

OER ENGAGEMENT STUDY

PROMOTING OER REUSE AMONG ACADEMICS

SCORE RESEARCH REPORT

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EXECUTIVE SUMMARY

AIMS

The OER Engagement Study investigated the ways in which higher education institutions (HEI), individual faculties and support staff foster reuse of Open Educational Resources (OER)¹ among academics. The study set out to develop a model of engagement with OER reuse and a set of recommendations on how to promote OER among lecturers. Its remit was to inform anyone who seeks to strategically encourage open practice in his or her institution. Specifically, the following research questions were addressed:

1. What are the main approaches that higher education institutions, individual departments and support staff adopt to promote the reuse of OER among lecturers and what motivates their choices?
2. What is the optimal level of engagement with OER reuse from the perspective of different stakeholder roles, and what steps must lecturers go through in order to reach the optimal level?

METHOD

The study was exploratory in nature and therefore adopted a qualitative approach to data collection and analysis. Data were collected from three groups of practitioners representing six higher education institutions in England: a) promoters of OER engagement initiatives, b) lecturers who participated in a training on OER, and c) faculty OER champions. All together 19 practitioners were interviewed between early February and mid May 2012. Semi-structured interviews were divided into two main parts:

1. Traditional interview with a sequence of themes and questions (to address RQ1).
2. Interactive activity in which participants were invited to work with a sketch of a ladder and three sets of cue cards (to address RQ2).

The purpose of the interactive activity was to help interviewees describe what engagement with OER means to them and how it can manifest itself in people's behaviour and attitudes. They did this by selecting and placing relevant cue cards on three levels of the OER Engagement Ladder: low, medium and high. The core set of cue cards was revised during the course of the study in response to participants' suggestions.

FINIDINGS (1): OER PROMOTIONAL ACTIVITIES

The study identified a number of ways in which institutions, individual departments and support staff foster engagement with OER reuse among lecturers, including:

1. Writing OER into strategic documents and embedding it in a variety of existing systems and services where appropriate.
2. Obtaining commitment and support from senior managers in a faculty, which then facilitates implementation of OER promotional activities.

¹ In this study open educational resources are understood as 'teaching, learning and research resources that reside in the public domain or have been released under and intellectual property licence that permits their free use or re-purposing by others' (Atkins et al., 2007: p. 4)

- Promoting OER through grassroots initiatives on the part of enthusiastic staff developers, OER champions, learning technologists, academic librarians, and other staff whose roles lend themselves to promoting OER.

Bottom-up initiatives are prevalent at the moment; however, those implementing them recognise the limitations of relying solely on grassroots activities; hence, they actively approach senior stakeholders seeking their support to maximise impact.

Examples of grassroots promotional activities identified in the study include:

- Embedding OER in Postgraduate Certificate in Higher Education (PGCHE) programmes as 'you're starting to catch every new staff member coming in' (TD01).
- Offering subject-specific OER workshops as part of staff development programme; but also 'talking about OER in all the other workshops', because 'openness ... is just something you can incorporate into other things' (TY01).
- Bringing OER to lecturers' attention when they are in the process of designing a new course.

FINDINGS (2): LEVELS OF ENGAGEMENT WITH OER REUSE

Participants in the study defined the optimal level of engagement with OER reuse in terms of OER being fully embedded in a lecturer's everyday practice. This includes: a) reusing resources created by others, b) re-sharing resources one has reused, and c) sharing one's own materials under open licences. It often requires a lecturer to let go of years of experience in doing things in a particular way and re-shape their professional identity as a lecturer. A lecturer's commitment to the open agenda often manifests itself by story telling and advocacy.

The steps that lecturers go through to reach the optimal level of engagement are described using the metaphor of a ladder. Figure 1 represents three major levels of engagement with OER reuse: Piecemeal, Strategic and Embedded (i.e. optimal); and three 'realisation steps': Understanding, Need and Reflection.

