



LEARNING FOR SUSTAINABLE DEVELOPMENT

From OER to Open Culture

Guest Lecture

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OER PRACTICE TO CULTURE

by Ishan
Abeywardena

in an institution



**change your
mindset**
open is good!



if you take
give back



know your
licenses



build
capacity



practice leads to
policy



plan ahead
identify the
license and file
format



setup a repository
develop pilot OER



check your OER
for suitability and errors
conduct QA



**Recognize
and Reward**
motivate your staff



OPEN CULTURE

Make the effort to change your mindset

- Publishing in an open access journal is better in terms of visibility
- With OER, your work will be *used, reused, revised, remixed and retained* by many while you get the credit for it
- It's a simple numbers game: More exposure to your work results in increased academic visibility for you

Movie Time

A Shared Culture



<https://www.youtube.com/watch?v=1DKm96Ftfko>



If you take, remember to give back

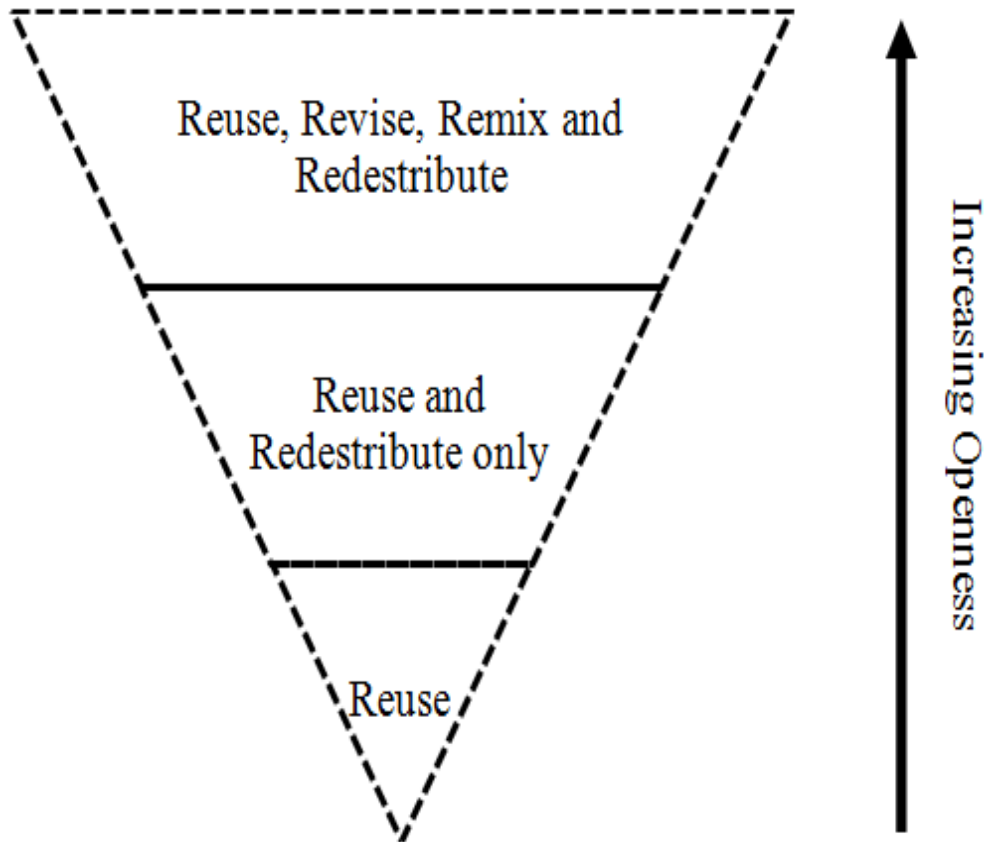
- OER are not just about taking free stuff and using it in your own work
- If you believe in an open mindset then you must remember to share back your own work under a free license

