-is-using-local-spending-data/	Presentation	Converging or diverging cultures of openness	Tim Coughlan
1096	Enhancing Learning through OER and Open Platforms	Bliss, Robinson, Hilton, III, & Wiley (2013) suggest that there are four primary categories of effects from OER use, including cost, outcomes, use, and perceptions. These four categories, which form the acronym COUP may be useful in identifying strategic advantages of openness.CostGiven that some students report not purchasing textbooks because of their high cost, and there is evidence that having early access to resources during a course leads to improved learning, Wiley (ND) argues that reducing costs is a clear win for OER. OutcomesIn light of evidence that OER do reduce student costs, (Bliss et al., 2013) suggest that researchers and practitioners examine how the use of OER affects the attainment of student learning outcomes.UseKey to the definition of OER is the fact that they are either in the public domain, or they have been released under an intellectual property license that permits users to exercise five specific rights or permissions to the resource, including the right to retain, reuse, revise, remix, and redistribute the materials or platforms. These permissions, collectively known as the 5Rs, may provide opportunity for faculty to teach with OER differently, and for students to engage in different kinds of learning activities than they might with commercially produced resources or platforms.PerceptionsAlso important in promoting the adoption of OER is understanding how both faculty and students perceive OER in comparison to commercial resources. Several studies have examined these questions with the predominant perception being that OER and commercial resources are generally equal in terms of perceived quality and effectiveness (Bliss et al., 2013).Open platforms are learning environments that are deployed using open source software, such as Wordpress or MediaWiki, and can be accessed by the general public from the open web. Goal of the SessionThe focus of the presentation will be on the strategic advantages of openness in relation to the use of open platforms to deploy courses built with OER.Specific attention will be given to how the success of learners in open courses is dependent on the alignment of the design of the activities and the use of both open resources and open platforms (the 'Use' component in the COUP framework). Participants will engage with ideas for implementing more effective learning activities using the remix hypothesis (Wiley, 2015) to categorize the different ways that faculty can use OER in conjunction with open platforms to enhance learning.Survey data were gathered internationally, regionally, and locally and supplemented by interviews with select local faculty. ReferencesBliss, T. J., Robinson, T., Hilton, J., III, & Wiley, D. (2013). An OER COUP: College teacher and student perceptions of open education resources. Journal of Interactive Media in Education, 2013(1). doi:http://doi.org/10.5334/2013–04Wiley, D. (ND). Defining the 'open' in open content. Retrieved from http://www.opencontent.org/definition/Wiley, D. (2015). The Remix Hypothesis. Retrieved from http://opencontent. org/blog/archives/3813	Presentation	Strategic and reputational advantages of openness	Colin Madland

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1097	Building on shifting sands: Examining learner utilisation of OER in an African university	This paper is based on an ongoing doctoral research project. Given the resource scarcity evident in higher education systems across the globe, one expects the emergence of Open Educational Practices (OEP) in general and Open Educational Resources (OER) in particular (Schaffert and Geser, 2008, Ehlers, 2011) to benefit higher education, especially in Africa. Available evidence however contradicts this expectation (de los Arcos et al., 2014), thus raising the question: What drives or hinders OER utilisation by learners in an African university? The study employed communities of practice (Lave and Wenger, 1991), a social theory of learning, as a framework linking learner utilisation of OER to personal agency, group dynamics, and institutional policies, structures and practices. Using a mixed methods, multi-level, two-stage case study approach (Yin, 2011), a survey of 366 students and follow-up interviews with 22 key informants in one of the constituent colleges of Makerere University were carried out in the second and third quarters of 2015. The resultant quantitative data were analysed using SPSS software to derive simple descriptive statistics indicating the extent of OER use by learners. The qualitative data from the interviews were subjected to thematic analysis using Altlas.ti software. The study established that motivation for engagement, awareness of OER, frequent engagement with OER, the influence of teachers, and the social capital accessible to learners enabled OER uptake. Access to Internet, linkages with supportive local, regional and global communities of practice, and a supportive policy environment also help. Hindrances relate to the missing culture of openness evident in the institutional policies and practices, the poor Information Communication Technology (ICT) infrastructure, deficient ICT and information literacy skills in the target population, and lack of clarity on copyright issues. While many good policies and plans remain on paper, the cut-and-paste syndrome entailed in implementation with donor support breeds discontinuity and a fractured institutional culture. The Continuous Professional Development (CPD) required to keep staff abreast with developments in OEP is lacking. Communities of learning are not supported. The study recommends the development of OEP in the strategic and operational plans of the university and its constituent colleges. Strategy should guide investment decisions. CPD should become an ongoing concern of the institution with tools and resources for the development of an open culture contributing a major component. Keywords: Open Educational Resources (OER), Open Educational Practices (OEP), Higher Education, Social Theory of Learning. References DE LOS ARCOS, B., FARROW, R., PERRYMAN, L.-A., PITT, R. & WELLER, M. 2014. OER Evidence Report 2013-2014: Building understanding of Open Education [Online]. OER Research Hub. Available: http://oerresearchhub.org/about-2/reports/. EHLERS, U.-D. 2011. Extending the territory: From open educational resources to open educational practices. Journal of Open, Flexible and Distance Learning, 15, 1-10. LAVE, J. & WENGER, E. 1991. Situated Learning: Legitimate Peripheral Participation, Cambridge University Press. SCHAFFERT, S. & GESER, G. 2008. Open educational resources and practices. eLearning Papers, 7. YIN, R. K. 2011. Applications of case study research, Sage.	Presentation	Converging or diverging cultures of openness	Samuel Siminyu
1098	Open education: "Runnin' with the Devil"	The global open education community, whether engaged in sharing open educational resources (OER), developing practice (OEP) or delivering open courses, is transforming education access and networks beyond the classroom. But is it doing enough? There is some suggestion that the promise of massive online open courses (MOOCs) to empower learners has not been realistically met (Rolfe 2015). There is a lack of awareness and understanding of OER amongst educators in the US (Allen & Seaman 2014), and that without wholesale commitment and engagement by institutions openness will be usurped by those with commercial interests (Weller 2014). So why is it that open education has seemingly stalled? Innovation in education and those leading campus transformations are working in challenging territories. Implementing change is demanding for those leading innovation and puts pressure on others to acquire new skills and practices (McDonald & Ingvarson 1997). At the heart of innovation is the reuse of knowledge and ideas and ability to critically reflect and reject old solutions (Kuhn 1970). This paper examines whether the open education community is being critical enough in its evaluation of progress. Are we thinking critically enough and how does this relate to our research cultural norms? As reported elsewhere, a lack of critical scrutiny is very apparent in research publication processes that exhibit publication and citation bias toward positive claims and actions (Ball 2015). This adds little critically to fields of study. The aim of this research is to enquire whether the open education community being critical enough in its evaluation? The methodological approaches will involve a systematic review to identify studies describing the impact of open education on learning and teaching in its many guises (OER, OEP, MOOC). A number of areas will be reported upon including publication bias and citation bias within the literature. The research will provide the open education community with an important perspective on levels of critical reflection and reporting, and will examine the need to open our minds an important component of our open practice. References Allen I. E & Seaman J (2014). Opening the Curriculum: Open Educational Resources in US Higher Education, 2014. Babson Survey Research Group. Ball P (2015). Science papers rarely cited in negative ways. Nature News. Kuhn T (1970). Scientific Revolutions (2nd. ed., Enlarged), Chicago: The University of Chicago Press. McDonald H & Ingvarson L (1997) Technology: A catalyst for educational change, Journal of Curriculum Studies, 29:5, 513-528. Rolfe V (2015). A systematic review of the socio-ethical aspects of Massive Online Open Courses. European Journal of Open, Distance and E-Learning, 18 (1), 52-71. Weller M (2014). Battle for Open: How openness won and why it doesn't feel like victory. Ubiquity Press.	Presentation	Converging or diverging cultures of openness	Vivien Rolfe

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1099	Web Today, Gone Tomorrow: How can we ensure continuing access to OERs?	The sustainability of open education projects and (OER) is increasingly becoming a topic of urgency, as epitomised by a recent online discussion that resulted in ongoing reflection and commentary (Campbell 2015). There is much to consider regarding technical and curatorial aspects of OER sustainability, and the notion of self-hosting, creating lots of copies for dispersal over the internet, and aligning with the features of OER aggregators such as Solvonauts.org, all appear to be appropriate strategies to adopt (Campbell 2015, Rolfe 2015). Sustainability may be defined as the ability of a project to "continue its operations" and "accomplishing goals" (Wiley, 2007), and this was a key criteria of the HEFCE-funded UKOER Programme (2009 - 2012), in order to provide "options for sustainability after funding ceases" (UKOER, Jisc, 2015b). It is important to draw upon the knowledge of the #UKOER community to reflect on whether the programme did indeed achieve the sustainability of project outputs and survival of OER, and the relative success, or otherwise, of the approaches adopted. This panel session will invite experts to offer different perspectives on dimensions of practice, from technological aspects, to institutional and cultural angles, framed against the backdrop of the UK educational policy landscape. The panel will pose a series of short presentations around these themes, and invite audience engagement to determine the views and approaches that could usefully be adopted by the open education community going forwards. The outcomes of this panel session will help inform the community on the current status of OER initiatives, and whether in the true spirit of OER, resources have continued to be shared, repurposed and disseminated over time. The question might therefore arise, what does sustainability mean in relation to OER, and indeed, is it pertinent to care? The panel will be chaired by David Kernohan, Followers of the Apocalypse. Speakers are: Viv Rolfe, University of West England – OER sustainability and vulnerability.Simon Thomson, Leeds Beckett University - use of larger scale repositories for long term OER access.Pat Lockley, Pgogy – deposition rates in OER repositories and distribution channels (video).Leo Havemann, Birkbeck College - have OER repositories 'worked'? If not, how can they be improved?Lorna M. Campbell, University of Edinburgh – the Scottish approach to OER repositories and sustainability. ReferencesAtenas, J and Havemann, L (2014) Questions of quality in repositories of open educational resources: a literature review. Research in Learning Technology 22 Available: http://dx.doi.org/10.3402/rlt.v22.20889Campbell L (2015) The Challenge of OER Sustainability. Available: https://lornamcampbell.wordpress.com/2015/10/12/the-challenge-of-oer-sustainability/Havemann, L. and Atenas, J. (2014) MOOCs must move beyond open enrolment and demonstrate a true commitment to reuse and long-term redistribution. LSE Impact of Social Sciences blog. London School of Economics. Available: http://blogs.lse.ac.uk/impactofsocialsciences/2014/03/07/is-it-time-for-moocs-to-open-up/Jisc, (2015b) Academy/JISC Open Educational Resources Programme Phase 3. Available: http://webarchive.nationalarchives.gov.uk/20140702233839/http://www.jisc.ac.uk/whatwedo/programmes/ukoer3.aspxRolfe V (2015) OER Sustainability Challenges: Do the OER Shuffle. Available: http://vivrolfe.com/blog/oer-sustainability-challenges-do-the-oer-shuffle/Wiley, D. (2007) On the Sustainability of Open Educational Resource Initiatives in Higher Education. Paper commissioned by the OECD's Centre for Educational Research and Innovation (CERI) for the project on Open Educational Resources. Available: www.oecd.org/ dataoecd/33/9/38645447.pdf	Workshop or panel	Strategic and reputational advantages of openness	Lorna Campbell
1100	The Clipper Project: a technical architecture for opening up cultural heritage collections	The Clipper project is developing innovative open source software tools to help researchers, educators, learners and citizens make better use of time-based media. You can find out more about the project at this web link http://blog.clippertube.com. The project is working with a diverse range of institutions that all want to make better use of their audio-visual collections, including the National Library of Scotland, The Royal Scottish Conservatoire, The Roslin Institute (Edinburgh University) and EUSCREEN. A simple but significant innovation in Clipper is the use of HTML as the native file format, users create clips and annotations with the data being stored in HTML / Json documents in web directories and in a database. This approach enables the use of URI's to enable the granular sharing of annotations, clips and cliplists. This also facilitates easy integration with social media web services. Another benefit of using HTML as our native file format is that it provides a good format for long-term archival of information together with the related media files. By storing data in both a database and web native format we think our architecture has the potential for a simple, powerful and scalable solution for storing and sharing digital content in the cultural and heritage sectors. Our poster shall show our latest technical architecture in the context of developing practical solutions with project participants.	Poster	Innovative approaches to opening up cultural heritage collections for education	John Casey

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1101	Advances and Barriers of Open Educational Resources	At today's knowledge society the information is available, open, varied, plentiful and practically inexhaustible. The educational scenario is also changing in the face of facilities caused by Information and Communication Technologies (ICT). The openness movement deals the knowledge as a public good, and the Open Educational Resources (OER) intends to improve quality in education through provision of open resources. This paper aims to identify the progress in the literature by OER over the last years, and barriers that still exist to be used more consistently. In order, a systematic search was made in scientific databases Scopus and Web of Science and in the open repository OER Knowledge Cloud for works dealing with OER published until December 2013, based on bibliometrics available in Zancanaro, Todesco and Ramos (2015). For selecting articles some filters were applied, such as removal of the works without authorship, duplicated, non full text, and they were out of the context of this study. Resulted in 544 works and afterwards a theoretical analysis, the majors studies of OER advances and barriers were selected. The objects of this study are the advances and barriers, categorized as the area described by Arendt and Shelton (2009), plus the political and educational issues adderessed in Butcher (2011) and OECD (2010). It was found advances and barriers in the following dimensions: technical, economic, social/cultural, legal, political and educational, which will aid the development of new researches. Analyzing these dimensions based on the literature, it concludes that although it is evident the presence of more barriers to development of OER than advances, the openness culture associated with the commitment in collective construction of knowledge is a practice which needs to be encouraged and disseminated in order to bring innovation for educational system. Arendt, Anne M.; Shelton, Brett E. (2009). Incentives and disincentives for the use of OpenCourseWare. International Review of Research in Open and Distance Learning, [S. I.], nov., v. 10, n. 5.Butcher, Neil (2011). A basic guide to Open Educational Resources (OER). Paris, França: Unesco/Commonwealth of Learning, 133 p.OCDE (2010). El conocimiento libre y los recursos educativos abiertos. Espanha: Junta de Extramadura, 182 p.Zancanaro, Airton; Todesco, José Leomar; Ramos, Fernando (2015). A bibliometric Mapping of Open Educational Resources. International Review of Research in Open and Distributed Learning. Canadá,v. 16, n. 1, pp. 1-23.	Presentation	Converging or diverging cultures of openness	Airton Zancanaro
1103	Liberating open education through making construals	Much attention has been devoted to ensuring that open educational resources (OERs) can be freely adapted and remixed by teachers so as to suit their particular needs. To maximise the strategic benefit of the open education culture, it is of course vital that there are no legal constraints on such repurposing of OERs. A complementary concern is whether the adaptation and remixing of OERs by teachers is in fact technically feasible, bearing in mind how few teachers have specialist skills and knowledge of computing.In practice, the difficulties faced by a teacher who wishes to adapt an OER may be insurmountable, especially when we consider that even specialists in software development acknowledge modifying software to meet changing requirements to be one of the most challenging problems in software engineering. A further complication is that educational resources can be built using a wide variety of software resources, packages, programming paradigms etc and targetted at different modes of use (mobile, offline, online, collaborative) and platforms (workstations, laptops, tablets etc). Ways of exploiting OERs that seem conceptually straightforward to a teacher may in fact be prohibitively costly if not infeasible on account of the well-known problems of conceptual incompatibity and interoperability. One consequence of this is that, despite the aspiration to exploit and repurpose rich resources that have already been developed, OERs tend to work only in isolation from each other, and new developments almost invariably begin afresh.This short presentation argues that resolving this strategic issue involves more than political and managerial initiatives. The way in which software is developed is fundamentally ill-suited to meeting the demands for open educational resources that can be realistically deployed and exploited to their fullest advantage.The CONSTRUIT project [1] is an ongoing study that aims to address this issue by promoting a new paradigm for developing educational resources. The central focus in CONSTRUIT is on 'making construals' (a concept introduced by Gooding [2]) - the development of live interactive resources that serve as shareable working models. The development of construals is an alternative approach to software development that puts its emphasis upon drawing on expert knowledge of the target educational domain to construct fluid interactive environments in which the agency of teachers and learners can be freely enacted. Such an approach, which is radically different from traditional programming, leads to products that are much more flexible in character. Examples of construals include sorting algorithms, electrical circuits and models of the solar system.For instance, a single construal can be the basis for myriad educational applications that can be derived from expert knowledge of the educational domain rather than professional programming expertise, one construal can be readily remixed with other construals without wholesale reconfiguration and modification by a software specialist, and construals can be developed and transformed into educational resources through live, informal and empirical collaboration, both synchronous and asynchronous, between domain experts and computing specialists. By developing and disseminating open online resources by way of a curriculum, environment and illustrative materials for making construals, CONSTRUIT aims to promote making construals as a new digital skill developing sense-making, adaptation and repurposing skills that can provide a more appropriate foundation for the open education enterprise.[1] CONSTRUIT project - http://www.construit.org/[2] David Gooding, "Experiment and the Making of Meaning: Human Agency in Scientific Observation and Experiment", Springer, 1990.	Presentation	Hacking, making and sharing	Russell Boyatt