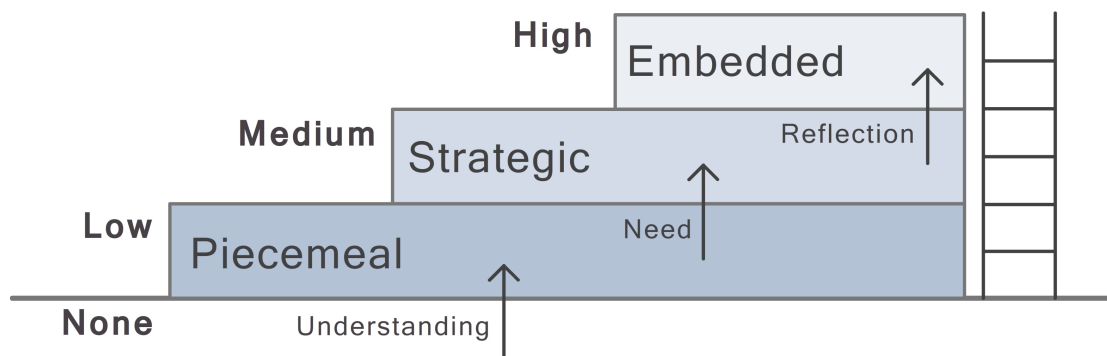


Figure 1 The OER Engagement Ladder. ©2012 Joanna Wild, University of Oxford, CC BY

- No engagement:** This level reflects simply the sharing and reuse practices that academics had adopted long before the concept of OER emerged. Although lecturers are not conscious of OER they often: a) share and reuse educational resources locally or within existing communities of practice, b) use digital resources found on the web to enhance teaching and learning, c) direct students to online resources as supplementary material.

2. **Step 1. Understanding:** The first step in any form of engagement with reuse of open educational resources comes with awareness of OER and Creative Commons (CC)² licences and understanding of benefits that using OER can bring to lecturers and students, compared to 'free stuff on the web'. Hence, any training on OER should include the following elements: a) discussing benefits of using OER, b) showing examples of how other people use them, c) reassuring lecturers that reusing materials created by others is good practice.

3. **Low level of engagement (Piecemeal):** A person starts searching for OER but their reuse behaviour remains largely unchanged (i.e. OER is used alongside 'free stuff on the web' usually to 'fill in gaps' in own teaching materials or as supplementary resources for students). A lecturer is more likely to reuse OER produced locally or recommended by trusted people. Factors that can have a positive impact on lecturers' engagement include: a) realistic expectations as to what is available 'out there' in one's own discipline, b) existence of a local OER repository, c) regular recommendations of resources by trusted people. Hence, support services should focus on: a) providing bespoke training and support in locating OER, and b) providing technical solutions to facilitate discipline-specific sharing, passing on, and aggregation of resources within local communities.

4. **Step 2. Need:** Engagement with OER reuse can be reinforced at the point of designing a new course, or even better, redesigning an old one from on campus to blended or online delivery. What lecturers often realise then is that creating everything from scratch is far beyond their capacity, especially if they want to introduce new, more engaging types of resources. Hence, staff developers should concentrate their efforts on fostering engagement with OER reuse around module teams, as they are likely to attract more attention if what they offer is of direct relevance to what lecturers are currently working on.

5. **Medium level of engagement (Strategic):** At this level searching becomes more targeted and often moves outside the comfort zone of an institutional repository. OER are still used as supplementary materials but some are also integrated into core teaching. Lecturers start taking advantage of CC licences by making small adaptations ('tweaks') to the resources they want to use. Also correct attribution of materials to their original authors becomes more common. Enabling factors at this level include: a) knowing where to search for OER, b) support in locating relevant OER, c) small granularity of resources and support in making more significant adaptations, d) understanding CC BY³ and the implications of other types of CC licences for reuse. It is advisable to: a) provide lecturers with templates to guide searches and quality assessment of OER, b) double-check licensing terms of resources they find, c) help lecturers with correct attribution of resources to their original authors.

6. **Step 3. Reflection:** A crucial moment that can impinge on a lecturer's engagement with OER arrives when they have collected feedback on students' learning experience in a particular 'OER-enhanced' session or module. Another important aspect is how positive a lecturer feels about the whole experience of having located and reused OER in their teaching (i.e. do they feel that it benefited them or their students in one way or the other?). The more convinced a lecturer is of positive effects that reusing OER has had on their practice, the more likely they are to continue reusing OER or even start sharing OER themselves. Publicly sharing one's own OER can act as a major trigger to changing

² Creative commons licences 'help creators ... to retain copyright while allowing others to copy, distribute, and make some uses of their work': <http://creativecommons.org/licenses/>

³ CC BY stands for Creative Commons, Attribution licence. It allows others to distribute, modify, remix and build upon the work as long as the author of the original work is credited: <http://creativecommons.org/licenses/>

the way in which a person thinks about reuse of somebody else's materials from a legal perspective. It is at this point that a person starts caring about the legal use of every single third party resource they incorporate into their own material.