Openness

- Four 'R's model
 - Reuse
 - Redistribute
 - Revise
 - Remix
 - Retain



Levels of Openness

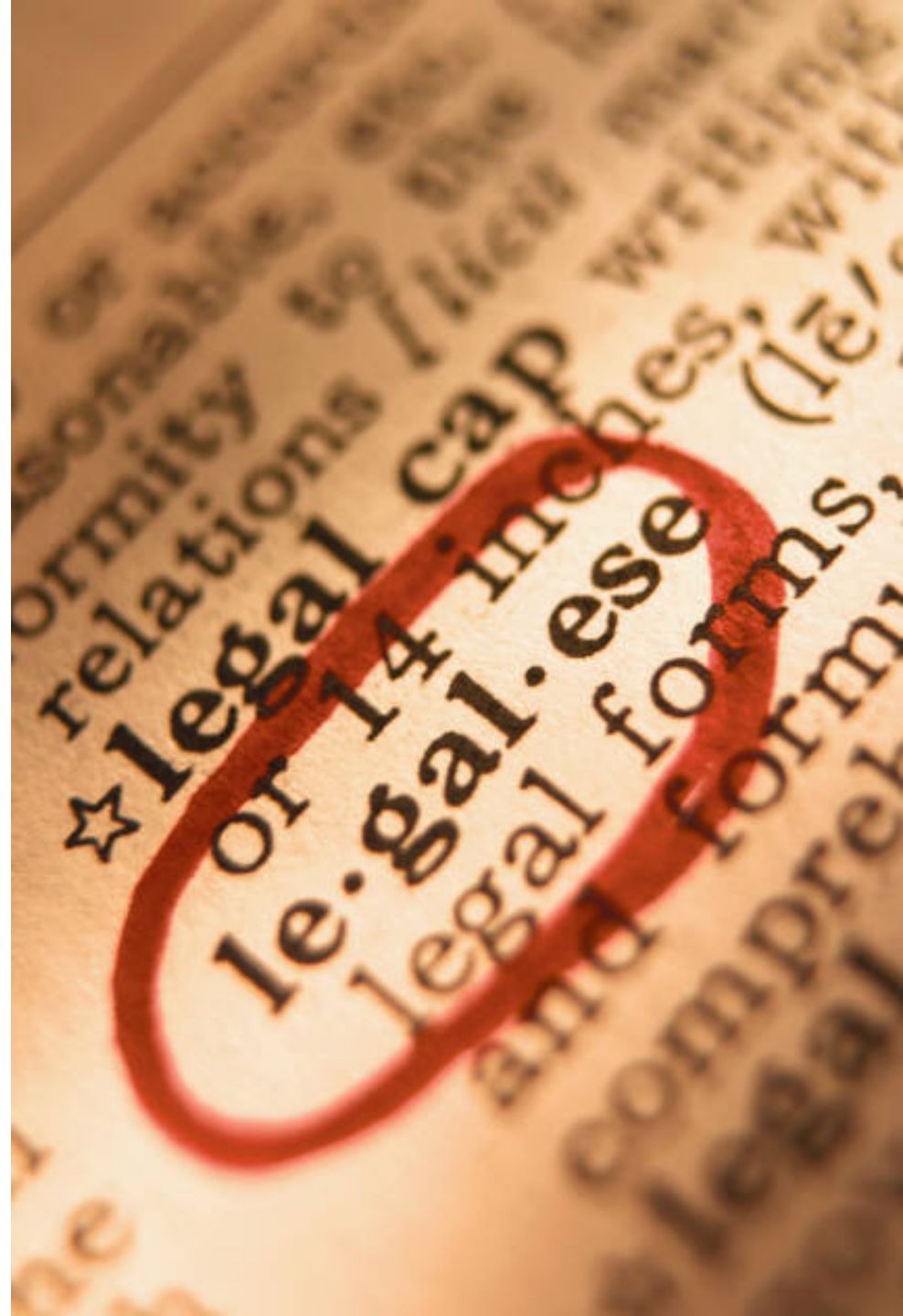


Increasing openness of the four 'R's: adapted from (Hilton et al., 2010)

Know your licenses

- What you can and cannot do with an OER depends on the license it was released under
- Not all OER can be readily mixed and matched to create the ideal derivation; ***it's not that simple!***
- Knowing your licenses will save you a lot of headache down the road in your OER initiatives

