

Examples of staff engagement activities from the JISC/HEA OER Programme Phase 1 Projects

OpenSpires (Oxford) <http://openspires.oucs.ox.ac.uk/>

Project website and blog

Focus groups

Staff survey (see below)

Email lists of podcasting contacts

Presentations at staff events

Training courses in copyright and podcasting

Interviews and face-to-face meetings

Project champions

Promotional podcasts (e.g.

http://steeple.oucs.ox.ac.uk/resources/media/january_videos.html#casestudy

<http://media.podcasts.ox.ac.uk/oucs/openspires/intros-short.mp4>

<http://media.podcasts.ox.ac.uk/oucs/openspires/devils-gallop.mp4>)

Communications strategy – articles in staff magazines, posters in prominent places around

University, widespread leaflet distribution

Support supplied on technical and IPR issues

OpenExeter (University of Exeter) <https://open.exeter.ac.uk/repository/>

Project website & public blog main method of dissemination

Used academic champions as advocates

Used profession support staff to support

Staff questionnaire

Workshops within HEA accredited staff development programmes to raise awareness of OERs

Unicycle project (Leeds Metropolitan University) <http://unicycle-leedsmet.ning.com/>

Support from the Pro Vice Chancellor for Assessment, Learning & Teaching (ALT) - OER set as an ALT priority for 2009/10 (Faculties are required to address OER within an ALT context for that year)

Support from Academic Board

Named person as Faculty Co-ordinator for OER

Staff development workshops and seminars

Faculty co-ordinators arranged separate local workshops for subject staff (these sessions were very hands on and specific to the subject areas and achieved the greatest impact)

Developed a formal internal reward and recognition system that was embedded as part of the Performance Development Review process

Developed a staff guide to OER booklet.

Open Staffs (University of Staffordshire) http://www.staffs.ac.uk/about_us/projects/openstaffs/

Support of the Executive Pro Vice Chancellor via the Deans Committee and Faculty Management Teams

University Faculties and Schools identified lead contacts for liaison

A statement of intent was adopted which explains how the University will adopt OER and the benefits it accrues for Staffordshire University. The statement reads:

“Staffordshire University is committed to disseminating its learning and teaching materials as widely as possible by providing free, online access where possible to these resources.

The University produces, a large number of high quality lecture notes, learning objects, podcasts, documentation, guides and online learning activities in support of learning and teaching. This work is of value to the institution in terms of repurposing, dissemination, intellectual property and reputation.

These resources will be released under an intellectual property license that permits open use and adaptation via an Open educational resources institutional repository. The repository will enable the preservation, promotion, dissemination and access to these resources and will provide:

- *a marketing opportunity to attract students and to provide potential students with some insight into the higher education experience, helping to widen access, improve retention, and reduce dropout rates.*
- *add to the body of reusable content to support the curriculum. Structured educational content leads to access to even more resources and increases the chances of finding things that are useful, or which can be made useful.*
- *a mechanism for recognising good teaching and potentially rewarding good teaching.*
- *act as a “shop window” to the University and will be perceived, as an indicator of the quality of education at Staffordshire University, as such, it will encourage more overseas students.*
- *support the ethos and mission of the institution, particularly in reaching educationally disadvantaged students and in promoting distance, blended and flexible learning*
- *By being free to all and empowering students, it provides an enormous benefit to society at large, whether regional, national, or worldwide.”*

Staff quiz on copyright

Focus groups with academic staff, e-learning facilitators, academic librarians

OER staff survey to all staff (see questions below)

Website & blog

Posters

Berlin, University of Nottingham <http://unow.nottingham.ac.uk/berlin.html>

Senior buy-in of the Vice-Chancellor, Pro-Vice-Chancellor for Internationalisation and Director of Teaching and Learning

Director of Teaching and Learning presented at the academic boards at the beginning of the project - led to dissemination via teaching and learning committee meetings to address school level management.