7. High level of engagement (Embedded). This is the optimal level of engagement with OER reuse. OER are fully embedded into a person's teaching and learning practice and, as a result, are incorporated into student learning more widely and with confidence. There has been a major shift in a teacher's perception of who should benefit, from the initial focus on self-benefit and the benefit to one's own students, to benefits to the entire community which manifests itself in a teacher's engagement in: a) sharing own resources under open licenses, b) re-sharing and commenting on resources one has modified and reused, and c) advocating OER and open practice. Enabling factors at this level include: a) evidence about the benefits and drawbacks of reusing educational materials on a larger scale, including student perceptions, b) 'stewarding' sharing, re-sharing, aggregation of, and discussion around resources within smaller, discipline-specific networks and communities.

RECOMMENDATIONS

The following recommendations are made from the findings:

RECOMMENDATIONS TO INSTITUTIONS

1. Embed OER where appropriate into existing institutional documents; it is a way of letting academic staff know where the institution stands in terms of OER reuse. Do not prescribe how and when reuse should happen, but leave it to academics as to what, when and how much they reuse OER.
2. Embed OER into existing systems and services. Engage staff developers, librarians, and learning technologists. Build a network of support around the use of OER.
3. Invest in staff development. Offer lecturers time and space to experiment; it is a form of recognition.
4. Capitalise on the enthusiasm of OER champions in departments. Work together to find technical solutions to facilitate local sharing, reuse and clustering of good quality OER that lecturers and students produce or find on the web.

RECOMMENDATIONS TO OER PROMOTERS

5. Raise awareness of OER by embedding the topic into existing staff development offerings. Capitalise on the interest you might have raised by offering lecturers time, space and bespoke support to investigate the topic further.
6. Concentrate your efforts on fostering OER engagement around module teams, as you are likely to get more attention if what you offer is of direct relevance to what lecturers are currently working on.
8. When introducing staff to the concept of OER and CC licences, demonstrate their direct benefits. Have a repertoire of possible benefits to choose from because what makes a convincing case will differ from person to person.
9. Start small – direct lecturers to your institutional OER repository first, especially if they are likely to find enough resources there from within their own discipline.
10. When giving advice on external places to look for OER, be discipline specific and realistic. Providing links to repositories and saying: 'Go and find out for yourself' can be

counterproductive. In some disciplines the only sensible thing might be to limit Google or Flickr search results to CC licensed materials.

11. Point lecturers towards support services within the institution that can help with locating the right places to look for OER in their own discipline; for example librarians or learning technologists could act as brokers of content.

12. Full understanding of the opportunities and limitations of CC licences can only be understood in use; therefore support and guide academics in getting the licensing and attribution right until you feel they are able to do so independently.

14. Collect evidence and examples of both successful OER reuse stories and failures.

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1. INTRODUCTION

This document reports on the OER Engagement Study – an investigation into the ways in which higher education institutions, individual faculties and academic support staff foster engagement with OER⁴ reuse among lecturers. The study was conducted as a part of the SCORE fellowship programme: a three-year project funded by the Higher Education Funding Council for England (HEFCE) to support the implementation of OER in English universities. The study set out to develop a model and a set of recommendations on how to promote OER reuse among lecturers. Its remit was to inform anyone who seeks to strategically encourage open practice in his or her institution.

In this study open educational resources are understood as ‘teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license⁵ that permits their free use or re-purposing by others’ (Atkins et al., 2007: p. 4). OER may include a variety of formats and sizes, from a simple image or a learning activity to entire textbooks or modules.

In the UK, major OER funding has been provided by the HEA-JISC OER programme⁶. After a first series of OER projects had been completed, McGill et al. (2010) reported that there was a lack of evidence of demand for, and reuse of the resources that had been released. A major shift in the focus of the programme followed as a result. Since 2011, themes in the foreground have been more on the use and reuse side of OER and institutional support for ensuring academic uptake (Thomas, 2011).

The general consensus in the literature is that if the OER movement is to be sustained, it has to expand from the realm of externally funded projects and into everyday practice in academia (e.g. Browne et al., 2010; Highton et al., 2011). Uptake by academic staff, however, cannot be achieved without support. Recently, Masterman and Wild (2011), reporting on the findings from the OER Impact Study⁷, encouraged higher education institutions (HEI) to ‘capitalise on existing professional development activities in order to foster a voluntary culture of sharing and reuse’ (p. 61).

The OER Impact Study reported on some early attempts to raise academics’ engagement with OER through a) embedding OER in the postgraduate certificate in higher education (PGCHE), b) customised workshops on OER, c) building a social layer to OER repositories, d) embedding OER in curriculum design initiatives and e) individual mentoring. The present study has taken these results forward and explored such initiatives in more depth.

