

Ripple project

Workshop 1, 19 October 2010

Barriers to OER release



Institutional



Individual

Critical barriers

From OER programme Phase 1, Evaluation team wiki

<http://www.caledonianacademy.net/spaces/oer/index.php?n=Main.BarriersAndEnablers>



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- Trust: academics may not trust the quality, IPR status or usability of online resources.
- Trust: academics may feel resources they release will be negatively reviewed or repurposed in poor or misleading ways
- Culture of individual expertise: Academics have a general preference for using their own teaching resources. Departmental cultures can reinforce this.
- Discovery and evaluation of online resources can be very time-consuming, which time could be spent on their own content development.
- Lack of a coherent strategy on OER at institutional level, meaning release is often an ad-hoc, inefficient, piecemeal process
- Lack of clear institutional policies on IPR, leaving staff feeling exposed

Critical barriers (cont.)

- Until a critical mass of users and of valuable materials for re-use both exist, there is unlikely to be huge enthusiasm for reuse
- Disciplinary silos are barriers to full sharing and exploration of diverse pedagogic approaches
- Difficulty, complexity and expense of clearing third party copyright
- Issues of cost - mainly academic staff time
- 'Protecting the crown jewels': pressures to marketise content
- Concerns about reputation if released resources were not of 'publication' quality and presentation
- Current economic climate is leading to reductions in staffing levels which is likely to impact on support required for OER development
- Lack of time and pressure on academic workload is an ongoing problem
- See also <http://openeducationalresources.pbworks.com/Overcoming-barriers-and->

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Drivers for OER release



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Pilot phase findings: motivations to release

Motivations are typically multiple, complex, and open to change as the process unfolds. They might include:

- personal academic/professional reputation
- share-and-share-alike (sharing practice, collaboration)
- institutional reputation and attracting potential students
- commitment to open education agenda
- capacity building e.g. staff skills, content management

- outreach and public engagement goals
- other public interest agenda (e.g. public health, climate change)
- efficient content development (e.g. in niche/declining subjects)
- enhance learner access and choice (e.g. work-based, international, lifelong learners)
- changing modes of learning (e.g. peer-to-peer, learner-directed)
- build curriculum partnerships (e.g. with industry)

OER Drivers/Benefits

- More from the JISC Open Educational Resources infoKit (see handout)
- [http://openeducationalresources.pbworks.com/
Stakeholders-and-benefits](http://openeducationalresources.pbworks.com/Stakeholders-and-benefits)
- See also Good Intentions report (McGill et al., 2008) available here <http://ie-repository.jisc.ac.uk/265/>

Using drivers to overcome barriers: building your business case

For example:

Stakeholder	Barrier	Enabler	Benefit
Teachers/academic staff	Legal issues. Existing materials may contain materials that can't be released openly.	Information, training and support. Creative Commons Licences	Increased knowledge. Clarity re attribution and potential use options. Creator can control types of use.

See

<https://openeducationalresources.pbworks.com/Overcoming-barriers-and-finding-enablers> (and handout)