Promotional podcast featuring the Vice-Chancellor, Pro-Vice-Chancellor for Internationalisation and the Director of Teaching and Learning. The podcast can be viewed at:

<http://www.youtube.com/watch?v=E9MBkJr3ba8>

Kick-off announcement of the project at a University wide e-learning seminar in June 2009

National Open Learning conference in Nottingham in November 2009

Information skills workshops in March and April 2010

The workshop will be made available as a qualifying workshop towards the Postgraduate Certificate in Higher Education (PGCHE)

Staff survey (see below)

Focus groups

OTTER University of Leicester <http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter>

Worked with Departments who they had worked with on previous projects

Meetings with students and academics

Key internal stakeholders were co-opted onto OTTER's Steering Group – the PVC for Student Experience, the Director of Marketing, a Students' Union representative, the Director of Library Services, and the Director of Distance Learning Development.

Student survey (see below)

Interviews with academics

Workshop for librarians

University of Coventry <http://cuba.coventry.ac.uk/ocep/ocep-staff/>

VC and PVC endorsement

Senior management briefings

Workshops and training events for academics and library staff

Examples of staff surveys from the pilot projects

OpenSpires Survey (University of Oxford)

1. What would motivate you to make your learning resources publicly available on the web?
 - I believe it is standard practice
 - I am keen to make my materials as accessible as possible
 - For the good of the academic community
 - For the benefit of the wider public
 - To raise my own profile within the University
 - To raise my own profile in the wider academic community
 - To raise the profile of the department within the University
 - To raise the profile of the department within the wider academic community
 - To help the University's reputation generally
 - Other (please specify)
2. Provided that you retain ownership of the copyright, would you be comfortable to license some or all of your learning resources for:
 - Personal use by the recipient only
 - Adaptation and redistribution globally (i.e. Open Content)
3. If you are interested in releasing your learning resources as Open Content, which method would you prefer?
 - Put your resources on the web yourself under a Creative Commons licence
 - Have the University put your resources on the web under a Creative Commons licence

Not sure

4. If you were to contribute your learning resources as Open Content, what reward or recognition would you hope for?
 - Raising my academic profile
 - Possibility of future work or consultancy
 - Financial return
 - Recognition within my subject community
 - Recognition with the wider public
 - Other (please specify)
5. If you were to contribute materials, what kind of assistance would you need?
 - Training and support from your department
 - Training and support from central services
 - Technical help (e.g. assistance with recording)
 - Legal help (e.g. if licensing the material yourself)
 - Other (please specify)
6. If you wanted to make your learning resources available on the internet under an open content licence, which of these statements would you agree with?
 - I would not want other people to be able to reuse my learning resources commercially
 - I would not want other people to be able to distribute my learning resources
 - I would not want other people to make new learning resources using some parts of my learning resources
 - I would not want other people to make translations of my learning resources into other languages
7. If you would like to know more about the OpenSpires project please give your email address.
8. Do you have any other comments or opinions about making learning resources available as Open Content?

OpenStaffs staff questionnaire (University of Staffordshire)

In all cases the answers were: Agree, Neither agree nor disagree, Disagree

I understand what OERs are

I know how to access OERs

I know how to use them in my teaching

I understand that OERs are available but I don't know where to find them

I understand that OERs are available but I don't know how to submit my own materials to OER

I have limited knowledge of OERs

I have no interest in OER materials

I have no interest in offering my material for the OER repository

OTTER staff interview questions (University of Leicester)

Q1. What do you understand by the term Open Educational Resource (OER)?

Q2. Have you ever used Open Educational Resource in your teaching?

Q3. If you have, did you use it "as-it-is" or did you make any modifications before using it?

Q4. In what specific ways has the use of OER benefitted, or could potentially benefit, your teaching?