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1104	OpenMed: Students and staff as co-creators of an OER learning framework in medicine and health care	In medicine and the health care professions there are substantial numbers of OERs and other open access resources. However, these resources may be difficult to find, and the learner is frequently uncertain about the quality and context of the material. OpenMed (http://openmed.co.uk/) is a learning framework to curate these resources. It is being co-created by our undergraduate medical students and staff for the benefit of students, trainees and educators in medicine and health care professions. A key element to facilitate development is the involvement of all our medical students, who we encourage to take some responsibility and ownership. For any student, this can be a minor role offering suggestions of suitable resources, or a more significant role, as an author or curator, or creator of new materials. Students can establish teams to take responsibility for a topic, which may be part of their formal curriculum as a Student Selected Component, or informally, perhaps within a student medical subject society. This medical school is currently undergoing significant change in delivery of its teaching content. It is developing many more online resources, which are being created as OERs and will eventually form the backbone of our own curriculum, as well as being curated in OpenMed. All resources are assessed by learners and educational and subject experts. Each resource is placed within the learning framework, tagged with a measure of its quality, a short description, a stratification indicator for the learner's level of expertise, and how long it will take to undertake. Throughout, students work with experts to curate the resource. This curation process also raises wider questions to discuss: Who owns co-created content? Who owns resources where significant value is added to existing materials in a curation process?	Lightning Talk	Hacking, making and sharing	Simon Riley
1105	Stolen Lives: Open educational resources to combat modern slavery	The Stolen Lives project (http://www.stolenlives.co.uk/resources/) is a collaborative, community-based, creative and open educational resource designed to raise awareness of historic and contemporary slavery. There are estimated to be more than 35 million enslaved people currently in the world (Global Slavery Index, 2014). Even in the UK, roughly 13,000 individuals are believed to be in some form of slave labour today. Given the importance of the topic and potential positive impact of increased awareness, the Stolen Lives resources are available under a Creative Commons Attribution (CC BY 4.0) license to encourage widespread access, use and recreation within all forms of education. The open collection is comprised of seventeen short videos based on songs or narratives with suggested teaching application and recommendations for open pedagogy (Wiley, 2013). The highly visual pieces are intended for secondary, further and higher education as well as for use in community education (Bridger & Shaw, 2011). Designed to be collaborative, the online format encourages students, teachers and members of diverse learning communities (Higher Education Academy [HEA], 2011) to use the resources as they are and also as a foundation for the creation of new resources relevant for the user's own unique community.This presentation will outline the conceptual framework, design and process of implementing this project. We will show how the video and supplementary resources available in different formats - including lesson plans, cross-curriculum ideas, texts, lyrics, music scores and backing tracks for the music and/or narrative pieces - all provide variation and flexibility for repurposing, reusing and resharing. The combination of a web-based platform with effective use of social media and online collaboration tools help promote the resources and encourage users to use any combination of available assets for their own educational environments. We encourage teachers and students alike to post their own interpretations of the songs and narratives back to the community. Data analytics will confirm the global reach and potential scale since the launch of this project in August 2015. Although still in early stages, examples of community created resources from secondary education and open educational practices (Beetham, et al., 2012) will be shared and we will discuss how this model could be replicated for other subject areas where open educational resources form the core of the project. Beetham, H., Falconer, I., McGill, L. & Littlejohn, A. (2012). JISC Open Practices: Briefing paper. JISC. Retrieved from https://oersynth.pbworks.com/w/file/fetch/58444186/Open%20Practices%20briefing%20paper.pdf.Bridger, K., & Shaw, J. (2011). Mainstreaming: Equality at the heart of higher education. Equality Challenge Unit. Retrieved from http://www.ecu.ac.uk/publications/mainstreaming-equality-at-the-heart-of-he/Higher Education Academy [HEA], (2011). The UK Professional Standards Framework. HEA. Retrieved from https://www.heacademy.ac.uk/sites/default/files/downloads/ukpsf_2011_english.pdfGlobal Slavery Index (updated 2014). 2014 Global Slavery Index. Retrieved from http://www.globalslaveryindex.org/findings/Wiley, D. (2013). What is Open Pedagogy? Retrieved from http://opencontent.org/blog/archives/2975	Presentation	Strategic and reputational advantages of openness	Margaret Korosec
1106	Students hacking the VLE and making their PLE in an open culture	We are witnessing a cultural shift -from close to open, from eventually to instantly. Digital tools enable us to publish thoughts in numerous ways changing the form that individuals collaborate. The very notion of literacy has changed. It is no longer literacy but literacies, denoting by its plural form the complexity of this new medium. Based on this, my research asks: how can students be supported to engage in an open and meaningful way with digital literacies in academic settings so they become research digitally literate?This research aims to provide empirical evidence on students' process of crafting their PLEs and its implications for learning. Students' social identity will be harnessed and together we will tinker and fix their informal PLEs using a scaffolding structure yet to be designed using data gathered in the initial process.A first round of data about their informal PLEs has been collected; tools for academic purposes were absent in their spaces. Students called for guidance and support. What follows is the first support intervention: four 20Min-sessions -digital bite- that will be running at the beginning of the lecture, they will showcase a tool and its functionalities. With this knowledge in place and their learning profile, the design principles for the model will be conceptualise and students will start to pull their tools together to (re)design their PLEs. There is more than one route to success; each student will reinvent their learning space, linking technological activities with transformational learning while hacking, making and sharing their experience	Lightning Talk	Hacking, making and sharing	Caroline Kühn

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1107	Understanding Students' Perceptions of Using OER to Enhance Campus-based Course	There have been numerous calls for research that demonstrates how open education resources are actually being used (Schmidt-Jones 2012). The present study seeks to address the gap in the literature relating to the use of OER in higher education. We conducted a case study a Flemish university in Belgium. Two classes of 68 students participated in the study. An OpenLearn course developed by the Open University was used as a self-study material to supplement a campus-based course. An end-of-course survey was administered online to gather information about student reaction to the use of OER online course as self-study material. Overall, students were moderately satisfied with their experience of using the OER course (M=3.32, SD=.905) and they positively agreed that the OER course increased their knowledge of the subject (M=3.62, SD=.847). Students were moderately to highly positive about the supplemental value of the OER course. They agreed that the OER course helped link their personal experience to new concepts (M=3.44, SD=1.00) and the OER course enriched their learning (M=3.35, SD=1.00) and exposed them to different perspectives on some topics in the on-campus course. They were less positive about the value of the OER course in helping the understanding the campus-based course (M=3.12, SD=1.04) and they disagreed with the use of an OER in stimulating students' interest in the on-campus course (M=2.97, SD=1.06). Before the beginning of the on-campus course, the course instructor and the researchers decided to introduce a change to the campus-based course by incorporating an OER course as supplemental self-study material. However, the details concerning which OER course to use and how to use it were finalized during the delivery process because it took some time for us to find an OER course that would fit the content of the campus-based course. Students were positive about the overall quality of the chosen OER course (M=3.29, SD=.964), however, they also raised concerns about its appropriateness (M=3.35, SD=.894) and though it was a bit less challenging for master students (M=3.49, SD=1.05). In terms of educational value of the OER course component, students rated video clips in the OER course the highest and online forum the lowest. Originally, we expected students to make good use of the OER course online discussion forum but it turned out that nearly two thirds of them never used the forum and one third used occasionally and only two students were frequent users. One possible reason for this low use of online discussion forum was that the OER course was easy to understand and students didn't feel the need to interact. Rungtusanatham et al. (2004) pointed out that introductory courses need less interaction than higher level courses. Another possible reason was that low use of online discussion forum is problem common to blended learning environment (Percival & Muirhead, 2009) because students preferred to interact f2f with local students rather than unfamiliar online learners. Additionally, students' online communication self-efficacy might explain this low use. Students reported that they were less positive about posting questions in online discussion (M=2.99, SD=1.00) and initiating topics for a discussion (M=2.87, SD=1.06). When asked about possible changes to the course design, students strongly agreed that some classroom sessions should be devoted to discussion of the self-paced OER course (M=3.68, SD=1.07) since not having any quiz or self-test in this self-paced OER course made them feel uncertain about how much I had learned and what I still need to master. Regression analysis further indicated that the perceived value of the OER course would affect students' perceived learning and their overall satisfaction, however, the amount of feedback they received would only significantly affect their satisfaction. According to Anderson (2003)'s Interaction Equivalency Theorem deep and meaningful learning is supported if one form of interaction (student–teacher; student–student; student–content) is at a high level, and more than one form of interaction at high level would create more satisfying learning experience. Choosing a good and appropriate OER course as self-paced materials is very important. A good OER course would engage students in high level of student-content interaction although the self-paced mode didn't give them much student-teacher interaction opportunities. References Anderson, T. (2003). Modes of interaction in distance education: Recent developments and researchquestions. In M. G. Moore, & W. G. Anderson (Eds.), Handbook of distance education (pp.129-144). Mahwah, NJ: Lawrence Erlbaum.Percival, J., & Muirhead, B. (2009). Prioritizing the implementation of e-learning tools to enhance the post-secondary learning environment. Journal of Distance Education (Online), 23(1), 89.Rungtusanatham, M., Ellram, L. M., Siferd, S. P., & Salik, S. (2004). Toward a typology of businesseducation in the Internet Age. Decision Sciences Journal of Innovative Education, 2(2), 101120.Schmidt-Jones, C A 2012, 'An open education resource supports a diversity of inquiry-based learning', The International Review of Research in Open and Distributed Learning, vol. 13, no. 1, pp. 1-16.	Poster	Hacking, making and sharing	Shihua Li

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1114	Student-centered learning data?	It is a generally accepted principle that the collectors of learner data are also the owners of that data. Under this premise, it then becomes the thorny responsibility of data collectors to determine what is collected, how it is used, and with whom it is shared. What happens if, we instead work from a starting point where learners are given the ability to create, maintain and build their own learning data store in alignment with Windley's (2016) "sovereign-source identity" and Groom's Domain of One's Own concept and grounded in learner-centered and connected learning theory? Brigham Young University's Personal API experiment is an example of a system in which students can store information "and then decide how they want to share that data with other applications and services." (McNeal, 2015). Learners would then have their own copy of data from traditional sources. Building on that concept, they could then also choose to pull in data from other sources to create a more complete picture of their learning experience. The Connected Learning Analytics (CLA) toolkit is another of a tool that "enables data to be extracted from social media and imported into a Learning Record Store" (Kitto, 2015). From an open perspective, learners would ideally choose to share their learning record to an open repository for research including the Open Knowledge repository (okfn.org). Benefits of open data in other fields include flood prediction models and models predicting which surgeries will be most under pressure by 2020 (Braggins, 2015). As data owners, however, they would also have the right not to share. Some learners would also almost certainly find new and unexpected uses for their data, both open and not-so-open. This lightning talk will explore the possibility of taking a student-centered approach to learning data and some possible benefits and risks. _____ References: Jim Groom, "Domain of One's Own," Reclaim Hosting. K. Kitto, S. Cross, Z. Waters & M. Lupton. Learning Analytics beyond the LMS: the Connected Learning Analytics Toolkit. Learning Analytics and Knowledge (LAK'15), In Press, ACM. Mark Braggins, "Good stuff, continued," Data.gov.uk: Opening Up Government, October 10, 2015. Marguerite McNeal, "BYU's bold plan to give students control of their data," EdSurge, December 18, 2015. Phil Windley, "Soverign-source identity, autonomy, and learning," Technometria, January 19, 2016.	Lightning Talk	Converging or diverging cultures of openness	Tanya Dorey-Elias
1116	The university as an e-textbook publisher: issues and practicalities	The University of the Highlands and Islands covers a very large area with 14 campuses and 70 local learning centres, and utilises high technology to link with students and staff for learning, teaching and research. As such, the role of the university as the creator and publisher of e-textbooks and networked resources is a natural imperative. Through a Jisc-funded project conducted by the UHI and Edinburgh Napier University, two e-textbooks are being produced, and their use evaluated to investigate the role of the institution as an e-textbook publisher. The e-textbooks have companion websites with a range of open educational resources providing supplementary guidance. The process of the e-textbook development is being documented and will be available open-access online. The project rationale is that the e-textbooks should give clear, quick guidance on generic subjects so that they will not date quickly. The two e-textbook topics selected were "How to write a research dissertation" and "How to get started on research". Both books are published on Amazon Kindle for a nominal price, with the companion OER websites hosted by the university, allowing easy updating. The project team have experimented with ways of utilising both the intellectual capital and a variety of software tools in editing and production, in order to assess different models for the institution. Our research has also contrasted uptake of the e-textbooks when offered low-cost and open access. Some specific challenges have been identified during the project. Within limitations, the pre-production processes of e-textbooks and printed books are similar. Both formats need to be carefully written, reviewed, proofread, and formatted for the intended readership. The university, unless it has an in-house publishing arm, does not generally deal with these tasks at an institutional level, yet they are crucial to ensure a quality product. The main difference between print and e-textbooks is at the distribution stage. Both formats might have the same content, but their use, marketing, distribution, impact, storage, and reward is very different. A key challenge is to ensure that the academic authors and the institution get recognition for making these digital resources available, as both can benefit from an enhanced profile and reputation gained from browsers and readers. It is also beneficial that e-textbooks and other digital resources can often be produced as "extra" products on the back of work which is taking place for other reasons, such as the preparation of a talk, journal paper, or set of lecture notes. While there is a cost in generating the initial resource, the extra product can often be gained at minimal cost, and once generated, the cost of reproducing digital artefacts tends towards zero over time. Other forms of scholarly works are now being considered for publication as e-textbooks, e.g. monographs, research dissertations, even extended essays. Many of these may not have commercial value, but their non-monetary value may be worth a considerable amount to the author(s), the student(s), and the institution. Other opportunities include networking OER with the global academy and piloting the "print on demand" sector.	Poster	Strategic and reputational advantages of openness	Keith Smyth

