Open Educational Practices in Higher Education:

Institutional adoption and challenges

44

The Daily

Education outsourced

The rise of online and blended learning and the development of free online courses is set to transform the higher education sector.
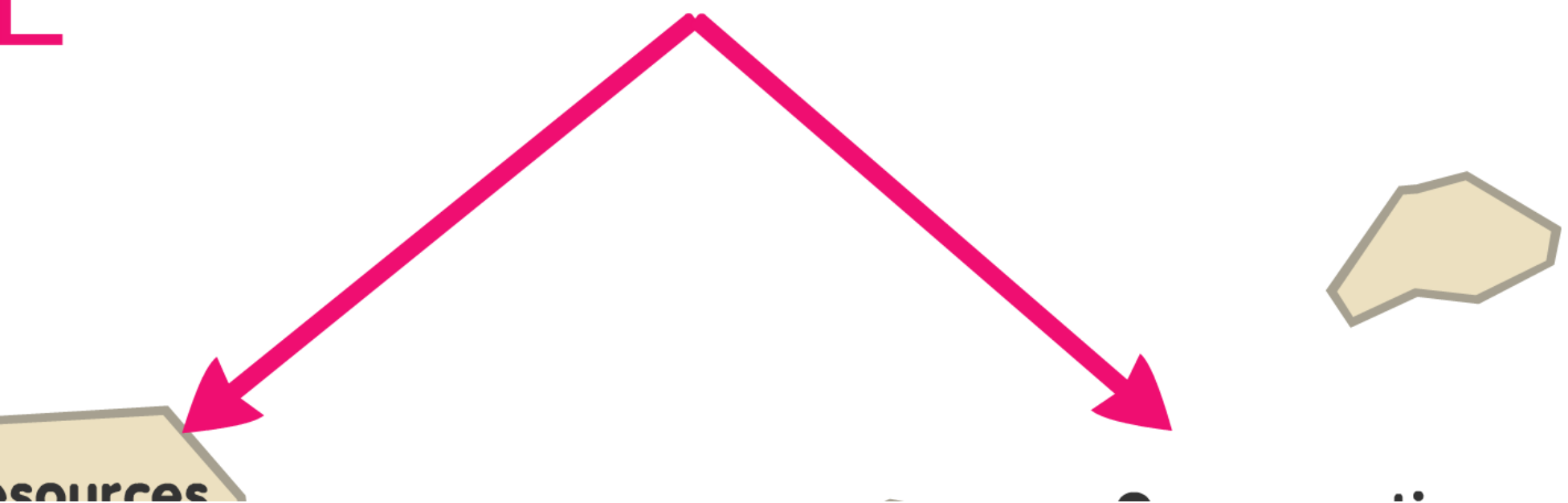
Defining Open

Open Resources

- Full courses
- Course materials
- Modules
- Learning objects
- Textbooks
- Streaming videos
- Software

Open practices

- Open business models
- Open policies
- Transparent
- Open pedagogy
- Open assessment services
- Open support

[Defining Open]

sources

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Australia

Project Orion:

Benchmarking OER use and assessment in higher education

Funded by USQ ECR Grant

Project Toucans

**Testing the OER University Concept
and Aspirations: a National Study**

**Funded by the SCORE (Support Centre for Open
Resources in Education) programme**

UK

New Zealand

OER Foundation

OER University

Free learning to all students' worldwide using OER learning materials with pathways to gain credible qualifications from recognised education institutions.

Online Survey

- **May to August 2012**
- **Link emailed to OER and Higher Education mailing lists and tweeted**

110 participants from 83 institutions in 29 countries

52% Practitioners or researchers

33% Managers, senior managers & executive managers

62% On-campus

41% Distance learning

31% Open u...
policies

64% Universities

20% Other tertiary & secondary education

16% Not for profit / public organisations

62% On-campus

41% Distance learning

31% Open university or open entry policies for some courses

...es

...tiary & secondary education
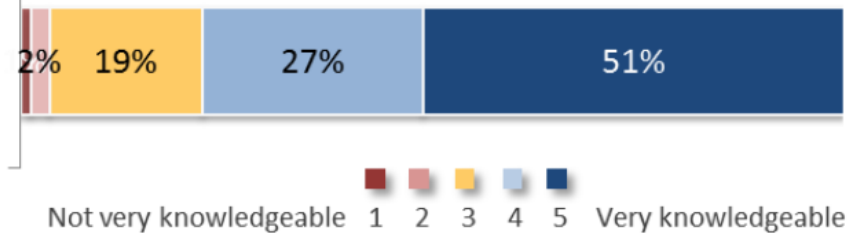
...rofit / public organisations

23%

Institutional representatives of the OERu

[Knowledge about OERs]

Before today, how knowledgeable were you about Open Educational Resources (OERs)?