⁴ OER stands for open educational resources

⁵ An example of such a licence is a Creative Commons licence: <http://creativecommons.org/licenses/>

⁶ <http://www.jisc.ac.uk/oer/>

⁷ The study was commissioned by JISC-HEA to investigate the use of OER, the benefits they can offer to institutions, lecturers and students, as well as factors conducive to uptake of OER: <http://www.jisc.ac.uk/whatwedo/programmes/elearning/oer2/oerimpact.aspx>

2. METHODOLOGY

2.1 RESEARCH QUESTIONS

The research questions (RQ) that guided the design and implementation of empirical work were:

1. What are the main approaches that higher education institutions, individual departments and support staff adopt to promote the reuse of OER among lecturers and what motivates their choices?
2. What is the optimal level of engagement with OER reuse from the perspective of different stakeholder roles, and what steps must lecturers go through in order to reach the optimal level?
 - 2a. How can engagement be nurtured and sustained?
 - 2b. What do promoters of OER engagement realistically aim to achieve, and how can they tell whether they have been successful?

2.2 PARTICIPANTS

This study was exploratory in nature and therefore adopted a qualitative approach to data collection and analysis. Data were collected from three groups of practitioners representing six UK higher education institutions:

- promoters of OER i.e. those offering OER training or similar engagement raising initiatives
- lecturers who participated in training on OER
- faculty OER champions

Promoters were largely support staff: learning technologists, staff developers, librarians, module team support staff, and staff responsible for the implementation of graduate attributes into curricula. Faculty OER champions were lecturers who are experienced OER users and act as OER stewards in their own faculty. Five promoters had been interviewed earlier for the OER Impact Study⁸ and were now approached again to follow up on issues relevant to this study. Other promoters were recruited using purposive sampling. Lecturers and OER champions were identified with the help of promoters. A promoter in institution F did not manage to find any lecturers for the interview; similarly none of the participants in an OER workshop in institution D volunteered for the study. In all, I spoke to 19 individuals, as listed in Table 2.1 below.

Table 2.1. Demographic data for the participants in the study

Uni code:	Uni type:	Participant code:	P	L	C	Role description	No. of years teaching in HE
R	Research-intensive	PR01	X			Co-leader of the e-learning team in the faculty	N/A
		PR02	X			Open learning support officer and project manager	N/A
		TR01		X		Lecturer in nursing	8

⁸ I was part of a team researching in the JISC-commissioned OER Impact Study conducted between November 2011 and June 2011:
<http://www.jisc.ac.uk/whatwedo/programmes/elearning/oe2/oeimpact.aspx>

		TR02			X	Lecturer in biological sciences, research methods, e-learning	25
T	Research-intensive	PT01	X			Learning technologist	N/A
		PT02	X			Senior learning designer	N/A
		TT01		X		Lecturer in criminology; security & risk management	11
		TT02		X		Lecturer in management of voluntarily organisations	10
Y	Open and distance learning (ODL)	PY01	X			Head of Faculty Team; supports educational language studies & social sciences	N/A
		PY02	X				N/A
		TY01			X	Lecturer in Spanish	Not stated
		TY02		X		Lecturer in German	3
D	Post-1992	PD02	X			Programme leader of PGCHE	N/A
		TD01	X		X	Lecturer in medical science; teaches in an workshop on OER in PGCHE	Not stated
M	Post-1992	PM01	X			Head of e-learning	N/A
		PM02	X			Head of employability; supports modules teams in implementation of employability skills across modules and courses	N/A
		TM01			X	Lecturer in tourism & hospitality management; lead of curriculum refocus in the faculty	Not stated
		TM02		X		Lecturer in social work	21
F	Research-intensive	PF01	X			Learning technologists; supports lecturer in designing online courses	N/A

*P = Promoter, L = Lecturer, C = Champion

2.3 DATA COLLECTION

A series of semi-structured interviews was conducted between early February and mid May 2012. The interviews were on average one hour long and were divided into two main parts:

- Traditional interview with a sequence of themes and questions to address research question 1 (RQ1).
- Interactive activity in which the participants were invited to work with a sketch of a ladder and three sets of pre-prepared cards. This activity was designed to shed some light on research question 2 (RQ2).

2.4 THE OER ENGAGEMENT LADDER

The purpose of the interactive activity was to help interviewees describe what engagement with OER means to them and how it can manifest itself in people's behaviour and attitudes. The sub-questions that guided the empirical work in this activity were:

- What behaviour and attitudes are characteristic of a person who has just started to reuse OER?
- What would be expected of somebody who is fully committed to reusing OER?

- What makes people disengage from using OER?
- What are the enabling factors that reinforce engagement?