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1117	Reflecting back on the diverse innovations and impacts prompted by an OER project	The EDUCAUSE-funded Bridge to Success project (B2S) 2011-2012 http://bridge2success.aacc.edu) aimed to help students gain essential skills in order to successfully and effectively transition into college level study in the United States. The project reversioned whole courses on mathematics and learning skills/personal development, taken from The Open University's (UK) (OU) Openings courses, making them available as OER (containing additional pencasts, videos and quizzes in addition to revised text) on The OU's Labspace platform whilst promoting use in US community college sector. In the short-term, positive student feedback on both of the open courses, and positive impact on learner test scores in both non-profit and formal education contexts were reported in Ebrahimi, N, McAndrew, P. & Pitt, R. (2013). The medium and long-term influence of OER projects on innovation in educational institutions, and the need for more research into the partnerships and lessons learnt from OER projects was highlighted by Rolfe (2015). Retrospective research on the impact of B2S was instigated as part of the Hewlett funded OER Research Hub project (http://oerresearchhub.org). 15 interviews with instructors, students and administrators plus 1 faculty focus group were conducted largely during visits to organisations in the Maryland region during 2013 to evaluate the impact of the project within both the non-profit and college contexts. We present this qualitative data with further exploration of the impact of the project over the two subsequent years, and consider the diversity of attempted innovations and impacts of B2S. How could these lessons learnt help future OER projects? We look beyond basic notions of reuse of a specific resource to consider: -How the availability of an OER became a chance to experiment and innovate in response to the specific challenges and contexts of each organisation. This can vary from wholesale institutional change (for example the move at University of Maryland University College to an 100% e-resource/OER model) to small individual experiments in approach by a teacher with their class. -The importance of a nuanced understanding of learners and organisations, as similar contexts conceal a diversity that is not always immediately apparent. In B2S, the use of the resources took unexpected turns, being found to be an excellent match to contexts where it was never originally envisaged, while failing to find traction for some of the core expected audience. -The roots, life, and junctions of an OER. B2S drew on the OU's content from retired 'Openings' courses. A long and winding path has taken this to uses overseas, and now remixed versions have found their way back into the OU's use as Badged Open Courses. By exploring B2S through the lens of innovation, we identify specific characteristics and practices of an OER project that helped support these diverse innovations and that can be generalised beyond B2S's US context. Bibliography Building open bridges: collaborative remixing and reuse of open educational resources across organisations. Coughlan, T. Pitt, R. & McAndrew, P (2013). In: 2013 ACM SIGCHI Conference on Human Factors in Computing Systems Proceedings, ACM Press. 991-1000. Assessing OER Impact across organisations and learners: experiences from the Bridge to Success project [Author 1] Ebrahimi, N, McAndrew, P. & [Author 2] (2013) In: Journal of Interactive Media in Education (JIME). Vol. 3, Article 17. Open Education and Innovation Rolfe, V. OpenEd 2015, November 2015. Accessed from: http://www.slideshare.net/viv_rolfe/v-rolfe-open-education-and-innovation	Presentation	Strategic and reputational advantages of openness	Beck Pitt
1119	Reframing 'open' in the context of the Digital University	As universities increase their engagement in digital spaces, and further develop their digital practices, there is a greater need to challenge and scrutinise how and for whose benefit our institutions are harnessing 'the digital'. (MacNeill, Johston, 2012). Our starting point here is to contend that despite the early promise of open online education, including developments such as MOOCs, the Higher Education sector as a whole has fallen short in using digital spaces to provide equitable distribution of access to education. Instead we have tended to amplify access to Higher Education for those who have already benefited from traditional educational experiences, and while there are good examples to the contrary within the sector we propose that the limited nature of digital practice in many universities reflects a narrow view of what open education and 'being digital' can actually mean. From this critical viewpoint we will explore the extent to which open education can act as a bridge between formal institutional cultures and learning within physical and digital 'third spaces', and ask whether it is possible to balance and constructively align the open education agenda with the strategic priorities of institutions and their values and responsibilities to civic society. Drawing our on work to date in developing a matrix for conceptualising the 'Digital University', and then applying this to various institutional contexts and initiatives, we will explore how open education practice can extend, develop and promote notions of the digitally distributed curriculum. We will also argue for the need to reframe and broaden our current discourse on open education beyond digital and online contexts, if we are to better understand the complexities of being a 'Digital University' and, in turn, more fully realise what open education can offer at sectoral, institutional and personal levels. (Smyth et al, 2015) In offering concluding points relating to where we are at, and how we might move forward, we will also draw out potential implications for the open education research agenda. References MacNeill, S. and Johnston, B. (2012) A conversation around what it means to be a Digital University (Parts 1 to 5). http://blogs.cetis.ac.uk/sheilamacneill/2012/01/26/a-converstaion-around-what-it-means-to-be-a-digital-university/ [Accessed: 12 January 2015] Smyth, K., MacNeill, S., and Johnston, B. (2015) Visioning the Digital University – from institutional strategy to academic practice. Educational Developments, 16(2). pp.13-17. McCluskey, F.B and Winter, M.L. (2012). The Idea of the Digital University: ancient traditions, disruptive technologies and the battle for the soul of higer education, Washington: Policy Study Organization. Selwyn, N. (2014). Digital Technologies and the Contemporary University: degrees of digitization, London: Routledge.	Presentation	Strategic and reputational advantages of openness	Sheila MacNeill

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1120	Open for learning: Gaelic collections and the Gaelic Digital Apprentice	National Library of Scotland is committed to providing open access to its internationally renowned collections and will make a third digitally accessible by 2025. In October 2015, the Library announced that it had completed digitisation of every known out-of-copyright Gaelic print item in its collection. These 1,200+ resources and their associated transcriptions are made available online under a Creative Commons license making them accessible for the first time to people outwith Edinburgh and to Gaels in Scotland and around the world. To deliver enhanced access and interpretation of this Gaelic language collection, the Library has developed an innovative and progressive program to use and re-use these open access resources. With support from Bòrd na Gàidhlig, the Library is employing a Gaelic Digital Apprentice. The Apprentice will create digital learning content based on the Gaelic collections (and also the Library's film and manuscript collections) to deliver enhanced access to and interpretation of Gaelic cultural heritage, and to undertake a program of outreach to Gaelic communities. These learning resources will help sustain communities of Gaelic learning and also demonstrate that working with cultural heritage resources and the Gaelic language is a viable career choice for young people. Making the Gaelic collection openly available has acted as a driver for the Library in several areas; its obligations under the Gaelic Language Act, its ongoing commitment to youth employability, the strategic priorities on learning and research, and its policy on metadata and digital content licensing The presentation will outline the above and give progress to date. References National Library of Scotland. (2015). The way forward: Library strategy 2015-2020. Available: http://www.nls.uk/media/1194639/2015-strategy-2.pdf. Last accessed 29 November 2015. National Library of Scotland. (2015). Hundreds more Gaelic items available online. Available: http://www.nls.uk/news/archive/2015/10/gaelic-items-online. Last accessed 29 November 2015. Bòrd na Gàidhlig. (2015). About Bòrd na Gàidhlig. Available: http://www.gaidhlig.org.uk/bord/en/. Last accessed 29 November 2015. The Scottish Government. (2005). Gaelic Language (Scotland) Act 2005.Available: http://www.legislation.gov.uk/asp/2005/7/contents. Last accessed 29 November 2015. The Scottish Government. (2014). Developing the young workforce.Available: http://www.gov.scot/Resource/0046/00466386.pdf. Last accessed 29 November 2015. National Library of Scotland. (2015). Metadata and Digital Content Licensing Policy. Available: http://www.nls.uk/media/1176717/metadata-digital-licencing-policy.pdf. Last accessed 29 November 2015.	Presentation	Innovative approaches to opening up cultural heritage collections for education	Gill Hamilton
1121	Looking after our educational legacy: curating the OER archive	Teaching practices have often been private, shared only with students, and very occasionally with colleagues observing or co-teaching a lesson. Open Educational Practices (OEP) have changed the scene radically as they encourage the production, use and reuse of Open Educational Resources (OERs) which can now be shared and collected in unprecedented ways. This means that, for the first time in history, we have an abundance of multimodal records of educational practices that not only have a pedagogical impact but also a great historical relevance for the field. In this presentation we will offer a conceptualisation of OERs as indexes or relics of pedagogical performance that can contribute to our cultural heritage in the education field; we also conceptualise the OER repository as the archive of both educational artefacts and time based practices. This conceptualisation draws on current debates in the art world, which is also grappling with a similar abundance. We argue that our role as open educational practitioners becomes akin to that of the art curator or, more specifically, to the emerging figure of the performance curator (Ferdman, 2014), in that we manage, preserve and study these resources, whilst at the same time making them available and visible to the public in deliberate ways. As Birchall (2015) has indicated, "[t]he meaning of curation in a networked culture is key to understanding the direction our culture is taking". We examine what the curation of contemporary art activities involves in order to explore the commonalities and tensions between the OER and the artwork, as well as between the OER repository and various curatorial formats such as the museum, collection or festival. Our intention is to shed light on our new role as curators of the open educational project. This theoretical investigation addresses an unexplored area of research that focuses on effective but also creative ways to look after our educational legacy. References Birchall, D., 2015. What curation means on the internet. The art and science of curation [webpage]. Available at: http://www.artandscienceofcuration.org.uk/what-curation-means-on-the-internet/ Ferdman, B., 2014. From Content to Context: The Emergence of the Performance Curator. Theatre, 44(2), Special Issue: Performance Curators, pp. 5-20. Available at: https://www.academia.edu/8601473/From_Content_to_Context_The_Emergence_of_the_Performance_Curator	Presentation	Innovative approaches to opening up cultural heritage collections for education	Inma Alvarez

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1122	Education OER: a pan-European meta-data aggregator	The continued growth in the scope of learning resources available in online repositories has contributed to the trend of sharing and use of these learning resources. This underscores the open nature of the materials and their accessibility on the Web. A large number of OER can be found on the Internet using search engines. However, there is no guarantee that a query will lead to trustable, properly licensed materials on which high quality open education can be built, making the use of them in teaching challenging for educators (Camilleri et al., 2014). Well-managed OER repositories that aggregate high quality content, such as the MERLOT repository or OER Africa, offer a solution to this problem. The eduOER service is an OER Metadata Aggregation Hub & Portal which has been created especially to facilitate the search, find and reuse of digital multimedia content at the European level. The service is driven by the trusted circle of NREN (National Research and Education Network) members, primarily serving higher education and research institutes with network connectivity and access federation in Europe and worldwide. The repository is an open source, metadata aggregation broker/portal that harvests the metadata of OER from the national level of universities and organizations up to the pan-European level. It offers a forum to collaborate, innovate and share knowledge in order to foster the development of Internet technology, infrastructure, and services to be used by the research and education community. The eduOER service allows users to share materials developed through public funding and encourages adoption of flexible licenses which enable adoption, integration and reconstruction of learning objects. Being an OER metadata aggregator, the service is capable of supporting the online learning, such as MOOCs and online courses, in a variety of languages. The reuse of materials developed by one institute in others will make the materials more cost-effective and promote inter-institutional collaboration. The service will be officially launched in December 2015. It focuses on meta-data of audio-visual materials, and has harvested so far 15 repositories and around 35,000 learning objects in English, Spanish, Portuguese, Hebrew, Greek and other languages. As for sustainability and quality, we intend to continue maintaining the repository by applying for EU grants. Paradata displays will be implemented to allow the users to make their own evaluation of the LO's quality known. Since the referatory harvests meta-data from good quality repositories, we expect the LO quality to remain high. Our presentation will discuss usage models of the service as a supporting teaching and learning tool, which assists faculty and NRENs in reusing OER to enrich their teaching. Additionally, we will discuss the ways we encourage OER repositories to contribute their meta-data to the repository. References Camilleri, A. F., Ehlers, U. D., & Pawlowski, J. (2014). State of the art review of quality issues related to open educational resources (OER). Hylén, J., Van Damme, D., Mulder, F., & D'Antoni, S. (2012). Open Educational Resources: Analysis of responses to the OECD country questionnaire (No. 76). OECD Publishing.	Lightning Talk	Strategic and reputational advantages of openness	Eli Shmueli
1124	Learning Effectiveness and Perceived Value of Wikipedia as a Primary Course Resource	Wikipedia is core to the Open Educational Resources (OER) movement and is considered as the biggest OER in the world (Caswell et al., 2008). Wikipedia provides learning and research resources through a public online platform, and it is widely used to find information and to collaborate in knowledge creation. Although Wikipedia is frequently used by higher education students as a source of information (Wannemacher & Schulenburg, 2010), there are a few courses in which it plays an actual 'active' role within the learning process (Aibar & Lerga, 2015). A pilot developed in 2013 offered the first evidence about the effects of the use of Wikipedia in a course in Statistics (Meseguer-Artola, 2014). However, and contrary to expectations, it showed that Wikipedia had a weak positive effect on the student's academic performance. In this paper we have performed a more comprehensive study, and analysed four introductory courses taken by a total of 1,220 students. Each of these courses situated in a specific knowledge area: human resources, statistics, marketing, or consumer behaviour. In all these cases, Wikipedia was used as a primary learning resource, and it was appropriately integrated with the existing learning materials. Participants in the courses were asked to compare these standard materials with Wikipedia and to provide their perceptions on the basis of four quality facets: completeness, reliability, currentness and usefulness. In order to adequately assess the influence of Wikipedia on the student's final mark, we have also considered the student's marks in the previous academic semester – when Wikipedia was not used as a primary course resource. Through our study, we sought: to explore the student's perceptions about the quality of Wikipedia, to show the potential positive impact of the active use of Wikipedia on the student's academic performance, and to explore whether its influence depends on the knowledge area or not. A range of multivariate statistical techniques has been used to assess the validity of the hypotheses, including contrasts of means, discriminant analysis, and multiple linear regression analysis. Results support the idea that the student's perceptions about Wikipedia change across knowledge areas, and also depend on the student's academic profile. Added to this, we have found evidence confirming the hypotheses that Wikipedia has a positive effect on the student's academic performance, and that the magnitude of this influence ranges from one course to another.References:Aibar, E., & Lerga, M. (2015). Best practice guide to use Wikipedia in university education. Universitat Oberta de Catalunya. http://hdl.handle.net/10609/41662 Caswell, T., Henson, S., Jensen, M., & Wiley, D. (2008). Open Content and Open Educational Resources: Enabling universal education. The International Review Of Research In Open And Distributed Learning, 9(1). Meseguer-Artola, A. (2014). Learning by comparing with Wikipedia: the value to students' learning. RUSC. Universities and Knowledge Society Journal, 11(2), 57-69. doi: http://dx.doi.org/10.7238/rusc.v11i2.2042. Wannemacher, K., & Schulenburg, F. (2010). Wikipedia in academic studies: corrupting or improving the quality of teaching and learning?. In Looking toward the future of technology enhanced education: ubiquitous learning and the digital native, M. Ebner and M. Schiefner (Eds.) (pp. 295–310). Hershey, PA: IGI Global.	Presentation	Converging or diverging cultures of openness	Antoni Meseguer-Artola

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1125	Open Source Film Production	Having researched and examined how Open Source has reached out into many areas of education I was struck by how little education exists for Open Source in tandem with the Film Production community. It seems little has been developed for an entire production workflow from the sensor and how it is used and manipulated, the colour science and the workflow (utilising both software and hardware). Examples exist such as ACES (Academy Color Encoding System) providing a free, open source colour and look management architecture. http://www.oscars.org/science-technology/sci-tech-projects/aces through the educational department of the Oscars.org, and has been taken onwards by Universities in the USA, but being such a new subject has as yet to appear as an Academic reference. Thus seeking to further the understanding and appreciation of production processes we can create a diverse array of programs for students, teachers, filmmakers, scholars and institutions to provide unique opportunities for engagement with the principles of Open Source relating to Film Production and by approaching the subject now and introducing education and research with an ethical ethos and approach the belief is that we can educate further those who would like to see Open Source become stronger and a more realistic proposition as it continues to thrive and develop. Learning, teaching and research are all encompassed in the entire pipeline for a production. Open Content, Open Practice, Open Data, Open Access are all elements that can be attributed to Open Source for Film and education. The aim is to create free and open technology, and make all the generated knowledge freely available to everyone, encouraging participation along the way. By developing this approach we can create an educational pathway that includes subjects such as open data, open collaboration and open hardware and software. As I can envisage new approaches to Film Education, it is clear that at some intersection Open Source will have a valuable role to play. New emerging fields of research are developing based on Colour Science and Colour Grading, effecting Cinematography. New information in assessing how we develop film for the digital age is changing and Open Source will have a major impact here. By teaching new ways of working that would previously be the benefit of a few we can now broaden the education to many more encompassing all this new information. My idea of how to change and introduce a new approach to Film Education is with an Open Source ethos and developing reliable influence testing, scholarships and a new colour science unit. We will be designing, creating and developing OpenFlow as a new suite of workflow and software development tools for the entire film production pipeline. Sensor processing, bayer pattern developmenthttp://www.ece.ncsu.edu/imaging/Publications/2002/demosaicking-JEI-02.pdfwith software development would all be encouraged to teach and educate on how these processes actually work, having a huge impact and why we approach production roles in a certain fashion, creating deeper knowledge and better understanding for future engagement, educationally and professionally. In summary it is my belief that Open Source Film Production is an emerging enviroment effecting education tremendously, is a perfect example of collaboration and education developing in multiple areas for the future and can all be developed with an extremely strong emphasis on education.	Poster	Innovative approaches to opening up cultural heritage collections for education	Daniel Mulligan