Total Sample (n=90)

| 2% | 19% | 27% | 51% |

Not very knowledgeable 1   2   3   4   5 Very knowledgeable
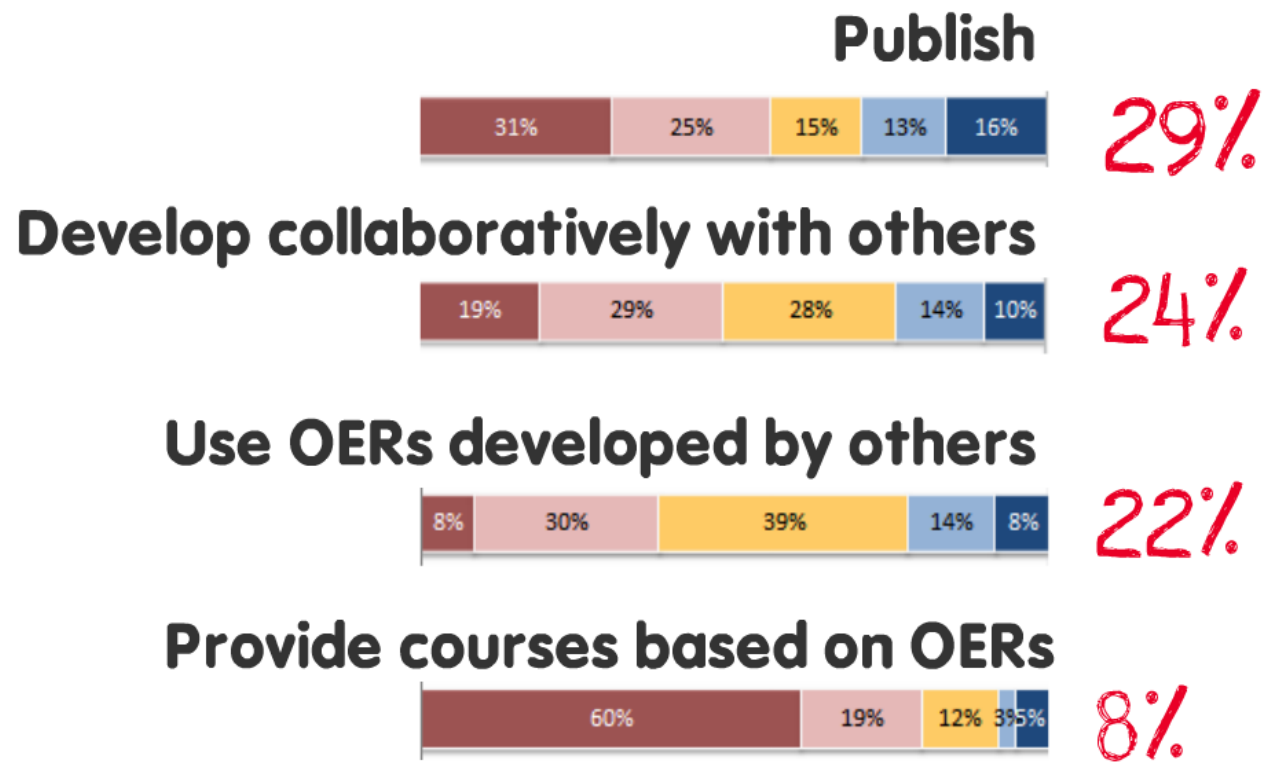
To what extent are you interested in the mainstream adoption of OERs in the formal education sector?

Sample excludes respondents unfamiliar with OERs (n=84)

| 8% | 21% | 71% |

Not at all   1   2   3   4   5   To a large extent
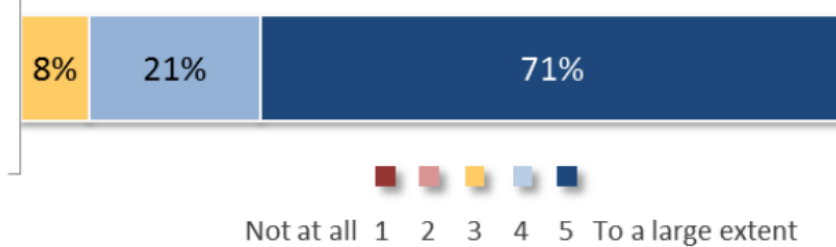
Please rate your awareness on a scale from 1-5 where 1 = not at all (never heard of before today) to 5 = to a large extent (very knowledgeable)

Translation into practice is low:

Publish

| 31% | 25% | 15% | 13% | 16% | **29%** |

Develop collaboratively with others

| 19% | 29% | 28% | 14% | 10% | **24%** |

Use OERs developed by others

| 8% | 30% | 39% | 14% | 8% | **22%** |

Provide courses based on OERs

| 60% | 19% | 12% | 3% | 5% | **8%** |

No participation   1   2   3   4   5   Central to my institution

More likely to be institutions that have open entry policies

Only **6%** are currently providing assessment services for courses based solely on OERs