In the course of the activity participants worked with a sketch of a ladder and three sets of colour coded cue cards. I chose the metaphor of a ladder as it conveys well a message of direction and progression from an established practice of sharing and reusing educational materials in general, through an emerging awareness of OER and their benefits, to full uptake and reuse of OER.

Participants were invited to describe how reusing OER manifests itself at each of the three steps on the ladder: low, medium and high. They did this by selecting and placing relevant cue cards on a sketch of a ladder. To create the cue cards I had returned to the data from the OER Impact Study and extracted verbs that describe what expert or novice users do with OER. I used the same technique to extract barriers to engagement as well as enabling factors. As a result the participants were provided with three sets of colour coded cue cards: yellow for signs of engagement, pink for barriers to engagement, and orange for enabling factors. Participants started by placing the yellow cue cards on the ladder, and then moved on to orange and pink cards.

The cards were not 'set in stone', but were used mainly as stimuli. Participants were invited to modify the core set of cards, omit cards that did not apply to them, and add new cards. In response to participants' suggestions, the core set of cards was revised during the course of the study from one interview to another.

The original intention was for participants to map barriers and enablers against signs of engagement; however, some of the interviewees found it easier to talk about high and low barriers to engagement; hence the approach was adapted to what worked best for them. Participants were asked to focus either on the barriers they had experienced themselves (lecturers) or on the barriers relevant to academics in their institution (promoters). Along the way they were invited to provide examples of how the barriers could be removed with appropriate support. Promoters were asked to refer to techniques they had applied in OER training; whereas lecturers were invited to refer to examples of support they had received in the training. These support cards were also placed on the ladder and colour coded in green.

Interviewees were invited to speak aloud in the course of the entire activity to capture the narratives around the choices they were making. An example of a completed ladder is provided in Figure 1 below.



Figure 2.1 Example of a completed ladder from one of the interviews

2.5 DATA ANALYSIS

All interviews were audio recorded. The data from the first part of each interview were analysed using TAMS analyser – an open source tool to support qualitative data analysis. Full verbatim transcripts were made for the passages of the recording identified as important. The data were analysed applying a thematic analysis approach i.e. examining similarities, differences and relationships between elements in the data set (Gibson, 2009).

The interactive activity in the second part of the interview was analysed using a pen and paper technique. The data from the promoters were analysed separately from the data from the lecturers but the results were brought together in one graphical display to allow emerging interrelationships and patterns to surface and help the analyst to draw justified conclusions (Miles & Huberman, 1994).

3. FINDINGS (I): PROMOTIONAL ACTIVITIES (RQ1)

This part of the report presents findings from the interviews with the OER promoters (i.e. members of support staff who foster lecturers' engagement with reuse of OER). The study identified a number of ways in which institutions, departments, or individuals promote the use of OER among lecturers:

- Writing OER into strategic documents and embedding them in a variety of existing systems and services where appropriate (e.g. PM01).
- Securing a certain level of commitment on the part of senior management staff in a faculty, which then facilitates implementation of OER promotional activities (e.g. PR01, TY01).
- Promoting OER through grass-roots initiatives on the part of enthusiastic staff developers, learning technologists and other support staff (e.g. PT02, PF01, PD02).

The Pro-Vice chancellor for teaching and learning in institution M has actively supported the implementation of Open Education from the very first phase of HEA-JISC funded OER projects. He set Open Education as a teaching and learning priority for the year their OER project was running; as a result the 'faculties had to engage in open education because it was part of a policy and they had to report back on that' (PM01). The initial focus was on sharing their own OER. Soon, however, the institution has moved from producing to reusing OER. When asked what triggered that change, PM01 responded:

Two things really, one is that we get more value of being consumers of OER ... Secondly, the model that we have for production is based on individuals and faculties taking the ownership of that process, so inevitably after the [OER] project it's slowed down a bit. We didn't want to invest in a centralised production cycle because it means a heavy annual investment ...and we wanted to explore how open educational resources can improve students' experience.

The approach that institution M has taken to promote OER reuse among academic staff is based on embedding OER in existing strategic documents – for example teaching and learning strategy and e-learning implementation plans – and talking about OER in staff support services that are already in place:

We've already got a copyright officer who works in the library ... so it was just a natural alignment for that person to talk about IPR in relation to Open Education. So the copyright officer discusses copyright both in the © and CC. (PM01)

PM01 and PM02 felt that this approach is much more effective than dedicated policies or documents: 'When you have a top-down person telling people to do it, they kick against it, whereas having people that are trusted saying: "Have a go with that!" - that's more beneficial' (PM02).