Copyright



Movie Time

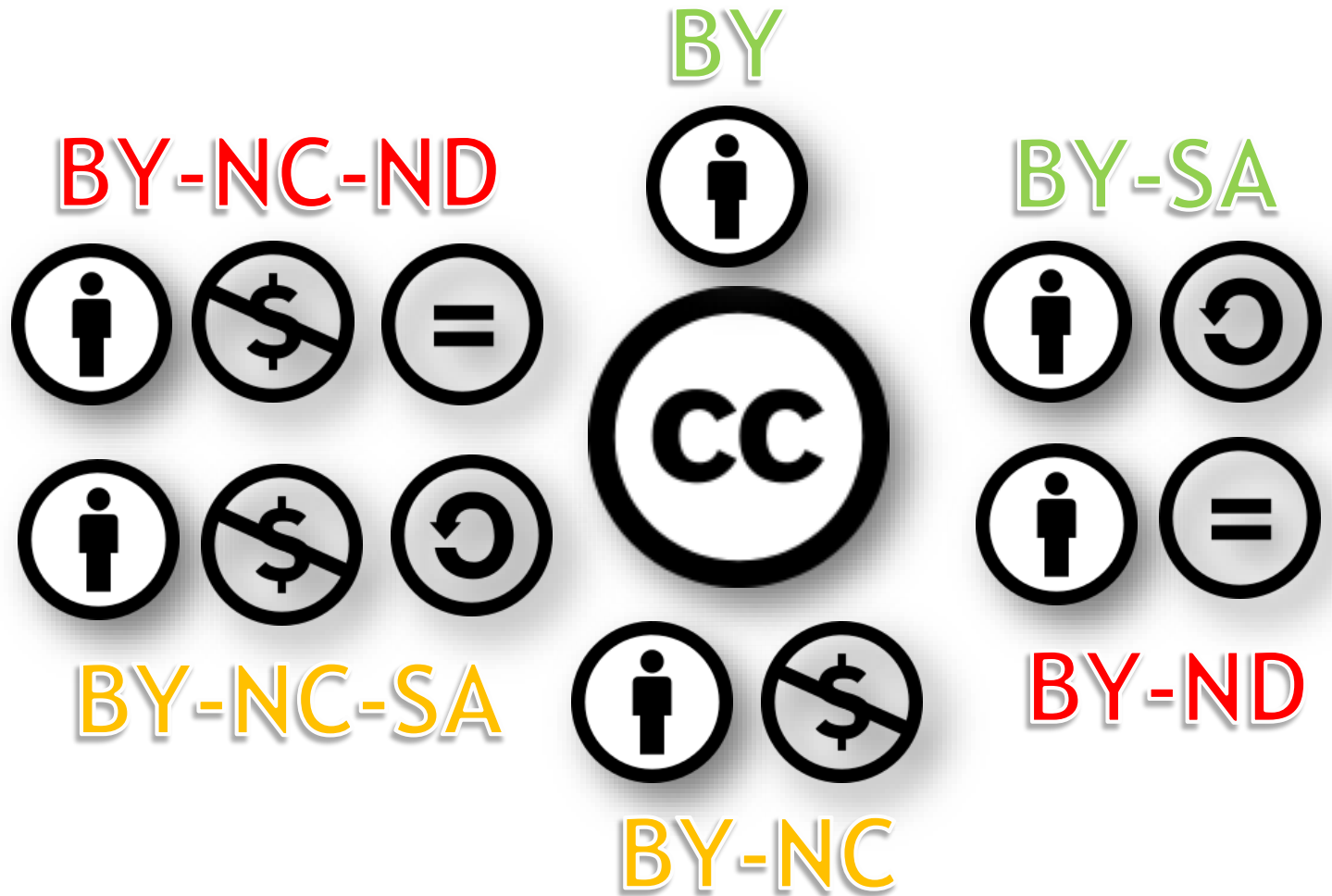
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<http://www.youtube.com/watch?v=8YkbeycRa2A>



CC Licenses



CC 4.0

- A more global license
- Rights outside the scope of copyright
- Common-sense attribution
- Enabling more anonymity, when desired
- 30-day window to correct license violations
- Increased readability
- Clarity about adaptations

Source: <http://creativecommons.org/version4>

4.0^{CC}

It's here.