Fewer than **18%** of those who don't are likely to provide them in the future

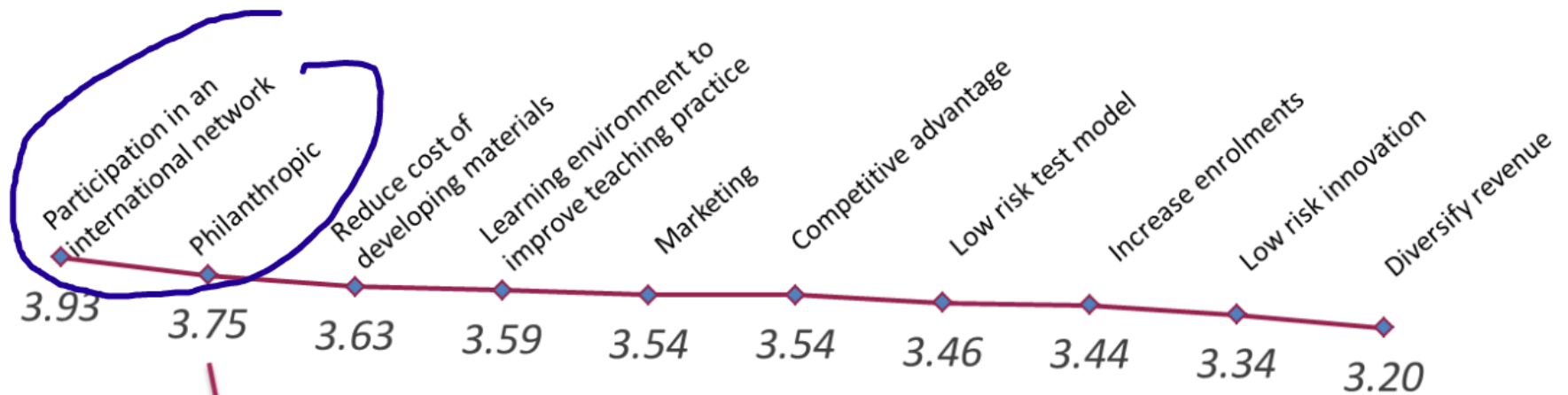Although individual interest is high, institutional uptake is slow

Users of OERs
Institutions with open policies

*Risk and diversification
less of a concern*

What drives institutional participation?

Institutions would be driven to join collaborative OER initiatives for philanthropy and the experience of participating in international networks…

Participation in an international network	Philanthropic	Reduce cost of developing materials	Learning environment to improve teaching practice	Marketing	Competitive advantage	Low risk test model	Increase enrolments	Low risk innovation	Diversify revenue
3.93	3.75	3.63	3.59	3.54	3.54	3.46	3.44	3.34	3.20

Risk and diversification less of a concern

Users of OERs
Institutions with open policies

[So whats stopping them?]

"The OERu model is designed to operate within existing policy frameworks"

38% of OERu representatives state that changes to existing policies are not required

...if recognition of prior learning policies are already in place

38% Don't know how much change is required

13% Required substantial changes to existing policies

1:

M: 3.85

67% **Lack of availability of committed staff members**

"Academics tend to view this as a way to make their services redundant."

"Faculty and instructor buy-in to general principles of sharing and reuse. Penetration of these concepts is very low despite 9 years of incentive funding by our organization. We are only now seeing a shift towards more mainstream participation and expansive thinking."

2:

M:3.85

66%

Cost of redeveloping courses

"While opportunities to gain credit or have study recognised other than by direct taught provision is very worthwhile it is not an easy or neccessarily cheap (in money and time) option to offer at scale.

It favours students/learner with high motivation and existing study capabilities which usually represent a minority in socio-economicv groups that are the usual target of widening participation schemes."

3:

M:3.84

66%

Lack of volunteers

"The volunteer based business model is not sound enough to attract smaller institutions such as my own which are competing hard in the market. This model is more suited for large institutions such as Stamford or MIT which have the means to be philanthropic."

"I'm not convinced that being an academic volunteer only with the OERu at this point in my career is going to provide me with the necessary research and development outlet that I am looking for to innovate in my field."

4:

M: 3.79

67%

Lack of integration with current workflows or processes

"The university does not officially allow the publication of material under creative commons licences.

This means that a question mark hangs over the use and, particularly, the adaptation of resources changed under creative commons licences.

At the same time, there are pockets of people around the institution who are collaborating with other universities that actively encourage sharing resources. In a certain sense, this produces a dilemma ..."

5:

M:3.75

69% Lack of alignment with organisational strategy

"The institutional mind-set is geared towards a traditional take on higher Education."

"I fear that the education 'entrenchment' of the past and current century may be too recalcitrant to embrace OER potentials."

6: **M:3.62**

61%

Lack of senior leadership support

"Senior management buy in, and we are now in the position of needing a university-wide vision for carrying OER forward. This will need support and resources."

"Whether these are taken further is up to those short-sighted managers who only ever think of the bottom-line numbers associated with courses & student numbers."

Leaders

The role of individuals is essential to the long term sustainability of open educational resources,

but open practices and collaborations between institutions have little hope of success without the support from senior management and leadership to embed openness into educational practices

For open practices to be viable in the long-term, they need to be woven into the fabric of an institution in such a way that it becomes easy for academics and practitioners to understand, participate in, and champion openness.

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[Defining Open]

[Leaders]

[So whats stopping them?]

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[Knowledge about OERs]

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