Both PM01 and PM02 are attached to the central teaching and learning unit in their institution that offers support and staff development services to the faculties. OER has become an integral part of the majority of services offered:

If we're running an OER workshop on digital literacy, we'll talk about OER in that. If we're doing a workshop on enterprise there'd be some talk of OER in there as well. So the sustainability is just about talking about OER in all other workshops. (PM01)

PM02, for example, has to make sure that every single course in her university has employability skills embedded into the curriculum. She promotes OER because she sees them as a route to achieve this goal.

Universities R and Y have also written OER into their institutional strategies but both institutions focus rather on releasing own materials under open licenses than reusing resources produced elsewhere.

There is a kind of kudos to the institution to releasing lots of materials ...
There is less visibility to the institution around people reusing content from other places. (PR01)

Although the institutional OER agenda in both universities focuses mainly on the production of openly licensed materials, reuse of resources produced elsewhere is encouraged and supported in individual departments.

PR01, who is co-leading the e-learning team in the health department in university R, has run a series of subject-specific workshops on OER as part of a staff development programme for faculty members. The e-learning team, which consists of circa a dozen people, is also responsible for supporting curriculum development and enhancing courses with technology. PR01 works closely with module teams in the faculty helping them, among other things, decide which content they might want to develop from scratch and what they can reuse. PR01 has also developed help sheets and checklists to facilitate the process of searching for OER and evaluating the quality of the materials.

In the faculty of languages in institution Y, sharing and reuse of teaching materials happens in a community of practice loosely connected to a repository of openly licensed resources. TY01, herself a lecturer in the faculty, was a driving force behind the idea of creating a technical solution for facilitating sharing and reuse of teaching materials between language lecturers in the faculty and beyond:

I think I was interested in providing this kind of a system, because I knew from the point of view of a tutor that there was lots of material being created and it just wasn't seeing the light of the day at all, no nice system for sharing. (TY01)

TY01 set out to seek senior managers' approval for the implementation of her idea. She reported that departmental buy-in was crucial in getting the repository embedded into the way they produce and deliver courses. The OER repository, however, was not an end in itself. Having a staff development role in her faculty, TY01 focuses on 'creating spaces where people come together' and work on something they are interested in, and also on OER:

As well as the activity they want to do, there is this sub-text of learning how to make it into an OER, or thinking about: 'if I want to include a picture, where can I get a picture that I can publish?' (TY01)

Most approaches to foster engagement with OER reuse identified in this study can be described as grass-roots initiatives led by people whose roles lend themselves to promoting OER. These stakeholders include: a) academic librarians, b) learning technologists, c) staff developers, and d) staff responsible for implementing graduate attributes.

TD01, an OER champion in her faculty, has supported PD02 in embedding OER into the Postgraduate Certificate in Higher Education (PGCHE). At the time of the interview they had delivered a pilot workshop on OER, which, although optional, attracted about thirty participants. TD01 felt that the benefit of including OER in a professional development programme targeted at early-career lecturers is that one is 'starting to catch every new member staff coming in.' Interestingly, OER has also been embedded into the PGCHE in

all the other institutions included in the study, usually as an optional module. Institution M is the only one in the study which embedded OER as a topic throughout the modules offered as part of their PGCHE.

OER is also an integral part of a support service for module teams offered by PT01 and PT02. Specifically, the service offers advice in designing courses for online and blended delivery. PT02 highlighted the fact that:

OER is not at the heart of [the service]; OER is an element in [the service] alongside many others ... In the context of designing a course clearly those materials play a role as is the case with technologies and ideas of design and approaches to pedagogy and such.

Module teams who attend the workshops are invited to create a storyboard for their course and design sample activities that make use of a variety of resources, including OER. As part of the process they are advised on places to look for OER. PT02 sees this as a chance for lecturers to think about the purpose of teaching: 'if it's content creation and that is all, then it makes them think: "but look at all the free stuff that is already out there", you know, so it kind of makes them re-evaluate what they are doing as instructors.'

PF01 also supports lecturers in designing online courses. Her department offers courses for adult students who seek continuing education and wish to update their professional skills. Her support is always focused on a particular course and so are the recommendations she offers on websites and repositories with relevant online resources, including OER.

All promoters recognise the limitations of relying solely on bottom-up initiatives. As PM01 noticed: 'If the buy-in to use OER is not high enough in your institution, engagement gets to a certain point and then it becomes something that individuals are doing.' Hence, they actively approach senior stakeholders seeking their support in maximising impact. PT02 reported that although he and his colleagues had made 'sustained efforts' to introduce OER to strategic people in the institution, 'with repeated evidence-based arguments about the need for this', it is only very recently that these efforts have started to bring any visible results.