- Q5. Would you make your own teaching materials available as OERs as a result of using this OER?
- Q6. What are the main issues of concern to you so far as Open Educational Resources are concerned?
- Q7. The UK government has invested £5.7m, through JISC and the HEA, to look at how universities, subject centres and academics across England could make their teaching materials open access. Do you see a business case for sharing teaching and learning materials freely and openly with the wider world? If so, what do you think will be the impact on UK higher education?
- Q8. The MIT and the Open University have both reported an increase in student numbers as a result of OERs. How do you see OERs benefitting the University of Leicester specifically?
- Q9. What policies are needed to promote and encourage free and open sharing of quality teaching and learning materials within the University of Leicester beyond Blackboard? Could you give us an example of a key message that, in your opinion, would need to be part of such policies?
- Q10. What will be the best way of supporting staff to develop, transform and copyright clear teaching materials for re-use and repurposing as OER?
- Q11. It costs the MIT \$10,000 - \$15,000 to put material from each course online, and this appears to make business sense to them. If the University of Leicester were to go down the OER route, what would be the best way of funding and sustaining the production and distribution of OERs?
- Q12. What reward mechanisms should be put in place to recognise academics who contribute high quality OERs that lead to the achievement of strategic objectives of the University?
- Q13. What would be the one or two main risks associated with having publicly accessible educational materials at Leicester? How would you suggest they could be mitigated?
- Q14. Is there anything you want to say generally about OERs at Leicester and the OTTER project?

Berlin project staff survey questions (University of Nottingham)

- I have submitted teaching and learning resources for publication as OER YES/NO/UNSURE
- I will submit teaching and learning resources for publication as OER in the future YES/NO/UNSURE
- I have used OER from other academics in my teaching YES/NO/UNSURE
- I will use OER from other academics in my teaching in the future YES/NO/UNSURE
- What barriers do you face in publishing and using OER materials? Answers: Awareness of the university OER repository and other OER/Fear over copyright infringement/Ownership and legal barriers (other than copyright)/Your time/Scepticism over usefulness/Lack of reward and recognition/Possible negative impact on reputation/Lack of support/School or institutional policy/Criticism from colleagues/Criticism from students/Impact on career progression/Relevancy of materials available/Lack of feedback from users.
- What benefits do you see in publishing and using OER materials? Answers: Enhance University reputation/Enhance personal reputation/Enhance the users knowledge of a subject/ Enhance the users knowledge of a course/Support students without formal access to HE/Share best practice/Reduce development costs/time/Develop communities and build connections/Enhance current practice/Support developing nations
- What types of open resource would you be most willing to publish or use? Answers: Lecture notes/recorded lectures/ other podcasts/interactive learning objects/PowerPoint slides/module handbooks/assessment questions(formative)/Assessment questions (summative)/Reading lists/Timetables/Images/Animations/Video
- I would be happy to make teaching materials available openly to learners and academics Answers: In my own institution/in the UK/in other repositories e.g. JorumOpen/Globally
- OERs only help other institutions copy our best ideas: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

OER can help build fruitful partnerships with colleagues and institutions worldwide: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

I understand copyright and its implications on the materials used in my teaching: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

The OER on the University repository will help enhance the reputation of the University, attracting better students: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

The OER on the University repository will help enhance the reputation of the University, attracting better academic staff: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

Publishing OER on the University repository will enhance my promotion prospects: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

Publishing OER could damage the University's reputation (via association with inaccurate or poor quality materials): Strongly disagree/Disagree/Neutral/Agree/Strongly agree

Reusing OER is a useful way of developing new courses: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

Exploring the available OER worldwide will enhance my teaching and raise standards across the University: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

Publishing OER will mean that students will stop attending my lectures: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

I would only use OER in my teaching if I am unable to edit and personalise the materials for use with my students: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

I would be more willing to share my teaching resources openly if I was able to control who is able to use or see them: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

I am concerned how my OER will be reused by others: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

Students benefit from the range of approaches to the subject available through the use of OER in my teaching: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

The university's OER project has enhanced my awareness of the benefits of OER: Strongly disagree/Disagree/Neutral/Agree/Strongly agree

Publishing OER is an easy process: Strongly disagree/Disagree/Neutral/Agree/Strongly agree