



ExplORer 'Supporting OER reuse in learning ecosystems'

What do teachers need/want to know about OER: findings from the OER course 'Learning how to (re)use OER'

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Overview

- Background to the ExplORer project
- 'Learning how to (re)use OER' – an open course for professional learning: What do teachers need?
 - Design
 - Facilitation
- What do teachers want? – Feedback from the course
- Questions

Background

- Erasmus+ funded project
- Four partners
 - The University of Gothenburg
 - Fundacja Propekt: Polska
 - The Open University, UK
 - KACCE – KlasCement, a Flemish educational portal
- 24 months timescale (Aug.2014-Aug.2016)
- Four work packages:
 - WP1 – co-creation of guidelines for training of adult educators on OER reuse
 - WP2 – materials development for teacher training for reuse of OER ('Learning how to (re)use OER' open course) + localisation in Sweden and Poland
 - WP3 – social networking and game capacities of OER
 - WP4 – good practice exchange and policy making activities

'Learning how to (re)use OER' – Design

- FutureLearn MOOCs learning design / P2PU platform + recommended guidelines (WP1)
- OERs only
- Badge each week
- Pilot (November 2015)
- A four week course + an open resource
<http://www.exploerercourse.org/en/>

'Learning how to (re)use OER' – Guidelines (WP1 – Allison Littlejohn)

1. Learning should include a range of theoretical knowledge of OER (licensing, locating, adapting, repurposing pedagogies, etc.)
2. Learning should include specific-discipline knowledge of OER (contextualisation)
3. Learning will be more likely to happen if OER reuse is embedded in practice (experiential and practical knowledge enables theory to be translated into practice)
4. Teachers need support to develop the self-regulative and socio-regulative knowledge (including meta-cognitive skills to plan, progress and reflect)
5. Continued learning and development is enhanced when teachers have opportunity to interact with others around their OER use (socio-cultural knowledge, online and offline interactions)
6. Learning about OER ideally links with work practice. Each workplace has its own culture guiding professional practice. Teachers must have the autonomy at work to integrate work and learning.

'Learning how to (re)use OER' – Design

- Week 1 – OER and you (G1, G2, G3, G4, G6)
- Week 2 – Find and evaluate OER (G1)
- Week 3 – Reuse in action (G1, G2, G3)
- Week 4 – Making connections (G2, G4, G5, G6)

'Learning how to (re)use OER' – Facilitation

- UK course (22 Feb. to 18 March 2016)
- nearly 300 registered ; 2 facilitators
- emails beginning and end of each week + welcome and end of course emails
- Forum discussions and one live webinar each week
- Pre and post-course questionnaire

What do teachers want?

- That's such a challenge where on the one hand we want those who can't afford access to have access, at the same time, what about those who can't afford to give it away for free?
- Material doesn't necessarily have to be created under the CC license to be freely re-usable, does it?
- Whenever I can, I try to find out if the materials are for open use or not. I also tell my students that I use free educational resources, but that a teacher must ask him/herself always: 'Is it trustworthy?'
- Has anyone experienced with engaging the students/learners themselves in creating OER? What are the pros and cons?
- Thing is: once you put it on a site to share it, others can use it, and they do, they change it. So of course you have to mention where it comes from, but is it really that important?
- I definitely agree there, as the smaller the chunk the easier it is to repurpose.
- I'm delighted to take other people's material and adapt it to my students' situations. I'd need to have a vastly over-inflated view of my own importance if I saw this process of adapting teaching materials to fit the diverse needs of my own students as involving me 'losing ownership of my own teaching'.

Thank you for listening

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Questions?