Similarly PD02 and TD01 compared discussions they have with senior stakeholders to an ongoing battle: 'I don't think they quite get what open education can offer yet.'

4. FINDINGS (II): LEVELS OF ENGAGEMENT WITH OER REUSE (RQ2)

Using the metaphor of a ladder this section discusses steps that academics are likely to take when engaging with use of OER, barriers they are likely to encounter on the way, and the kinds of institutional support they might need to move things forward. Figure 4.1 represents three major levels of engagement with OER reuse: Piecemeal, Strategic and Embedded; and three 'realisation steps': Understanding, Need and Reflection. These are discussed in detail in sections 4.1 – 4.7 below.

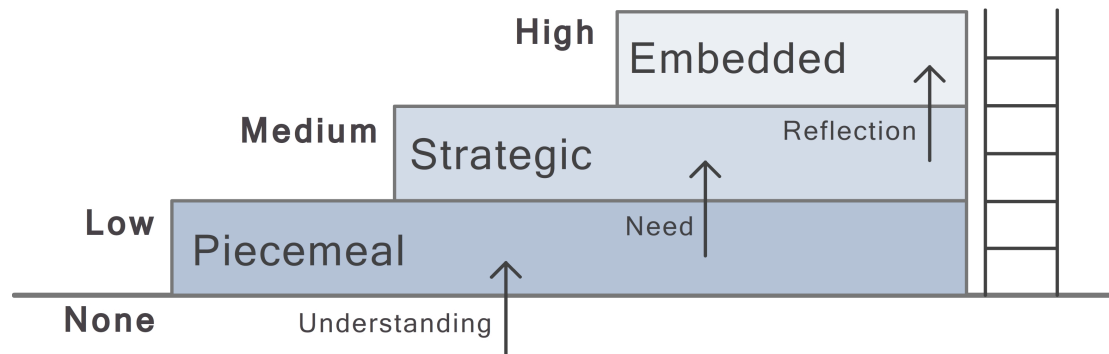


Figure 4.1 The OER Engagement Ladder. ©2012 Joanna Wild, University of Oxford, CC BY

4.1 LEVEL OF ENGAGEMENT: NONE

This level reflects simply the sharing and reuse practices that academics had adopted long before the concept of OER emerged. Although lecturers are not conscious of OER, they share and reuse various types of teaching materials they produce or find online. How much a person engages in sharing and reuse practices described below depends on several variables such as: the discipline in which they teach (TR01, TY02, PM02, TT02), existing institutional content production processes (PY01, PM01), a lecturer's level of digital competency (TY02, TM02), or beliefs they hold about teaching and learning (TT01, TR02). Figure 4.2 provides a summary of sharing and reuse-related practices at this level. These are described in detail in section 4.1.1.


None	Step 1: Understanding
	
	Directs students to online resources as supplementary material
	Uses digital resources found on the web to enhance teaching and learning
	Shares and reuses educational resources locally or within existing communities of practice

Figure 4.2 Level of engagement: None

4.1.1 EXISTING SHARING AND REUSE PRACTICES

Sharing and reuse of educational resources locally happens largely informally, ad hoc and within small networks of colleagues and peers. Resources shared may include different types of both digital and printed materials such as presentations and handouts but also sessions and modules often passed on from experienced to novice lecturers, or between colleagues. Local sharing and reuse ‘is so useful and pertinent to their practice that they might not be bothered about OER and still using it’ (TY01); ‘Staff is already doing this locally, within their immediate teams’ (TD01).

In some areas there is also a long tradition of sharing and reuse of resources externally, within existing communities of practice or professional networks. In health, for example, ‘the ethos of professionalism is about sharing’ (PR01). Also ‘career and employability has a history of being very cooperative ... so you’ll find that there is a whole raft of resources available through those networks’ (PM02).

Using digital resources found on the web to enhance teaching and learning may include different types of digital resources some of which might be labelled for reuse in some way: ‘we started to look on the web at what other people had released, not under the banner of OER but just released out there and said other people could use it’ (TM01); yet other resources are copyrighted, but lecturers would still include them in their presentations or upload them into the institutional VLE for the benefit of their students: ‘I think people are quite prepared to take stuff off the Internet and make resources for their private use which probably does break copyright’ (TY02); ‘IPR is still one of these things that staff struggle to fully understand. They think because they’re in education they’re safe’ (PM01).

Directing students to online resources as supplementary material was seen – especially by promoters – as common practice among academic staff, with OER being just another resource that lecturers might find on the web and recommend to students:

PT01: I think it is pretty common, don’t you think?