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1126	Strategic usage of open educational resources as an entrepreneurial ecosystem	As a gigantic open repository of knowledge, Wikipedia has great potential for use in learning processes. Many faculty members from different universities have begun to use it as a teaching tool and most of these experiences present very satisfactory results and a positive influence on students' motivation (Aibar & Lerga, 2015). Thus, Wikipedia is becoming an agent of learning innovation and a driver of promoting open culture, the sharing of information and the ethos of free exchange of ideas also in higher education institutions. Yet, despite the growing importance of e-learning methodologies, the widespread reach of the open educational resources movement and the heavy use of Wikipedia among students, faculty members seem to hold a much more negative and sceptical opinion of the free encyclopaedia (Knight & Pryke, 2012). In the case of United Kingdom, the reasons for this cautionary attitude in higher education are due to a lack of understanding of Wikipedia, a negative attitude toward collaborative knowledge produced outside academia and the perceived detrimental effects of the use of Web 2.0 applications not included in the university suite (Bayliss, 2013). We would try to identify the main factors that determine university faculty's acceptance of Wikipedia both as assistance to improve instructional materials and as a learning resource for teaching activities in a different context: the main online university in Spain. We approach the decision about using Wikipedia considering both the individual attributes of faculty members and the social values of their ecosystem. Meanwhile individual attributes reflect perceptions about capabilities, risks and opportunities to act innovatively using Wikipedia, social values reflect how the university values the use of Wikipedia. We have conducted a survey of all faculty members of an online university which offers official university training to 60,000 students. A quarter of their faculty members use regularly Wikipedia for learning activities and other quarter use it occasionally. Personal factors such as academic rank, teaching experience or age do not seem to be decisive. Instead, the decision to use Wikipedia is partially spurred by lecturers' experience in the use of other collaborative learning resources and subjective factors, such as the perception of Wikipedia's quality and utility. The milieu is also very important, since use is more frequent when faculty members have role models in their close environment and when they perceive Wikipedia as being valued positively by their colleagues. However, the direct influence of institutional policies to embed an open culture in university seems to be less effective (Meseguer-Artola et al., 2015). This external influence would work as a network of innovation, since the sharing of relevant and useful information and the dissemination of best practices among faculty might encourage the educational use of Wikipedia. Therefore, a greater application of Wikipedia would require much more active institutional policies and probably some changes in the incumbent academic culture among faculty members because unfriendly attitudes are probably connected to a deeper conflict between standard academic epistemological principles and the specific peer-to-peer culture (Eijkman, 2010). As Reagle (2010) points out, despite its good-faith collaborative vision, its egalitarian ethos and its openness, Wikipedia must reconcile their vision with the inescapable social reality of irritating personalities, philosophical differences, and external threats. Some recommendations could be made to improve entrepreneurial framework: it is essential to reach a greater understanding of Wikipedia, its policies, procedures and editing mechanisms; it would also be necessary to directly stimulate Wikipedia usage by promoting active contribution among students and faculty, and granting greater recognition to the teaching innovations involved; and it would also be helpful to encourage the use of online collaborative tools for teaching and open knowledge repositories for publishing academic output and resources._____References: Aibar, E. & Lerga, M. (2015). Best practice guide to use Wikipedia in university education. Universitat Oberta de Catalunya. http://hdl.handle.net/10609/41662. Bayliss, G. (2013). Exploring the Cautionary Attitude Towards Wikipedia in Higher Education: Implications for Higher Education Institutions. New Review of Academic Librarianship Vol. 19, Issue 1., pp. 36-57. Eijkman, H. (2010). Academics and Wikipedia: Reframing Web 2.0+ as a Disruptor of Traditional Academic Power-Knowledge Arrangements. Campus-Wide Information Systems, 27 (3): 173-185. Knight, C. & Pryke, S. (2012). Wikipedia and the University, a case study. Teaching in Higher Education, 17 (6): 649-659. Meseguer-Artola, A. et al. (2015). Factors that influence the teaching use of Wikipedia in higher education. Journal of the Association for Information Science and Technology, February. DOI: 10.1002/asi.23488. Reagle, J. M. (2010). Good Faith Collaboration: The Culture of Wikipedia. The MIT Press.	Lightning Talk	Converging or diverging cultures of openness	Josep Lladós-Masllorens

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1127	Applying the Open Source Software Development Model to the ownership and remixing of OERs.	IntroductionThis session will examine how the open source software development model can be applied to Open Educational Resources, and, in the light of the retirement of Jorum1, how the new Jisc App & Content Store can aid this.MethodThe session will be split into two main parts: we will look at the three main ways that the Open Source Software (OSS) development model2 can aid the development of OER, and then at the development of the Jisc Content & App Store and how it applies to the priciples of OSS development to OERs. These principles are actually already things that are in use within the OER community (though some to a greater extent than others), although the terminology used in OSS development may be different that that used within the OER community: Version control & tracking Forking CommunityThe challenge is showing educators how these above concepts relate to their use of OER and are concepts that they do understand, despite the difference in culture between software developers and educators. The most helpful way would be to highlight simalrities: OERs and Open Source Software are often both stored in repositories allowing access to anyone who wants it Both use licenses that allow people to take resources or software and reuse and remix it, giving credit to the originators.One people are aware of how similar the concepts are, the session will go on to show what concepts can be taken from OSS development into the world of OER, for example Version tracking. Used in OSS to show who made changes, when and why. A system of being able to track and see who has remixed a resource and what changes and improvements they have introduced would be extremely valuable. Version control with OERs would allow the authors to refresh their resources to ensure they stay relevant. It also makes it easier to 'retire' resources which are no longer fit for purpose. Forking – or as we know it, remixing resources. IN OSS development someone can take a codebase, make improvements and then merge it back into the main software tree. IN OER this concept means someone can take and improve upon existing resources. It also allows educators to track how resources are being reused, providing data t about how much remixing and resharing does occur. This information can be shared with the OER community to help encourage further resharing (Or shock people with how little/much resharing happens, depending on what the tracking data tells us!)Jorum, currently the largest repository of OERs in the UK, is being retired as a service by September 2016. During discussions between the Jorum team and Jisc colleagues it became clear that, while the new Jisc Content & App Store will not be a like for like repository replacement, or contain all the resources that Jorum contained, it will have resources available for reuse and remixing. The emphasis, however, should be placed on greater ownership of resources by the author(s), and making it easier to keep resources updated, whilst at the same time allowing end users of these resources to be able to see what changes have been made, when and why.We will cover what aspects of OSS development methods are already in use within the OER Community, and the things that the OER community could take from the OSS development model to make OERs even more open, available and easier to remix, whilst keeping the available resources in the Content & App Store relevant and current. The aim is to help both practitioners who want to use and share resources and perhaps never used Jorum, and at the same time bring the existing OER community along.We will also be giving a quick demonstration of the current development version of the Jisc Content & App Store.References1 Jisc. 2015. Jisc to retire Jorum and refresh its open educational resources offer. [ONLINE] Available at: https://www.jisc.ac.uk/news/jisc-to-retire-jorum-and-refresh-its-open-educational-resources-offer-24-jun-2015.2 Wikipedia. 2005. Open-source software development. [ONLINE] Available at: https://en.wikipedia.org/wiki/Open-source_software_development.	Presentation	Converging or diverging cultures of openness	Pete Collins

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1128	Open Source Learning Foundation	Open Source Learning is a term coined by American educator David Preston over ten years ago when he hacked traditional classroom learning and began using the public Internet as a way to support learners' curiosities and passions. As the practice evolved, Preston discarded traditional curricula in favor of co-creating interdisciplinary paths of inquiry around learners' Big Questions (see Quillen, 2013; Preston, 2015). Liberated from the textbook, his English Literature students explored topics ranging from aviation to zoology in ways that were personally meaningful to them. These learning journeys galvanized communities of expert mentors, critics, engaged peers, and the media. As more educators and learners began amplifying and accelerating their growth online, attention was focused on collaboration and growing the Open Source Learning network. Throughout the autumn of 2014 weekly 'blue-sky' sandbox-type brainstorming sessions happened across disciplines and continents with Laura Ritchie (music), Jonathan Worth (photography), David Preston (English), and Mark Cabrinha (architecture). All have partnered with their students to create transcendent learning experiences and in May, 2015 students from the University of Chichester, UCLA, Cal Poly San Luis Obispo, and Righetti High School created an improvisational concert space in Yosemite National Park. This first self-funded Open Source Learning event became a physical encounter between teachers and students from university, high school, and elementary school. The nature of the event was organic, and all participants were active in forming, sourcing, and leading activities and creating meaningful outcomes. This inspired a co-authored and presented session on "The Musiquality Project" by a university student, a graduate, and a lecturer at the 2015 RAISE (Researching, Advancing, and Inspiring Student Engagement) conference in Nottingham. The Open Source Learning Foundation (OSLF) was formally established in the summer of 2015 to provide an online home for innovative learning, along with a theoretical framework and research agenda. Since then, recent projects taken forward by the OSLF include working with students and staff in schools and communities from LA to the central coast of California to San Francisco in February 2016, with workshops that use different disciplines to hack a learning experience to develops creative agency. In the UK in March 2016 the OSLF hosts a Musical BEST (Build Engage Solve Think) hack event open to all ages across the community where participants enter into the world of music making through a flash-mob orchestral experience. These events underpin the OSLF and its work to create a network of thinkers and doers. The Open Source Learning community is expanding and the goal for the future is to develop and establish a wider network that can connect people and enable learners of all ages to develop and grow. Conference presentations, publications, and other less formal outputs resulting from engagement with Open Source Learning have propelled students toward their professional lives. The ongoing challenge in education is how to spread and scale learner-centered innovation in an environment dominated by dogmatic policy and corporate products. The next steps for the Open Source Learning Foundation are to create a research agenda and an international community of practitioners. This presentation will outline the framework of the Open Source Learning Foundation, provide delegates the opportunity to validate their practices with Open Source Learning principles, connect with educators in the field, and set foundations to propagate this educational movement for the Information Age. Preston, D (2015) Case study: 5PH1NX, In J. Corneli, C.J. Danoff, C. Pierce P. Ricuarte, and L. Snow MacDonald, Eds. The peeragogy handbook. 3rd ed. Chicago, IL./Somerville, MA.: PubDomEd/Pierce Press, 2016. Downloaded From http://peeragogy.org Quillen, I., (2013) How to fuel student's learning through their interests. Retrieved February 8, 2016, from http://ww2.kqed.org/mindshift/2013/02/14/how-to-fuel-students-learning-through-their-interests/	Presentation	Hacking, making and sharing	Laura Ritchie
1130	Opening up DYNAMED	The DYNAMED project is an initiative set up to provide multimedia teaching resources to meet the demands and requirements of our student population. The intention to open up resources to the wider world has always been a significant, but secondary, desire. Now with the availability of a sizeable body of work the next steps we take to make this happen become increasingly important. Work with our students, aligned with the literature, has identified video resources as an extremely popular and valuable addition to their study material and we have been developing increased numbers of these resources in recent years. [1] A key factor in the success of this initiative have been the implementation of a student committee to help drive the project – to propose and prioritise the creation of resources and to manage the roll out of the content. Now the intention to make these teaching resources available to a wider audience factors about more intense quality assurance and peer review have come to the fore. This has dictated the creation of a secondary 'peer led panel' with a mandate from the wider institution. This poster tracks the stages involved in making internally created materials ready to be 'opened up' and looks at some of the elements put in place for the creation of further teaching resources with the explicit intention of making them 'open resources' The juxtaposition between those resources created for the local student environment and the benefits they may provide to the wider world prove to be an important consideration at the development stage. References * Roshier, A, Foster, N, & Jones, M 2011, 'Veterinary students' usage and perception of video teaching resources', BMC Medical Education, 11, p. 1	Poster	Hacking, making and sharing	Brian Mather

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1131	Are we Openness Ready? – Towards an Open Learning Scale	The university is a techno-social structure. It was designed by technologies of information and knowledge production that were the most viable for storing, sorting, transmitting, and preserving knowledge (Goldberg & Svenson, 2015). With new technologies we have introduced new forms and formats of knowledge but have left the centralized broadcast-based model of learning institution as a central mediating structure unchallenged. Thus universities become 'closed' learning environments where filtered learners get privileged access to curated information protected equally by regimes of research secrecy and intellectual property rights.In 2015, we conducted a workshop with 30 stakeholders to map the tension at the heart of digital, open and connected learning. We characterize this anxiety as the 'future of the university versus the university of the future'. The former refers to the ways in which we utilize digital technologies to ensure that the model of the universe adapts to our future-looking practices. The latter invokes the idea of the digital as the new ontology to reconfigure the university structure for the futures that we would like to stand for. The workshop concluded that the digital turn is not merely about the questioning of knowledge forms but of the ways in which learning institutions are configured.Drawing from this workshop, we propose that the 'Open Everything' movements have focused largely on processes of digitization and interfaces of access, thus turning Openness into a black-box that does not take into account either to the reconfiguring structure of the university or to the embedded principles and embodied users (Shah, 2015) that openness practices bring with them. Consequently, Openness advocacy concentrates on building strawmen institutions that are deemed as completely closed, inaccessible, and redundant. The responses of Openness, then, have a narrow focus on infrastructure, design, scaling up, access as tools to open these closed models (Losh, 2014).We propose to build an Openness Ready Scale to fight for Openness as opposed to fighting against Closedness, suggesting that that absolute states of closed and open are not possible, but aspirations of openness and conditions of closed can be strategically selected to fit the ambitions, goals, and visions of the institutions. The workshop seeks to unpack openness across six different drivers: a. Governance, policy and Administrationb. Participation, engagement and outreachc. Technology, infrastructure, and productiond. Ownership, sharing and accessibilitye. Content, curriculum and coursewaref. Pedagogy, learning and collaborationto see the convergent, granular, specific and strategic possibilities that Openness offers towards building new models of open and connected learning. The Openness scale that we seek to thus develop and rehearse is a point of departure from existing scales that focus on evaluation, grading, rating or developing blue-prints for open implementation. By dislocating implementation and operationalization as the focus of Openness, it instead hopes to develop a critical discourse around the infrastructure, contexts, ambitions, politics, and materiality of openness as an approach and a discursive practice. Workshop Agenda / FormatCatalyst Inputs on Openness (10 minutes) Rapid Feminist Prototyping across 6 drivers of Openness (40 minutes): Rapid Feminist Prototyping draws from conversations in the Feminist Technology Network (FemTechNet) that suggest that rapid prototyping can accommodate new kinds of voices, experiences, ideas and ambitions that go beyond the utilitarian prototype development cycles. The workshop has been developed in different formats to begin with critical inputs leading to clustered conversations and prototype making that account for social and political materiality of production practice and development cycles. For example, at the Transmediale 2016, in a workshop on 'Everything Will be Fine', Elizabeth Losh and Nishant Shah led a group of 50 participants to create survival tools that help mitigate our anxieties about the future, offering body, affect, learning, and ethics as four entry points into the prototyping. http://2016.transmediale.de/content/everything-will-be-fine-working-anxietyPrototype evaluation on the scale (10 minutes)References:Goldberg, D.T. & Svenson, P. (eds.) (2015) Between Humanities and the Digital, Cambridge: MIT Press.Losh, E. (2014), The War on Learning: Gaining ground in the digital university, Cambrdige: MIT Press.Shah, N. (2015) "Of Heathens, Perverts and Stalkers: Examining the learner in the MOOC", World of Learning, London: Routledge.	Workshop or panel	Converging or diverging cultures of openness	Christian Friedrich