Source: <http://creativecommons.org/wp-content/uploads/2013/11/cc40-itshere-275.png> used under CC BY 4.0 International License

International



Unported / Ported



Movie Time

Creating OER and Combining Licenses



<https://www.youtube.com/watch?v=y6RR29O4Rlo>

Movie Time

Combining Licenses for Distribution



**INSTRUCTIONAL
CONTENT**

OEI

<https://www.youtube.com/watch?v=0LxD7xAcY3k>



Plan ahead

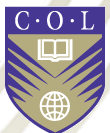
- Failing to plan is planning to fail holds true for OER as well.
- Before you, as an individual or an institution, decide to go down the OER route, you must decide what practical changes you are willing to live with. ***Else why go OER?***

OER Landscape



The Need for OER in Course Design

- Move away from proprietary course material used under license
- Abandon the model which bundled costly textbooks with the course material
- Develop all the course material in-house from scratch as self-contained or “stand-alone”
- Reduce course development times
- Better utilize resources (course team)



Choosing the Right OER

- Availability of required material as OER
- **Availability of official technical manuals/reference books which can be used to cross-check the integrity of the OER material**
- Composition of the OER which included theory and practical exercises
- Expertise available in the course team with respect to the subject matter



Design Methodology

1. Formation of course team

2. Identification of Relevant OER

3. Adaptation of the OER

4. Quality Assurance



Practice first, policy will follow

- You don't need a policy from your Institution to go embrace OER
- In most cases, policy will follow voluntary practice
- Your work will encourage your institution to implement the necessary policy frameworks to assist, protect and guide you



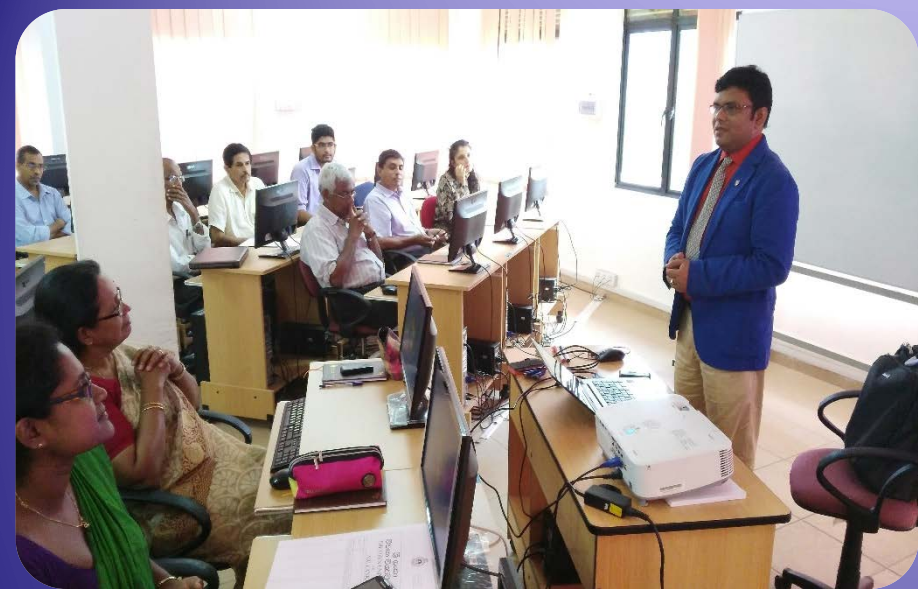
COMMONWEALTH of LEARNING

Institutional OER Policy *-Template-*

This document provides a ready to use template for drafting an Open Educational Resources (OER) policy for an ODL, e-Learning or face-to-face institution.