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1132	Skills Not Silos: Open Data as OER	Open Data is produced and used at various levels in research, governance, policy making and civil society. So far though, conversation around its value and significance has tended to occur within an Open Data silo, existing in parallel with other open discussions around Open Educational Resources and Open Access. In our presentation we explore practices which make use of Open Data as OER, with a focus on the the opportunities and challenges inherent in this approach. For the OECD, "All citizens should have equal opportunities and multiple channels to access information, be consulted and participate. Every reasonable effort should be made to engage with as wide a variety of people as possible." A central challenge in higher education is to develop skills useful not only at subject/professional level, but which also engage students with real-word problems. The skills needed to participate in democratic discussions can be understood as transversal skills, defined by UNESCO (2015) as "Critical and innovative thinking, inter-personal skills; intra personal skills, and global citizenship". If one of our goals as educators is to develop these transversal skills in students, towards enabling them to function as citizens, to actively participate in the discourse and debates of society, then we propose that Open Data can play a key role. Open Data has been understood as key to research, policy and governance development, and also heralded as a force for democratic discourse and participation, but in our view, this is not achieved by opening data alone. By using Open Data in research- and scenario- based learning activities, educators can enhance the information, digital, statistical and data analysis literacies that can empower students, and ultimately citizens and communities. Such pedagogic activities allow students to learn using the same raw materials researchers and policy- makers produce and use. Drawing from a series of case studies of the use of Open Data as OER, we suggest educators consider the following elements Focus: define the research problem and its relation to the environment students.Practicality: match technical applications and practices to expected solutions.Expectations: set realistic expectations for data analysis. Directions: support in finding data portals which contain appropriate information.Training: provide training materials for the software students will need to analyse the data.Location: use global, local and scientific data which is as granular as possible.Modelling: develop model solutions to guide students on the challenges and activities.Collaboration: support students to work collaboratively and at multidisciplinary level.Communication: support students in communicating their findings to local or wider communities.	Presentation	Converging or diverging cultures of openness	Leo Havemann
1133	Mapping an emerging ecosystem of open images	The quantity of open images available online is growing exponentially. An emerging challenge for the OER community is to identify relationships between sources of images. The ecosystem of open images is complex. Provenance, openness and issues of quality are all factors to be considered.This presentation will showcase examples from three distinct sources, and discuss the challenges and affordances of each respectively. Museums and cultural heritage archives including the OpenGlam initiative. These institutions encourage public engagement including tagging, sharing and re-purposing and include valuable metadata. A key consideration in this category is the quality and agency of the content in order to maximise the potential of 'Open.' (Terras, M. 2014)Social media platforms sharing community and local history. My research on Facebook indicates geographical locations who develop community archives of historic and contemporary images are commonplace. Participation and activity within these groups is self sustaining and mirrors the public engagement found with the launch of the Library of Congress images on Flickr Commons (Springer, et al 2008). Two major challenges in this category, must be addressed. The need for the open education community to establish a meaningful dialogue with any such group, and discuss the value of sharing (National Council on Archives. No date). Also establishing the provenance of images, many of which will be personal artefacts owned by individuals, orphan works or simply 'taken from the web' may prove problematic.The final source are amateur archivists and collectors with specialised knowledge and interests. These individuals curate and share visual artefacts such as vintage technology, product design or ephemera. The artefacts are often annotated with very precise information and use Creative Commons licences. Issues with such resources include quality, licensing and provenance. There are examples where copyright material has been scanned or photographed and uploaded, illegally or unwittingly, creating pitfalls for prospective users. Mapping the sources of the images,identifying their respective affordances and challenges will help educational practitioners and learners find and select images, and understand their potential and limitations. This presentation will share and make available an online interactive map which can be adapted and reused by open education practitioners.ReferencesLibrary of Congress. Prints and Photographs Division, Springer, M., Dulabahn, B., Michel, P., Natanson, B., Reser, D. W., ... & Woodward, D. (2008, October). For the common good: The Library of Congress Flickr pilot project. Library of Congress, Prints and Photographs Division. [PDF] Available at http://www.loc.gov/rr/print/flickr_report_final.pdf Accessed 31 October 2015National Council of Archives. (No Date) Community Archives engaging with wider agendas. [PDF] Available at http://www.communityarchives.org.uk/wp-content/uploads/2014/06/Engaging_with_wider_agendas.pdf Accessed 10th November 2015Terras, M. (2014, October). [Melissa Terras' Blog] Reuse of Digitised Content (1): So you want to reuse digital heritage content in a creative context? Good luck with that. Available at: http://melissaterras.blogspot.co.uk/2014/10/reuse-of-digitised-content-1-so-you.html Accessed, 3 November 2015	Presentation	Strategic and reputational advantages of openness	Theo Kuechel

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1135	How to set up an Open Online CPD course	This session will describe the experience and challenges of running two versions of the same Continuing Professional Development course at two different universities. The course was called the '12 Apps of Christmas'(12AoC) and ran in December 2015. Both courses fully embraced the concept of 'openness' and made all the content sharable using a Creative Commons licence. Each day over 12 days the course released a different app that could be used for teaching, learning or research. The app was accompanied with a ten minute activity and participants were encouraged to discuss how they used the apps within the course discussion boards and on social media. This format allowed material to be presented in an entertaining and engaging manner, and broke down the course content into small daily activities. The theme was inspired by the initial decision to run the course at a time of year when potential participants wouldbe less busy. We will focus on how to set up these courses and manage the delivery of the course content. We will compare and contrast the two learning platforms. One version of the course used a 'Wordpress' blog and the other institution delivered the course through 'Blackboard Open Education'. Both courses 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. The two courses were 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 overall aim of thepresentation will be to focus on the practicalities of setting up these short open online courses and ways to evaluate the effectiveness of this type ofstaff training. We will also consider how Academic Developers and LearningTechnologists 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.Rowell, C. et al, (2014). The TwelveApps of Christmas 2014 [accessed 29/10/2015].Available from: https://openeducation.blackboard.com/mooc-catalog/courseDetails/view?course_id=_98_1Horton, A. and Rowell, C., (2015). TheTwelve Apps of Christmas case study [accessed 29/10/2015]. Available from: http://www.informationliteracy.org.uk/portfolio/casestudy-12aoc/Leahy, J. (2014). RUL12AOC Promo[accessed 29/10/2015]. Available from http://helixmedia.regents.ac.uk/Play/3360 LILAC, (2015). Credo Digital Award[accessed 29/10/2015]. Available from: http://www.lilacconference.com/lilac-2016/awards/credo-digital-award	Presentation	Innovative approaches to opening up cultural heritage collections for education	Tucker MacNeil
1137	Open Educational Resources and Practice – a focus group study	In my time in the HEA (2001-15) and JISC (2010-14) I had the opportunity to oversee many projects and work with a wide range of appraoches that promoted an Open Education. This culminated in two one day focus group meetings drawn from the network of Open Education practitioners around the UK in July and August 2015. We discussed the barriers and opportunities for OER/P having the benefit of MOOCs and JORUM 'retirement' to consider what it means for all the various roles of staff and students. Over 100 pages of conversation were captured from a discussion involving leading practitioners and researchers as part of a Higher Education funded research projects. This explored policies and practices from around the UK with many roles of staff from Higher Education who would not usually have the opportunity to work together. This lightening presentation uses Social Science research methods to explore conversation outputs and illustrate the key themes that the community believes should be addressed, and how they might be more productive in an environment significantly constrained by funding for the foreseeable future.	Lightning Talk	Converging or diverging cultures of openness	Terry McAndrew

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1138	Myths and Realities of Open Badges: Findings from a pilot within Coventry University	The concept of open badges is viewed as changing the way that individual and collaborative learning is supported, recognised, and assessed in learning contexts. Open badges are considered a "lightweight and trusted mechanism" (Sharples et al., 2013, p.14) that may establish a learner's credibility outside the context in which their badges were originally earned by providing a record of the skills and achievements that learners gain through their participation in various programs (Davis & Singh, 2015). In other words, open badges have the potential to indicate a student's profile of skills to external audiences such as fellow peers/colleagues and employers. That said, research shows that key parameters in order for badges to succeed are awareness and recognition of the validity of badges among these external audiences. This paper contributes to this emerging field of using open badges to study learning in a Higher Education context. It focuses on a project that was launched in a research lab at the Coventry University (UK) in 2015 to build an application for the administration and distribution of open badges. The project includes the integration of open badges in learning programmes within the university, which pilot the use of open badges with students and tutors to investigate the opportunities provided by this concept and the challenges related to it. The project primarily aims to examine the students and the tutors' views on the implementation of the badging concept. In addition to this, it seeks to utilise the strong connections Coventry University has with local and associated industry to investigate the potential deployment and value the open badges concept may have from the viewpoint of the industry stakeholders. The paper focuses on the first phase of this project that served to inform its research design. An additional aim of this phase was to raise awareness among the stakeholders. Hence, the paper describes the development of partnership work with key stakeholders within the university (i.e. students, tutors, head of departments, university deans, management boards, admissions staff) and also reaching out to the industry (e.g. Jaguar Land Rover). The paper will report findings from the partnership work as well as lessons learnt from the implementation of this phase. Particular attention will be drawn to interview data collected from these stakeholders expressing views around the open badges concept. Essentially the paper highlights matters that need to be taken into account in the deployment of an open badge system within a university and the challenges related to it, as well as future considerations. The findings are important for designers and practitioners that seek to use openly networked technologies to connect diverse learning experiences and settings. References Davis, K. and Singh, S. (2015) Digital badges in afterschool learning: Documenting the perspectives and experiences of students and educators. Computers & Education, 88, p.72–83 Sharples et al. (2013) Innovating Pedagogy 2013. Innovation Report 2. The Open University: Milton Keynes	Presentation	Converging or diverging cultures of openness	Jacqui Speculand
1139	Finding the open in the in-between: changing culture and space in higher education	This paper reports on the proposition that "the richest space of all is the in-between space" and connects thinking on liminality (Shortt, 2015), hybridity (Goodwin, Kennedy & Vetere, 2009), Third Space (Bhabha, 2004), and non-formal learning (Eraut, 2000). The challenge of the open is cultural. Ultimately learning happens how and where the learner decides, epitomising the notion of 'remix' (Wiley, 2014) and the other '4Rs' that frame open education. We draw upon a series of self-determined non-formal initiatives that critically examine and seek to develop the relationship between binaries such as formal and informal, teacher and learner, physical and virtual, open and closed to reveal a liminal learner-centred world. Here the learner is already open and is faced with constraints that are remnants of a previous academic tradition. We demonstrate the inadequacy of binaries and polarities in the way we, as academics and as higher education institutions, talk about how students learn and teachers teach, and we make strong connections to the rhetoric and principles of open learning.ReferencesBhabha, H. (2004). The location of culture. New York: Routledge.Eraut, M. (2000). Non-formal learning and tacit knowledge in professional work. British Journal of Educational Psychology, 70, pp. 113 - 136.Goodwin, K., Kennedy, G., & Vetere, F. (2009). Exploring co-location in physical, virtual and 'hybrid' spaces for the support of informal learning. ASCILITE 2009 "Sa,ed places, different spaces", Auckland Harriet Shortt (2015) Liminality, space and the importance of 'transitory dwelling places' at work. Human Relations, April 2015, 68(4), pp. 633-658Wiley, D. (2014) 'The Access Compromise and the 5th R'. [online] Available at:http://opencontent.org/blog/archives/3221.	Presentation	Converging or diverging cultures of openness	Andrew Middleton

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1140	Raspberry Pi as a Self-Service Photo Booth	The Raspberry Pi is an adaptable, low-cost computer, about the size of a credit card. It is primarily used to teach computer programing to school children, but it can also be extended by adding environmental sensors, cameras, motors, etc. This turns it into a useful platform for hackers and makers to create a wide variety of projects.At Edinburgh University's Veterinary School we were interested in learning more about the capabilities of Raspberry Pis, and seeing if they could be used to help our students, or streamline administrative processes. In the true spirit of hacking and making, I decided to select a project and start coding.One requirement we have is for students and staff to upload portrait photos to their online profiles. Recently we have become increasingly reliant on people providing and uploading their own photos. In practice, these photos are often not sufficient to identify them, or are uploaded with the incorrect dimensions or file type. A useful project would be to create a self-service photo booth that could take photos for students and staff, and provide image files in the correct formats for uploading to their profiles.After searching online, I found Chris Evans had shared instructions and code for an animated GIF photo booth he created using a Raspberry Pi (Evans), and adapted his code to serve our purposes. I am creating a blog post of instructions, and sharing our project's code on GitHub to allow staff and students to use and extend the project.--Evans, Chris. "Raspberry Pi Photo Booth" Drumminhands Design. June 15, 2014. Accessed February 8, 2016. http://www.drumminhands.com/2014/06/15/raspberry-pi-photo-booth/	Poster	Hacking, making and sharing	Eoghan Clarkson
1141	Open Educational Resources and Tools for the Digital Student	Using Open Educational Resources (OER) provides opportunities for collaboration both in the classroom and beyond. Many universities have embraced video conferencing tools such as Skype and Google Hangouts for common learning activities with students in classrooms across the street, across the country, or across the globe (Tuomi, 2013). This paper describes an ongoing collaboration between two universities, one in the United States and the other in Romania, where students use synchronous and asynchronous communication tools to complete a combined work product during the course of a semester. The project requires students to create, curate and publish digital media using established and emerging open educational and social media tools such as VoiceThread, ThingLink, SoundCloud, and YouTube. Each year, students work in groups with their international partners to create digital media artifacts that share their findings related to a current technology trend . Students chronicle their work, share resources, and collaborate using the ViCaDiS (Virtual Campus for Digital Students) platform and select the means of digital communication that they deem most appropriate for the various tasks involved. In the process, they also experience global cultures while communicating with international partners, and develop critical thinking and problem solving skills while using the Web as a research tool. This paper presents an analysis of student and faculty experiences over a six-year period using a variety of open educational tools as resources for creating an international open, connectivist (Siemens, 2005), learning environment. The analysis is based on authors' records, initial and final surveys of student experiences each year, and their feedback. The paper concludes with recommendations on using these tools as OER in an international collaborative learning environment using connectivist principles, thus creating a connectivist OER (xOER). G. Siemens, "Connectivism: A learning theory for the digital age," International journal of instructional technology and distance learning, vol. 2, no. 1, pp. 3-10, 2005 I. Tuomi, "Open educational resources and the transformation of education," European Journal of Education, vol. 48, no. 1, pp. 58-78, 2013.	Presentation	Converging or diverging cultures of openness	Diana Andone
1142	Doing OER: a sociomaterial approach to understanding the complexities of OER policy and practice	At OER15 Nicol, Highton & Sekhar (2015) presented a short paper describing the journey towards developing an Open Educational Resource (OER) policy, driven by the University's student association. This paper reports on a subsequent research project designed to better understand the complexities of OER practice in relation to the development of policy. Using Actor Network Theory (ANT) as a framework for exploring the 'messiness' of technology-mediated innovation (Nimmo 2011), the study assumes that knowledge is enacted into being by complex assemblages of human and non-human actors (Fenwick & Edwards 2013). Further, following the work of Ann-Marie Mol (2002), it assumes that different material enactments, or practices, produce different realities. These multiple realities are coordinated into what Law (2004) calls a 'virtual singularity'. Put simply, are we always talking about doing the same thing when we talk about OER, and can we define what we do in a policy that describes an intended practice?Mol's approach to analysing multiple realities is a form of ethnography called 'praxiography', or the study of practices. Bueger (2013) describes the praxiographic strategy of 'following objects' - reconstructing "the activities that were required to bring it about by following the object backwards in time, visiting the sites of its manufacture and speaking to the actors whose relations were required" (p 397). This study follows the various documents that have been produced and published as the University thinks about, and develops, an institutional OER policy. Network diagrams were produced to indicate the associations between documents and people and five of the individuals involved in the development of these documents were identified and interviewed. Interviews and documents were analysed to gain insight into the practices that were being described. The purpose of the study is to gain an understanding of the complex ways in which policy might influence practice. Mather (2014) notes, "perhaps the central problem between praxiography and policy is that policy has difficulty dealing with things that are multiple. Policy requires a singular and external reality upon which humans can act and intervene. Praxiography, in contrast, troubles this taken for granted relationship between the world out there and how we might change it, and instead points to how our performances interfere with the singular worlds upon which policy purports to act" (p 105). References Bueger, C. (2013). Pathways to practice: praxiography and international politics. European Political Science Review, 6(3), 383-406. Law, J. (2004). After method: mess in social science research. London: Routledge. Mather (2014), Avian influenza multiple: enacting realities and dealing with policies in South Africa's farmed ostrich sector. Journal of Rural Studies. 33, 99-106 Mol, A. (2002). The body multiple: ontology in medical practice. Durham, N.C.: Duke University Press. Nimmo, R. (2011). Actor-network theory and methodology: social research in a more-than-human world. Methodological Innovations Online, 6(3), 108-119.	Presentation	Converging or diverging cultures of openness	Stuart Nicol