Build Capacity

- You might have the perfect institutional OER policy. This means nothing if the people on the ground have no clue about OER.
- So, it all boils down to “cluing-in” your teachers. ***Capacity building is the name of the game.***



Setup a repository

- Your OER should be accessible freely by anyone with an internet connection (else why go OER in the first place?)
- This will help to manage web traffic better when visitors come looking for OER from your institution
- Adopt a metadata standard for marketing your OER to search engines

OER Curation

- Content repositories
- Portal repositories
- Content and portal repositories



Metadata Standards

- IEEE-Learning Object Metadata (IEEE-LOM)
- Dublin Core Metadata Initiative (DCMI)
- Learning Resource Metadata Initiative (LRMI)

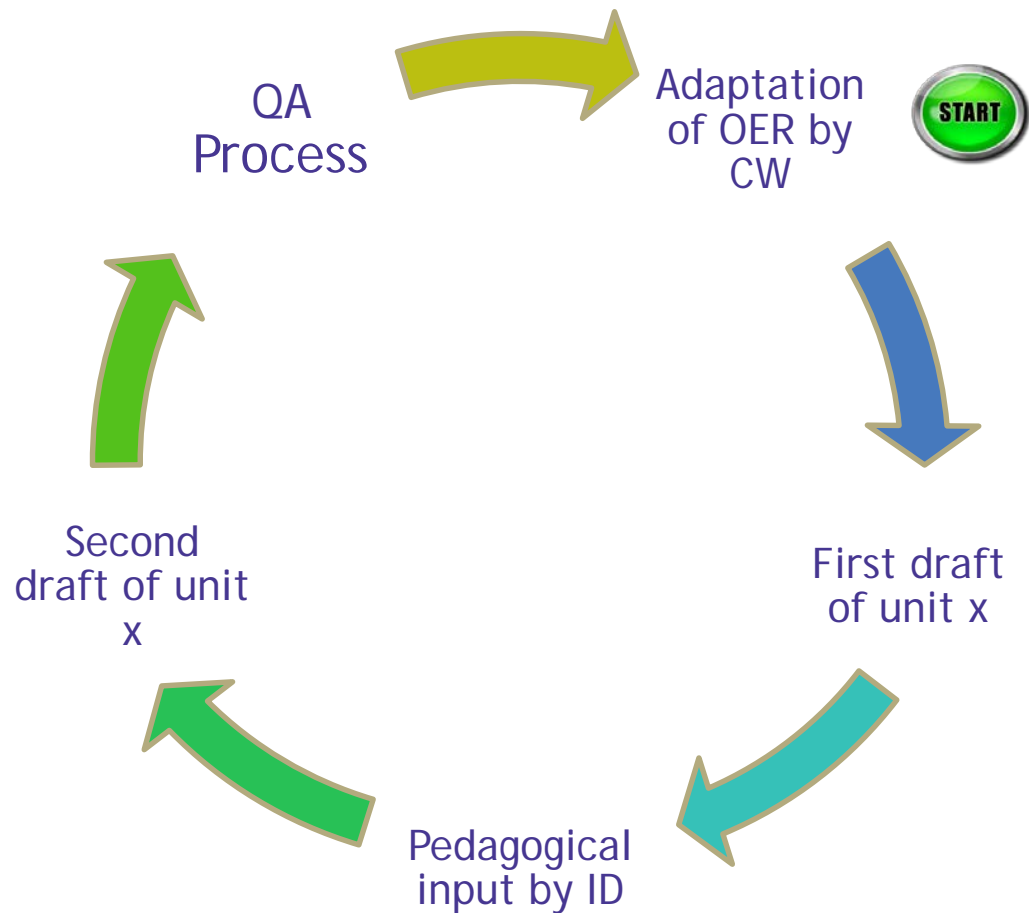


Conduct QA

- Take your OER quality assurance (QA) seriously. You are putting your reputation on the line.
- Check if OER are relevant to your students with respect to content and pedagogy.
- Check licenses and file types to see if your OER are *desirable*.
- Form an OER taskforce to help teachers and students with issues or doubts