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1143	The Open.Ed website	This poster will describe the purpose and development process of the University of Edinburgh's Open.Ed website, an institutional website about Open Educational Resources (OERs).OERs have been shown to benefit institutional reputation and to assist marketing of both the institution and individual courses: potential students report OERs to play a factor in choosing an institution; whilst OERs can also foster greater, often more informal, collaborations between educational institutions, employers and other organisations. Clearly we need to be able to showcase our OERs, and our approach to OERs, to the world in a consistent way. It was decided that best way to meet these requirements was to develop an easy-to-find, 'one-stop-shop' website which contains: up-to-date news and information; highlights best practice and OER exemplars; and acts as a front door to our resources.It should be noted that this website is not a 'repository' of OER, but may integrate lightweight search and curation tools as it is further developed.	Poster	Strategic and reputational advantages of openness	Stephanie (Charlie) Farley
1145	Old is new again – creating an engaging public musical instrument museum.	The musical instrument collection of the University of Edinburgh hasbeen a vital part of music pedagogy since its founding in the mid-19thcentury. Historically the instruments were used for classroom demonstrations inthe teaching of acoustics and music history, but over the generations, the roleof the Collection has changed. Today, Musical Instrument Museums Edinburgh isundergoing a dramatic transformation and our goal is to create a truly openuniversity museum. We are throwing open our doors, both physically andvirtually, by redeveloping our building to become a public museum. We will discusshow our plans blend the 18th-century ambience of St Cecilia's Hallwith modern approaches to interpretation and display. By creating an exciting engagementprogramme we will appeal to both academic and public audiences. Students,faculty, researchers, and visitors can all connect with our collections as wereinvent object-based learning and use musical instruments as learningtechnology. We will continue to use innovative technology to understand ourobjects better and to share findings through our museum interpretation andonline access. Our expanded online presence will enable visitors andresearchers who are not able to travel to Edinburgh to participate and shareour unique learning opportunities. A layered approach will facilitateengagement by a wide range of virtual visitors with different needs. United,these approaches will create the first fully engaged museum at the Universityof Edinburgh.	Presentation	Innovative approaches to opening up cultural heritage collections for education	Jenny Nex
1146	Embedding Openness Across Borders	This presentation is a case study of a project supporting students with a specific learning difficulty in transitioning to higher education and the challenges and advantages of embedding a culture of openness throughout the lifetime of the project. The project is EU-funded and works across 5 countries, and has committed to all of the outputs being made "open" – blogging about the research and production process, making the code for the technical component of the project open source, publishing all research outputs such as journal articles as open access, openly licensing all content created for the products. The main outputs for the project are an online toolkit for students to use and a best practice guide aimed at higher education stakeholders across Europe (HEI managers, lecturers and tutors, disability advisors, external organisations). While the project partners all have the right to exploit (including commercially) the outputs of the project, the project leaders have argued that for the outputs to actually be of use to students and institutions, and therefore give some return in investment of a large user base and influence on policy and practice (McAndrew & Cropper, 2010), it makes sense for the content and code to be openly licensed. However, licensing is only half the problem. Making the content translatable (Amiel, 2013), reusable and not too generic to be useless in 5 different countries and institutions even within the project is difficult, let alone beyond this. Persuading the technology partner that as well as making the code open source, they needed to embed this code within an open source and well-supported CMS (Wordpress) in order for non-technical disability advisers to be able to implement the toolkit without extensive training (Hilton et al , 2010) was difficult, with limited in-house expertise in CMS. It is also important that the toolkit is redistributed under the same terms and in the same spirit as the original – so much useful information is locked away in virtual learning environments and intranets, but even when it is placed on the public internet, it needs to be marketed broadly. This is particularly important for the group of students forming the audience for the toolkit, who will not necessarily be drawn to the disability pages of their university's website, or be looking at the websites of various institutions before applying. If open content is published on the internet but nobody knows it is there, does it exist? There is a 'deep web' of open content – not hidden behind paywalls or closed-source code but by poor organisation and publicity. Amiel, T. (2013). Identifying barriers to the remix of translated open educational resources. The International Review of Research in Open and Distance Learning, 14(1), 1064–1071. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/1351 Hilton, J., Wiley, D., Stein, J., Johnson, A., & Hilton III, J. (2010). The four "R"s of openness and ALMS analysis: frameworks for open educational resources. Open Learning: The Journal of Open and Distance Learning, 25(1), 37–44. doi:10.1080 /02680510903482132 McAndrew, P., & Cropper, K. (2010). Open Learning Network: the evidence of OER impact. In Open Ed 2010 The Seventh Annual Open Education Conference (pp. 1–12). Retrieved from http://openedconference.org/2010/	Presentation	Strategic and reputational advantages of openness	Penny Andrews

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1147	The Blended OOC - an adapted MOOC model.	When we presented at the OER 2015 conference we talked about our plans to launch transition Open Online Courses (OOCs) to support mainstream university students. We have now successfully completed our first full cycle of one of these courses for international students in the form of a "blended OOC" with three weeks fully online, followed by a fourth week of online engagement blended with on-campus activities. Our goal as an institution was to improve the international student experience, their academic engagement and outcomes. It was hoped that students would engage with academic and support services that they may otherwise not have identified with. We set ourselves the challenge of creating a structured learning environment to develop an online open community, which would enhance the offline reality. A learning journey was created that was heavily populated with videos, quizzes and discussion boards. It was these tools that allowed existing students to become the co-creators and develop the building blocks of an environment that gave the participants the freedom to learn from one another, at their own pace and in their own style. Essentially, we provided international students with the platform to become a community a practice. This lightening talk will present our model and methodology; discuss our evaluation and findings from user feedback from the first cycle and propose our plans for a second cycle of the OOC.	Lightning Talk	Converging or diverging cultures of openness	Roger Emery
1148	How to re-establish Openness as default? Towards a global joint initiative	Brief summary of the interactive ICORE workshop at OER16 Conference: Opening Up Education by innovations like online cooperation, MOOCs and technology-enhanced learning has achieved broad awareness and agreement supported by the UNESCO OER Declaration and new launched policy, e.g., by the European Commission and the Government of the Philippines. Nevertheless investment in education and training is decreasing in many countries despite the general recognition of its importance. Globalisation and worldwide connectivity and online services are changing the world of work as well as all our lives by offering new opportunities for innovative (formal, non-formal and informal) learning. Currently Open Research and Open Education are two worlds not well connected that could benefit a lot from each other by using the results of Open Research in Open Education and vice versa. The vision and overall objective is the launch of a global joint initiative to re-establish openness as default as in the 60ies years of the 20th century: ICORE, the International Community for Open Research and Education (www.ICORE-online.org), invites all interested citizens and organizations worldwide sharing this visions to join forces. As a further step, ICORE facilitate an interactive Workshop at OER16 in Great Britain to continue the first ICORE Workshop at ICDE Global Conference 2015 in South Africa and to debate Open Research and Open Education and their potential and impact in the societies worldwide with special focus on re-establishing openness as default. For initial input the latest policies, strategies and learning innovations for Open Education will be presented and afterwards ICORE invites all participants to discuss them. This discussion and debate workshop will focus the guiding question: "How to re-establish Openness as default?" as it was the case until the 60ies years of the 20th century. Currently the new copyright rules and regulations are hindering the free and open usage of published resources. Researchers, authors and publishers are not aware how to solve it and most educators are struggling with the legal restrictions and potential fees in offending copyright. All workshop participants can share their visions and proposals and discussed future strategies and activities to foster openness of research results and educational resources to facilitate innovative learning in schools, universities and societies. Main goal of the interactive ICORE workshop at OER16 will be the development of a declaration draft and related first activities: All workshop participants will work commonly and actively on this declaration draft that hopefully be achieved and approved in consensus by all. We hope that many interested participants and organizations will join the OER16 Conference workshop to contribute and enrich our discussion for debating connections of open research and open education as well as for improving the declaration draft and for defining first activities to achieve the overall vision of Open Lifelong Learning and the re-establishment of openness as default! More information about the ICORE Workshop at ICDE Global Conference 2015 online at: http://www.unisa.ac.za/icde2015/?page_id=1185 http://icore.opening-up.education More information about ICORE, the International Community for Open Research and Education below and online at: www.ICORE-online.org	Presentation	Strategic and reputational advantages of openness	Christian M. Stracke

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1151	Making and Sharing OERs that Facilitate Successful Transition into Higher Education for Flexible Learners	This paper reports on a project that has sought, through the production of OERs, to address the problem of effective transitions and the foundations for student success during initial stages of the study lifecycle, with a specific focus on flexible learners. Drawing on the literature, the experience of major international providers, and a set of overarching guiding principles, this project adopted a design-based methodology (Reeves, 2006; Wany & Hannafin, 2005) to develop eight digital readiness/preparation OERs, along with a guide to supporting new flexible learners, which will inform institutions/discipline teams on how to effectively augment and deploy these OERs. The tools were developed by taking tools that already existed in this space and: taking inspiration from them; augmenting them; and improving upon them in order to produce this project's set of tools. This project's OERs are available under the most open Creative Commons License. Enhancing retention and completion rates of flexible learners, defined here as undergraduate adult, part-time and online/distance students, is a significant problem. In the Irish context undergraduate part-time students represent 17% of all undergraduates (HEA 2012). Gallie (2005) notes that some reports put student attrition in online distance education delivery to be as high as 80%. This tallies with the UK Open University's reported completion/graduation rate of around 22% (Woodley and Simpson 2014), as compared to a (British) national graduation rate of 39% for part-time students. A premise of the project is that the foundations for student success are laid early in the study lifecycle (Armstrong, 2015), and that insufficient attention has been given in the literature and within institutions to the importance of the period before learners formally commence their studies. A related underlying assumption is that this crucial transition period may be enhanced by the availability of appropriately designed digital readiness and preparation OERs, which help to scaffold prospective students and those about to embark on part time or online/distance study for the first time. This project is funded by the (Irish) National Forum for the Enhancement of Teaching and Learning in Higher Education (http://teachingandlearning.ie), and involves four Irish Higher Education partners. Armstrong, C. (2015). An evaluation of initiatives implemented to support undergraduate students' transition into Higher Education at one post-1992 university. Journal of Huddersfield student research, 1 (1). Gallie, K. (2005). Student attrition before and after modifications in distance course delivery. Studies in Learning, Evaluation, Innovation and Development, 2(3), pp. 69-76. Higher Education Authority (2012). 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Design-based research and technology-enhanced learning environments. Educational Technology Research and Development, 53(4), 5-23. Woodley, A., & Simpson, O. (2014). Student dropout: The elephant in the room. Online distance education: Towards a research agenda, pp. 459-484.	Presentation	Hacking, making and sharing	James Brunton

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1153	OER World Map Workshop	The OER World Map project aims at providing the most complete and comprehensive picture of the global OER movement up to date and to develop a global network of partners and volunteers to guarantee ongoing data curation. The origins of the project go back to 2005 when the OECD attempted to understand the impact of OER through mapping patterns of OER production and use. A longer period of consultation and prototyping (D'Antoni, 2012; Farrow, 2014) has brought OER mapping to a central point in the efforts of the OER community to organize and understand itself. By the end of 2015 the basic functionality of the production system will be in place. The project will be continued to be funded by the William and Flora Hewlett Foundation in 2016 for a third phase targeted at refining the platform and increasing the size of its user community (OER World Map, 2015). Nevertheless many questions remain to be answered and the platform still has to prove its acceptance by a wider OER audience. In fact it can be stated that the success of the project depends heavily on the participation of the OER community, which needs to define its needs in order to guide the development of the OER World Mapneeds to participate in the project, e.g. by data input and editingcan benefit from the project in many regards (e.g. finding contents, finding related projects, better statistics supporting OER policymaking)will, by using the platform, become in the long run the owner the platform. The workshop will focus on getting into touch with the conference participants, to inform about ongoing developments, ask for feedback and advice, discuss strategic question, give practical advice on how to use the world map and provide the possibility to directly input data with the help of our team members. We would like to discuss many theoretical and practical questions with you: - Which missing functionality do you expect from the OER World Map? - How can the usability of the UI be improved? - How can I participate in the OER World Map project? - How can I contribute stories for the project? - How can data quality assured to provide most value to the community? - Which are the most important next strategic goals? - How can I reuse data included in the OER World Map? The workshop targets at all persons interested in learning more about, giving feedback for or participating in the OER World Map project, especially on members of the country champion network, librarians and other OER professionals. D'Antoni, S. (2012). A world map of Open Educational Resources initiatives: Can the global OER community design and build it together? Summary report of an international conversation: 12–30 November 2012. https://oerknowledgecloud.org/?q=content/world-map-open-educational-resources-initiatives-can-global-oer-community-design-and-build-i Farrow, R. (2014). OER Impact: Collaboration, Evidence, Synthesis. In Proceedings of OpenCourseWare Consortium Global 2014: Open Education for a Multicultural World. http://conference.oeconsortium.org/2014/wp-content/uploads/2014/02/Paper_51-OER-Impact.pdf OER World Map (2015). Launching the Development of an OER World Map: Phase III. https://oerworldmap.wordpress.com/project-proposals/proposal-for-phase-iii-2016/	Workshop or panel	Hacking, making and sharing	Jan Neumann
1154	Open education on Wikipedia's sister projects	This presentation is a critical look inside some of Wikipedia's sister projects. Wikipedia is successful as a highly-used open resource and as a productive community, but its format restricts it to a narrow concept of educational resource. An enormous amount of research has been published about Wikipedia, but the other Wikimedia projects, are less well-known. We will look at Wikibooks as a platform and community for creating open textbooks, Wikidata as a source of open data for educational resources and Wikisource as a way to add educational value to historic texts. All these sites have "Edit" buttons and depend on users to build, evaluate, and repurpose open content. Like Wikipedia, Wikibooks has been used in formal education as a platform for students to create their own textbooks (Kidd (2008), Lin (2009)). Each of these sites/communities has identifiable strengths and weaknesses, and each can be adapted by its users for an educational purpose. ReferencesKidd, J., O'Shea, P., Baker, P., Kaufman, J. & Allen, D. (2008). Student-authored Wikibooks: Textbooks of the Future?. In K. McFerrin, R. Weber, R. Carlsen & D. Willis (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2008 (pp. 2644-2647). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).Lin, M.F.G., Sajjapanroj, S. & Bonk, C.J. (2009). Wikibooks and Wikibookians: Loosely-Coupled Community or the Future of the Textbook Industry?. In G. Siemens & C. Fulford (Eds.), Proceedings of EdMedia: World Conference on Educational Media and Technology 2009 (pp. 3689-3697). Association for the Advancement of Computing in Education (AACE).	Presentation	Hacking, making and sharing	Martin Poulter
1157	Building Citizenship through Openness	Democracies are at serious risk. After a profound civic disengagement process over the past decades, democracy is faced today with a broad social disapproval that questions the legitimacy of democracy as the principle of social agreement. As democracies struggle to renovate or create news ways to close the gap between political institutions and citizenship, agendas related to transparency are shy of the expected results. In this context, Openness emerges as a strategic trend that can create and develop deeper relations between citizens and polititians and political institutions. This presentation is an attempt to break the "Open Silos" looking for convergence of open practices, mainly from the academic field (Open Access, Open Data, Open Educational Resources, Open Research) that can foster new ways of citizenship and civic relation.	Presentation	Converging or diverging cultures of openness	Werner Westermann

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1158	: Irish 101 – Incorporating Cultural and Strategic Drivers	Dublin City University is developing the Irish 101 MOOC as part of a wider strategic aim to deliver an online Irish language higher education degree programme. The project is led by academic staff from FIONTAR, an Irish-medium interdisciplinary School and the National Institute of Digital Learning in Dublin City University. As one of the first MOOCs to be developed by the university, the university engaged in a wide ranging analysis of the strategic institutional drivers and educational goals associated with this endeavour. This paper sets out these drivers and contextualises the strategic necessity of the concept of openness in selecting and piloting the designated MOOC platform. The Irish 101 MOOC is supported by the Irish Government. Ireland will engage in a significant national commemorative programme aligned with the foundation of the State during 2016. A significant aim of the Language MOOC is to provide access to the global diaspora to the Irish language and many of the associate linguistic and educational artefacts. The paper, therefore, moves to consider the development of the MOOC from a cultural heritage vantage point. An underlying aim of the MOOC is to integrate and to encourage learners to engage with Irish language digital humanities content drawn from sites such as duchas.ie (heritage) and logainm.ie (place names). The MOOC's role in opening these educational resources to a global audience is reflected upon, particularly in light of the limited number of language language learning MOOCs or LMOOCs within the wider MOOC field	Presentation	Strategic and reputational advantages of openness	MAIREAD Nic Giolla Mhichil
1159	An Open Ed Tech Collective	We believe that tools, environments, and processes are integral to open practice as the sharing of open content, or the development of policies. The BC Open Ed Tech Collective is dedicated to supporting a broad community while implementing specific strategies. In this session, we will share the motivations, the experiences and the lessons learned while co-operatively developing an open educational toolset across institutions. It will outline the ways that ill-suited and underdeveloped educational technologies impede the growth of open practices, and demonstrate tools and approaches that promote them. This work has taken place in the context of the global "indie ed tech" community, and it is hoped that this session will deepen the connection between it and the practitioners of OER. We will demonstrate a WordPress framework that dramatically simplifies the authoring interface, and eliminates the requirement to collect user data (or maintain user accounts) to participate. We also outline a collaborative arrangement that allows participants to rapidly deploy a wide range of open source tools via a locally-hosted sandstorm.io application market. We are working towards a service that enables non-technical end users to install and run software downloaded from an audited app store, installed with one click - much like installing apps on Google Play or iTunes. Each app runs in a secure "containerized" environment, where it cannot interfere with other apps without permission. It also ensures that corrupted applications do not disturb the operation of others. The ability to easily share, or "clone" pre-configured and ready-to-use learning apps across courses, or organizations, offers immense potential benefits. In a sense, it would allow educators to share ready-to-use online learning tools the way we now share OER. It could also allow us to share our OER already packaged with a technology wrapper that is optimized for the learning resources. In addition to sharing our progress to this point, this session hopes to engage OER16 attendees in a discussion on how best to optimize this capacity for the open educational community, addressing challenges familiar to the early adopters of OER: how best to share? How do we ensure these approaches achieve their potential to enhance the experience of learning?	Presentation	Hacking, making and sharing	Brian Lamb
1160	How open policies for schools can support public OER projects?	A need for open policies for schools in countries like Poland is often amplified by large scale digital literacy or open textbooks projects. Those projects usually do not have enough resources to teach about copyright in classroom and how to use and what is becoming even more important, how to reuse and create new OER's. Trainings and support for individual schools which want to adopt openness in their activities is time and resource intensive. With those problems in mind many OER initiatives (http://schools.leicester.gov.uk/ls/open-education/) and Creative Commons Affiliates (http://oerpolicy.eu/open-lesson-do-it-yourself-workshop-materials-on-open-education/) across the globe started working on easy to easy to scale up projects like modular scenarios on how to teach OER and how to implement open policies for one school or school networks. Such scenarios and tutorials for schools and school boards are already working in few countries with initial success. In the next step global OER community should adopt better way to share those experiences and best practices in order to help next OER initiatives create better action plans, identify policy and practical gaps and opportunities. Both national like Polish Digital School, city level and NGO based initiatives could benefit from knowledge on how help school boards, headmasters and most active teachers create OER friendly environments.This presentation goal is to discuss a possible ways of development of bottom-up initiatives to create open policies in schools in terms of:self-diagnosis models for OER interested schools building OER plans and strategies for schoolsembracing potential of open licensed contentcreating OER school networkshow bottom-up open policies can help trade on national ICT, media literacy and e-textbooks programsProjects and good practices discussed during the presentation are related to actions promoted by OER Strategy Towards a collaborative, coordinated strategy for OER implementation http://www.oerstrategy.org/.	Presentation	Strategic and reputational advantages of openness	Kamil Śliwowski

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1162	Connecting Resources and Users – requirements for a federated cross-sectorial infrastructure for OER	During the last year the awareness of OER in Germany was rising continuously. The first whitepaper on OER in the School sector (Muuß-Merholz & Schaumburg, 2014) was followed by whitepapers on OER in higher education (Deimann et al, 2015) and life long learning. A governmental workgroup released a working paper on OER in that they set two main issues to focus in. 1) To build or support web services that collect references to OER. 2) To discuss further issues like quality and qualification, licencing or business models.The first point can be seen as a result from experiences in other countries. Even if a growing number of OERs is produced, the findability remains to be a problem. Even more: When the number of OER increases, it becomes more difficult to find the best suitable resource (Comas-Quinn, Borthwick, 2015, Weller, 2014). To solve this problem it seems to be helpful to raise the awareness to an open informational ecosystem for OER. There is a need to look at the whole workflow from creating and publishing a resource, the creation of describing metadata by different people and institutions to the usage in the learning process. And it has to be remembered that the usage in the learning process includes what Wiley describes as the 5R (Wiley, 2014). As long as teachers and students do not make use of the benefits described by the 5R, OER only changes the way in which materials are distributed. That may be a value in itself, but remixing, republishing and sharing materials make them strong. To realize the workflow especially for the interactive part that involves users the question of an interoperable infrastructure becomes urgent. The paper reports on recent investigations carried out in Germany to analyse the existing inventory of repositories and reference systems or referatories for OER and the specific needs and preconditions of different educational sectors and to assert the requirements needed to build the hitherto missing links in a model/blueprint for a federated cross-sectorial infrastructure.Reference Comas-Quinn, A., & Borthwick, K. (2015). Sharing: Open Educational Resources for Language Teachers. Developing Online Language Teaching: Research-Based Pedagogies and Reflective Practices, 96. Deimann, M., Neumann, J., Muuß-Merholz, J. (2015). Whitepaper Open Educational Resources (OER) an Hochschulen in Deutschland - Bestandsaufnahme und Potenziale 2015. Kultusministerkonferenz & Bundesministerium für Bildung und Forschung (2015). OER: Bericht der Arbeitsgruppe aus Vertreterinnen und Vertretern der Länder und des Bundes zu Open Educational Resources.Muuß-Merholz, J., Schaumburg, F. (2014). Open Educational Resources (OER) für Schulen in Deutschland 2014. Whitepaper zu Grundlagen, Akteuren und Entwicklungen. Wiley, D. (2014). The Access Compromise and the 5th R. Iterating toward Openness. http://opencontent. org/blog/archives/3221 Weller, M. (2014). Battle for Open: How openness won and why it doesn't feel like victory. http://www. ubiquitypress.com/site/books/download/11/167/battle-for-open/	Presentation	Converging or diverging cultures of openness	Richard Heinen
1165	Citizen scientists within education to open up natural history collections	There are over 1.2 billion specimens in natural history collections around the world, of which 300 million are held in herbaria. The primary function of these collections has been to provide data for taxonomic research and, as most of the data are held in non-electronic format on the physical labels, they have not been available outside of the herbaria. More recently, there has been a drive to digitise the collections to make the data available online to a wider community. As the data have been made accessible, there has been a rapid increase in the diversity of research using the collections, including studies on phenology, climate change, biogeography and evolution. There is potential for the specimens to be used in an even broader range of research, particularly in more diverse fields of study. There is also potential for these specimens to be used more widely in education. This is an area that has been largely unexplored for natural history collections, but the wealth of historical, cultural, social and scientific data held in the specimens could be one of the most exciting new resources for schools. We are now looking to work with education programmes to form partnerships to find ways to make these data accessible to pupils in schools in Britain for a wide range of the curriculum, not restricted to science. We are developing citizen science tools and we are including education as a driver in the direction of the development, with an aim of creating portals and involving pupils in the creation of the datasets to increase their knowledge and experience of the data.	Presentation	Innovative approaches to opening up cultural heritage collections for education	Elspeth Haston
1166	Popularization of open cultural heritage resources by content curation for trainers, teachers and OER evangelists	Cataloging open (not only educational) resources has been done for years by many open communities but the most popular posts with curated overviews of open resources, public domain content, infographics and guides were done by users and bloggers (http://openculture.com/, http://otwartezasoby.pl/). At the same time it is a success and it points to a question that maybe we don't have catalogues and curated top-lists that address exact needs of educational users. People like teachers, librarians or creative people like graphic designers when asked about what would help them use CC and PD resources they often suggest building places where they can easily find best quality open content but at the same time they do not use specific sites of museums and other cultural institutions or even are confused by thier polcies.Whose and what needs catalogues of open resources match and how we can build better catalogues with that knowledge?In my presentation I want to to focus on how development of such a catalogues canhelp specific user user groups use open licensed resources in their contexthelp make a connection between those who deliver and those who use open cultural&heritage contentAnyone promoting, teaching, blogging about CC licensed and PD content is invited. Goal of yhis presenation is to help successfully develop and unwind potential of open cultural heritage for education.	Presentation	Innovative approaches to opening up cultural heritage collections for education	Kamil Śliwowski

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1167	Open Wounds: The Myth of Open as a Panacea	"Open" is often associated with concepts like cooperative, friendly, progressive, forward-thinking, and disruptive, and conversations about open are often led by evangelists and people who are pushing for more openness in whatever discipline or industry they are addressing. While being open isn't problematic per se, the assumption that open means the same thing and will bring the same benefits to everyone most certainly is. In academia, there is a lot to be gained from being open – publicizing your research, networking, creating and nurturing community, creating scholarship, and finding collaborators, for example. Being a public scholar can boost your reputation by increasing or adding to existing social capital and increasing visibility in what is one of the toughest job markets out there. Being open is also fast becoming an expectation of newer scholars – both as signaled by current trends on social media and as mandated by institutions looking for a bump in their marketability. But what does being open mean to different demographics? Factors like race, gender, age, and familiarity with tech all play a big role in how open academics can be, and recent cases like Saida Grundy and Steven Salaita make it clear that open is not for everyone, and academic freedom means something very different on the open social web. Being open also means being open to constant and easy scrutiny, and that often means being open to various forms of abuse. For those at the top of the privilege pyramid, being open is a risk that they can afford to take and are often lauded for taking, without the kinds of repercussions those less privileged experience. Sadly, those who feel like they need to take that risk are often the ones that are most adversely affected by it. In this presentation, I will talk about my research on scholars who use Twitter both as a venue for creating community and as a medium for scholarly communication. I will talk about Twitter as a platform for performative openness and the digital and emotional labor that academics have to invest in order to achieve the perceived boost to their academic reputation. I will highlight the inequalities that being open reveal – the additional effort required in producing scholarly work and being public scholars, and then dealing with having to read the comments, as it were. The pressure to be open forces scholars to put themselves out there in ways that can be harmful, and the platform feeds this cycle by creating an atmosphere of competition for reputation and social capital.	Presentation	Strategic and reputational advantages of openness	Sava Saheli Singh
1173	Advancing Open Culture in Higher Education - The Open Textbook Network	Change occurs when the effort necessary to sustain the change becomes part of organizational culture. The use of open content in higher education is no different. While we know that open textbooks can have a significant positive impact on student learning (Fischer et al., 2015), and that faculty are philosophically aligned with open as a concept (Allen and Seaman, 2014), they have yet to become mainstream. To realize the benefits of open content, institutions of higher education need to start "doing" open by investing in the support of open work by faculty.But institutional culture is difficult to change, especially in higher education. To get institutions to start investing in open education, the Open Textbook Network (OTN) has used a phased approach to gain significant traction in advancing open textbooks in higher education in the US. First, the common barriers were identified that keep faculty from adopting open textbooks. Next, solutions to those barriers were developed - mostly in the form of faculty education and engagement. Then, evidence of success was recorded and published, capturing the attention of other institutions. Each institution is helped to understand the successful strategies through on-campus programming and training of a staff member from the institution to become the local expert in the education and engagement strategies.Once a critical number of institutions had been engaged, we connected the institutions together so the local experts could support each other in an ongoing, sustainable way. The increasing credibility of the growing network attracted even more institutions which expanded the expertise of the network even more.At the time this proposal was written, there were over 100 campuses represented in the OTN. Each institution has a local leader whose job is - at least partially - to advance the use of open content on their campus. The OTN provides training, materials, and a platform to seek support from peers. In this way, the OTN is helping a large number of colleges and universities begin to change the local culture of their institutions to support their faculty's open efforts.Fischer, L., Hilton, J., Robinson, T., Wiley, D. (2015). "A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students," Journal of Computing in Higher Education 27(3): 159-172.Allen, I., Seaman J. (2014). Opening the Curriculum: Open Educational Resources in U.S. Higher Education, 2014. Babson Survey Research Group.	Presentation	Strategic and reputational advantages of openness	David Ernst