Adaptation of OER

Integration Model



Licensing

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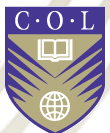
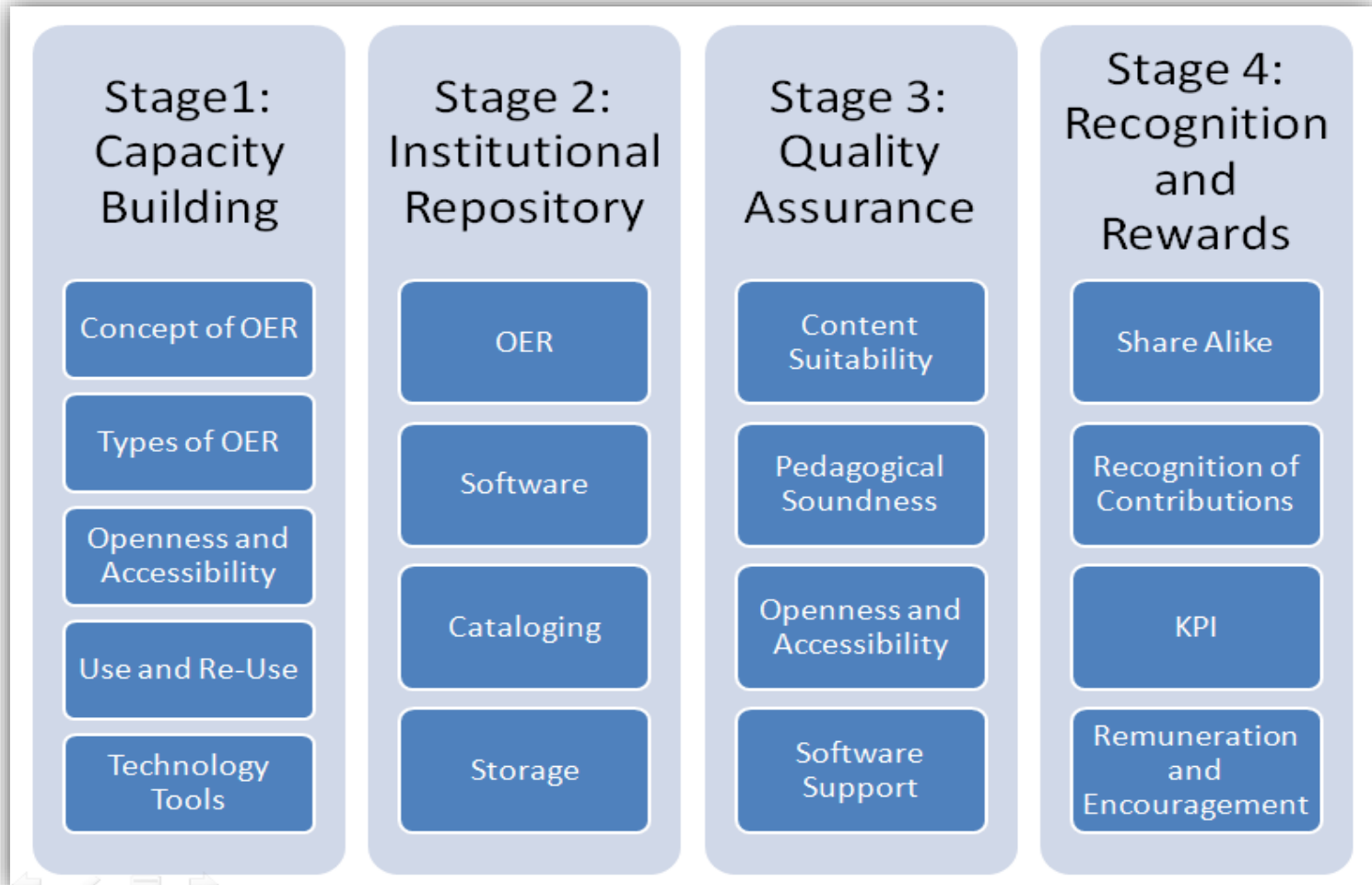
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Recognize and Reward

- We are not looking for monetary rewards but rather recognition of our intellectual labors of love
- Let's face it; locating, reusing, revising and remixing OER is no walk in the park.
- Look at how contributions to OER can be openly recognized. ***This will act as a motivating factor!***

Strategic Implementation of OER re-use



OER are just one part of an already prominent open movement. Ultimately, all these movements should converge into an Open Culture where shared knowledge forms the basis of a much wiser human race.