Paper ID	Title	Abstract	Session Type	Session Theme	Contact Author
1175	Wikimedia UK, cultural heritage and education	Wikimedia UK works with cultural institutions across the UK to support, encourage and facilitate the release online of our common cultural heritage, with a focus on educational content. These partnerships take various forms and we would begin our presentation with a broad overview of this work, then focus in on partnership with the National Library of Wales, and the work of our Wikimedian-in-Residence there. This work has been addressing the key issues of limited provision for digital literacy skills for young people in Wales, and limited community engagement around Welsh cultural heritage. Digital literacy has been identified by the Welsh government as an important skill for young people to develop, and the NLW has been tasked with providing high quality digital learning resources and better access to its digital collections. Whilst at the same time, many key Welsh cultural resources are only accessible locally, so potential audiences are barred from content that could be valuable to them. By running projects involving Welsh Wikipedia, and including Welsh-related content on other Wikipedias, this partnership project is working towards giving people valuable access to their culture, and building digital literacy. The Wikimedian in Residence has been in post at the National Library of Wales since January 2015, and by October the key achievements have been:4,566 images uploaded to Commons140,000 identified for future uploadImage added to Wikipedia articles totalling 6 million views5 Edit-a-thons held including at the NLW, Cardiff, Swansea. (3 more already planned)2 projects completed with NLW volunteer team including Wikidata training150 articles created as part of edit-a-thons and volunteer projects32 articles significantly improvedSignificant media coverage including Twitter, blogs, articles, TV and Radio interviewsDeveloped partnership with Peoples Collection Wales, achieving a commitment to offering an open license to users, and to developing a system for upload such content to CommonsWe are anticipating that the residency at the NLW will be extended for a further period in 2016, with a focus on embedding the NLW's rich digital content into schools, learning and research via Wikipedia to align with the wider Welsh Government priorities for socio-economic growth, and extending advocacy, community engagement and outreach by establishing a more cohesive approach with core NLW engagement activities including education, the People's Collection Wales and exhibitions. Education work would also include continuing to work on Wiki projects with a local Welsh University and investigating the potential for wider collaboration with other universities across Wales via the WHELF forum. The presentation would focus on the ways in which Wikimedia UK is working with libraries, archives and museums to ensure greater access to educational content online, with a particular focus on the Wales collaboration but drawing on our experience in other settings. We would also introduce our new Wikimedia UK Education Working Group, led by trustee and educationalist Josie Fraser, which will meet for the first time in April 2016 and to which we would love to be able to recruit new members.	Presentation	Innovative approaches to opening up cultural heritage collections for education	Lucy Crompton-Reid
1176	From Clarion Calls to Autocomplete Errors: A Nascent Discourse on Openness from UK Universities	In this presentation, we will discuss findings from a series of online keyword searches carried out on UK university websites in 2015-2016. Using the most recently published Guardian University League Table (2014), searches were made on the websites of the top 10 and bottom 10 UK universities for the following keywords: "OER", "Open Access", "Open Content", "MOOCs", "Open Data" and " Open Research" in order to find out whether there were any obvious institutional differences of awareness and promotion of these aspects of openness in higher education and research.Judging by the evidence of the 20 university websites surveyed, by far the biggest impact of openness in the UK HE sector has been Open Access, showing the importance of government agencies in promoting accessible research (Mulder, 2009; Finch Group, 2012). However, the evidence also suggests that the impact of OER, and more recently, MOOCs, on UK HE institutions is a great deal less than it really should be. Indeed searches for "MOOCs" returned some amusing results at two London universities ("Your search didn't return any results. Please try again. Did you mean: books?"), and ("No results found. Did you mean moots?"). Of the 20 universities whose websites we examined, Imperial College London was the only one which publicly promotes MOOCs run by other universities as a form of supplementary learning for their own students. Somebody at Imperial has clearly spotted the potential of MOOCs to encourage undergraduates to keep studying during the Long Vacation, a period in which the gains of the previous academic year can well be lost, as it promotes "5 great MOOCs for the summer". One of the bottom 10 universities, London Metropolitan, also recommends MOOCs in one of its postgraduate research handbooks. It takes a rather more pragmatic view than Imperial College and urges researchers to take MOOCs "while they are still free". There is, however, sufficient optimism in the evidence so far to suggest that openness is here to stay, and that the impact on HE in the UK will gather momentum as more and more institutions realise the strategic advantage of openness in providing high-quality OERs and MOOCs to attract students and funding. The online searches also revealed that there are many dedicated individuals in some of the less OER-aware universities at both the top and bottom end of the Guardian University League table: faculty members, PhD candidates and other researchers, and technology specialists; all of whom are either deeply involved with OER or, at the very least, publicly profess an interest in OER in their web profiles. As Smith and Casserly (2006) point out, "It takes a hardy and callous soul to reject the United Nations' goal of education for all. We argue that one important step toward this goal is to provide high-quality digitized, free educational materials to everyone in the world." Nevertheless, the results from this study show that there are clearly some hardy and callous souls in UK universities, some souls who are indifferent, and also, one suspects, a large number of lost souls, potential beneficiaries of OER who are currently unaware that it exists. Against this background, however, some large and many small-scale projects involving OER are in various stages of implementation across the UK's HE sector and are in the process of being expanded.	Presentation	Strategic and reputational advantages of openness	Terri Edwards

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1177	Need for a Culture of Sharing – A case study of Mauritian Educators	Mauritius is a 2030 sq km tropical small island developing state with a population size of 1.4 million. Popularly known as an exclusive tourist destination, even with the effect of the recent economic downfall, Mauritius has astutely steered through the world economic crises by diversification of its economic pillars and the current government's vision is to transform the country into a Knowledge Society. In the educational sector, we are not shielded from the effects of globalisation and worldwide diffusion of education policies of integrating technology in the classrooms. Policies for integrating technologies in schools are often articulated due to shifting paradigms within education and efforts to reform education handed down from more developed states. Open Educational Resources has been mentioned in the Education and Human Resources Strategy Plan 2008-2020 (EHRSP 2008-2020) as part of the first strategic objective of "increasing and widening access and ensuring equity". The EHRSP also mentions the setting up of an Online Learner Support System to Promote eLearning and Open Educational Resources (EHRSP (2008), p119). Whilst the creation of an online system or repository of OER can help to increase awareness of teachers to resort to digital resources for enhancing their teaching and classroom sessions, there is neither the guarantee of sustained interest nor of enhancement in teaching practices. As Hattaka (2009, p1) mentions: " OER initiatives are very commendable and needed but open content is not being used by educational organizations in developing countries (or rather the usage of the open resources is low)". The phrase "Build it and they will come" (from the movie "Field of dreams") clearly does not relate to repositories for open content. Larson and Murray (2008) more appropriately rephrased it to "Build it and they will not come unless you design a system to promote and encourage access". One of the barriers to effectively integrate OEP is the incoherence between what government and project implementers propose as actions and social meanings and realities of teachers at the receiving end of these actions. Data has been collected from teachers who have followed e-learning courses in Educational technologies at the University of Mauritius to find out about their perceptions about OEP in their school environment. In particular, they followed a module on Open Educational Resources and technologies with tacit objectives of nurturing a culture of sharing, co-creation and respect for others creations. The results show that teachers value innovative teaching and learning practices which are enhanced (perhaps masked) by technology. There is also a deep-set culture of private tuition and fierce competition in particular grades of schools (Star schools) which inhibit open collaborative efforts, but this is less prominent in mainstream schools. Teachers are impeded by pressures to complete bulky curriculas and examinations and cramming take over more sound pedagogical approaches. There are also problems related to appropriate logistics and technical issues such as plugs and wirings that have not been resolved.References Dillon, P.W. (2003). Policies to enable teacher collaboration. Available at http://www.teachersnetwork.org/tnpi/research/growth/dillon.html. Ehlers (2011) From Open Educational Resources to Open Educational Practices. E-learning Papers, 23(March), p.1-8. Available at: http://www.elearningeuropa.info/files/media/media25231.pdf. Hatakka, M. (2009), 'Build it and they will come? – Inhibiting factors for reuse of open content in developing countries', in EJISDC - The Electronic Journal of Information Systems in Developing Countries, Vol. 37, n. 5, pp. 1-16 http://www.ejisdc.org/ojs2/index.php/ejisdc/article/view/545/279 Larson, R.C. & Murray, M.E., 2007. Open Educational Resources for Blended Learning in High Schools: Overcoming Impediments in Developing Countries. Journal of Asynchronous Learning Networks, 12(1), p.85-103. Mauritian Ministry of Education, Culture and Human Resources (2009), Education and human resources strategy plan (EHRSP) 2008-2020, Mauritian Ministry of Education, Culture and Human Resources, Port Louis, available at: http://www.gov.mu/portal/goc/educationsite/file/EHRSP%202008-2020.pdf (Accessed Dec 2015).	Presentation	Strategic and reputational advantages of openness	Sandhya Gunness

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1179	Building a Database of People in Edinburgh Throughout the Early 20th Century	The National Library of Scotland[1] contains a wealth of digitised archival documents which record information about Scotland's past, including 700 Post Office (PO) Directories from the 1700s to 1940s from all over Scotland. However, the usefulness of the Directories would be greatly enhanced if the information was structured, in order to make it easier to recognise and search for different entities such as people or places. In our project, we are focussing on Edinburgh PO Directories from the early 20th century, with the goal of converting the entries into structured data, and then trying to link entities across directories from the different years. The PO directories have been digitised using optical character recognition (OCR), but the quality of the OCR output is far from perfect. The first step of the project involves parsing the entries into chunks, corresponding to forenames, surnames, occupations and addresses. We are adopting supervised machine learning for this task, since that offers the best prospects of coping with inconsistent formatting and OCR errors. We have a small amount of annotated training data, and will be expanding this as the project progresses. Machine learning experiments are being run in WEKA[2] and so far have included naive Bayesian classifiers, logistic regressions and decision trees. Once we have succeeded in extracting structured information, it will be used to populate a database. In order to identify people across different years, we will explore approaches for record linkage based on work by Peter Christen[3]. If time allows, the databases will be made accessible through a front-end web based interface.One of the main benefits of this project will be to provide historians with an open source research tool to explore Scotland's history. It also serves as an example of what can be done with Open Data and will hopefully encourage more GLAMs (Galleries, Libraries, Archives and Museums) to adopt open licensing for their collections. Although the Post Office Directories are openly licensed, they are not easy to work with in their current form, and an additional goal of the project is to make them more widely accessible as Open Data. This project can also serve as a springboard for similar systems in the future as developers can learn what is and isn't feasible and what potential pitfalls to expect along the way. Finally, it serves as an example of what can be done when researchers from different fields collaborate on Open Data.References:[1] National Library of Scotland. 2011. 1846-1975 - Post Office Edinburgh and Leith directory. [ONLINE] Available at: http://digital.nls.uk/91168907. [Accessed 25 November 2015][2] Mark Hall, Eibe Frank, Geoffrey Holmes, Bernhard Pfahringer, Peter Reutemann, Ian H. Witten (2009); The WEKA Data Mining Software: An Update; SIGKDD Explorations, Volume 11, Issue 1.[3] Christen, Peter (2012). "A Survey of Indexing Techniques for Scalable Record Linkage and Deduplication", Data Matching.	Presentation	Hacking, making and sharing	Allan Brown
1180	Research Data Management training	The Research Data Management and Sharing MOOC is a collaboration between the EDINA/University of Edinburgh Data Library team (which has been maintaining the MANTRA Research Data Management OER for a number of years), and the University of North Carolina. MANTRA is a web-based OER developed using the Xerte open source course authoring platform while the Research Data Management and Sharing course is being created on Coursera. I will discuss the pros and cons of the two platforms. Using Coursera will allow us to provide certification for the many users who have contacted us over the years to request it. Using a new system does involve a learning curve. However, Coursera has proven quicker to learn than Xerte, and consequently should be easier to maintain in the long run.	Lightning Talk	Hacking, making and sharing	Pauline Ward
1181	Cultural institution AKA GLAM for more OER	GLAM[1] is a global initiative for making cultural data open targeting galleries, libraries, archives and museums in particular. GLAM projects are run in collaboration with these cultural institutions where the artifacts and other institutional collections get all sorts of digital treatment, from digitizing manuscripts and books[2] to creating meta data and developing tools to automate and ease the life of contributors[3], building and 3D models of artifacts and creating multilingual virtual museum experience by using Wikipedia.[4] These institutions historically being the reservoir of knowledge need more attention with more digital innovation coming in day by day. There being a synergy between the fundamental focus of OER and GLAM initiative, it leaves scholars and GLAM and/or OER practitioners to explore this area that is currently not widely covered. GLAM projects are centered around data mining, digitizing and publishing the work in both machine and human readable forms. The output of all the GLAM projects could directly contribute to creating OERs classifying and customizing the OERs for different age groups and people with accessibility needs. This, in return will also benefit the GLAM projects and institutions for both expanding their reach and replicating these initiatives. The presentation will be around the best practices of several GLAM initiatives and how these projects could lead to create useful OERs. I will also shed some light on the methodology of creating OERs during the development of a GLAM project. References: 1. GLAM: Galleries, Libraries, Archives, Museums2. https://en.wikipedia.org/wiki/Wikipedia:GLAM/National_Library_and_National_Archives_of_the_Netherlands/Data#Books3. https://commons.wikimedia.org/wiki/Commons:GLAMwiki_Toolset_Project4. https://en.wikipedia.org/wiki/Wikipedia:GLAM/NHMandSM/Virtual_Museum	Presentation	Innovative approaches to opening up cultural heritage collections for education	Subhashish Panigrahi

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1182	GameEd Archive: OER for tabletop games	There are several tabletop games that hold the potential to be an effective Open Educational Resource, but the packaging does not always showcase the potential of the content. They are mostly evaluated in terms of the fun factor. This is also the hidden strength of the medium that it renders the educational layer so obliviously that the players imbibe it in a very natural manner.Gaming is one of the largest existing industries and yet it has very low presence in the context of OER. Despite of there being millions of tabletop games, existing and dedicated crowd-sourced resources about them, when one looks for the right game to teach a particular topic, it is very difficult to find one. The games need to be also evaluated on the basis of the knowledge and skill they impart so that they could be put to the right use in the education sector.There are thousands of freely-licensed games distributed online by the creators and there is so less documentation on the game play strategies and manuals that need to be sourced and segregated at one place in open standard. With the right segregated information, it could do wonder for the educational industry without involving for much investment.The "GameEd Archive" is a proposed initiative in ideation, that aims at solving the aforementioned problems. The existing game information resources have a vast user base and the same could be tapped to get the additional information required about the games leading to right categorization. If a student in some part of the world wishes to learn more about a topic, e.g. continental drift, with the help of right filters and keywords they could get access to all the free games about the desired topic and can engage in a playful interaction and conversation with their fellow students.The best part is, existing resources like boardgamegeek.com could be used as a source for extracting these informations, without having to cultivate a community from scratch, that is willing and happy to share information about games. With the increase in the number of startups around the idea of 'Learning through Play', the viability of the cause vouches for itself. More and more parents and school organisations are making a move towards introducing 'Play' in education. But not every kid can afford the luxury to access such education system. Game-ed aims to bridge this gap and make the idea of 'Learning through Play' affordable for all. However, the concept could be self-challenging in term of giving the kids the freedom to take moral decisions, that they might not be prepared for, and hence the absence of mentorship can be a possible challenge for the development of one's conscience. These, and many other issues could be tackled if a right approach is adopted to implement the idea.	Presentation	Converging or diverging cultures of openness	Veethika Mishra
1183	Bündnis Freie Bildung	The pitch on the "Bündis freie Bildung" (BFB, Alliance for Open Education) will offer the audience an insight into the aims, work and political objectives of the major network of Open Educational Resources in Germany. The first part of the talk will sketch the vision of the BFB, to make educational materials acessible without any judicial or technical barriers. A major problem that BFB seeks to address is the lack of activities on a policy level connecting the abstract work on open education and the grassroots OER initiatives already active in Germany. To address this issue, the concrete actions taken by BFB will be portrayed. These include lobbing politicians on the federal and state level to act in favour of the more widespread use of open licenses for. Moreover, politicians are urged to support OER initiatives by incentivising the procurement of open learning materials and to integrate OER into the training of teachers. A second important field of activity of the BFB is to connect different actors working on OER in order to formulate and propagate political demands. The second part of the talk will introduce Serlo, a partner of the network. Serlo is the biggest OER initiative in Germany that creates a platform for open educational resources that aims to become the "Wikipedia of learning". In 2014, Serlo has provided more than 6000 articles, exercises and solutions used by over 1.8m German visitors. Finally, the future challenges and the way ahead for OER in Germany and the possibilities for international cooperation will be sketched out.	Lightning Talk	Strategic and reputational advantages of openness	Tobias Müller