PT02: But the thing is that we have a lot of practitioners who do this completely blissfully unaware of anything else.

PT01: Yes.

4.1.2 ENABLING FACTORS

Although – as reported by academics interviewed in this study – sharing and reuse-related practices described above are fairly common, they are not a common denominator for all academic staff. As already evidenced in the OER Impact Study:

The principal prerequisite to engagement with OER – indeed, with any materials that one has not authored oneself – is a belief in the value and validity of sharing and reuse of resources among lecturers, which may be realised in an enhancement of the quality (and, hence, outcomes) of students’ learning, and in lecturers’ personal professional development (Masterman & Wild, 2011: p. 58).

Indeed, lecturers participating in this study also shared a **belief that reusing resources is a good practice** that can enhance teaching and learning. However, they also emphasised the importance of collecting evidence of the actual effectiveness of the approach, especially if the practice of sharing and reusing teaching materials in academia is expected to scale up in the years to come.


From the promoters’ perspective whether or not a lecturer believes or not in the value and validity of sharing and reuse may be a function of the discipline in which they teach. PM02 reported that lecturers in the business faculty ‘just don’t see why people would give things away for free because it’s not a business mentality’ (PM02). In contrast TD01, a lecturer in medical science, said that she has not ‘come across one person that said: “I don’t want to release my stuff”’ as ‘they’re all working with external partners: hospitals, professional bodies...’

Finally an obvious prerequisite for engagement with digital resources of any type is a certain level of **confidence in one’s own ability to effectively search for, locate, access, download, manage, edit, and upload digital resources** for others to access: ‘there is this basic issue of computer literacy. It might not occur to some people – if they wanted something – to even google’ (TY02); ‘they often don’t have the confidence or innate, sort of ability to be able to manage and manipulate digital resources’ (PY01).

4.2 STEP 1: UNDERSTANDING

When asked about the appropriateness of using a ladder analogy to describe a person’s engagement with OER reuse, PM02 commented: I don’t see it as a neat move up the ladder thing. It’s more of: you get so far and then you suddenly realise: ‘Oh, so this is why!’

Indeed, the analysis of data collected from the interviews revealed the existence of such critical moments that may impact on a person’s engagement with OER. These moments are summarised as three steps: understanding, need and reflection. The first one – what makes a non-user become a low-user of OER – is described below (Figure 4.3).

Step 1: Understanding	Low: Piecemeal
	
	Is confident that it is good practice to reuse OER
	Begins to distinguish in their head between ‘free stuff on the web’ and OER
	Is aware of OER and open licences


 None

Figure 4.3 Step 1: Understanding

The first step in any form of engagement with open educational resources is **awareness of the concept of OER and Creative Commons (CC) licences**: ‘That’s what I needed to start’ (TM02); ‘I should imagine that most people who were beginning to think about it must be aware of the license because it’s so important’ (TT01).

Although learning about OER and the existence of CC licences was indeed a first step to engagement, others admitted:

I knew about the CC licence but I kind of put it at the back of my mind and it wasn’t that important. And it’s when I went to the workshop that I realised: ‘Actually it is important!’ (TR01)

Hence, introducing lecturers to the concept of OER and open licensing should always come together with helping them **distinguish between OER and ‘free stuff on the web’**; preferably by showing examples of when the former should be favoured over the latter and what benefits can follow for the lecturer and/or for the students. The bottom line is, those who have a role in promoting OER among lecturers should be able to make a convincing case based on existing examples and clear benefits. Appendix 1 provides a summary of tactics applied by the promoters interviewed in this study.

Finally, some lecturers will just need to be **reassured** that using OER and integrating them into their core teaching is regarded as good practice and is encouraged by strategic people in their institution:

One of my concerns about OER in general, or about using them, is the thought that people might see it as lazy or poor practice ... so it was very useful to go to this session and to sort of receive information about the fact that it’s not poor practice to do that. (TT01)

Certainly in my first project people were like: ‘using somebody else’s materials, isn’t that cheating? Can I do it? Aren’t I supposed to produce my own stuff?’ And giving people that permission was a really important part of [the training]. (TM01)

4.3 LEVEL OF ENGAGEMENT: LOW (PIECEMEAL)

What lecturers bring to this level is awareness of OER and CC licences and a willingness to find out more about the topic. They can also see how OER could potentially benefit them and their students.

This level is mainly an exploration into what kind of OER are available in a lecturer’s own discipline, but the ways in which lecturers go about searching for and reusing educational materials remain largely unchanged (i.e. OER is used alongside other ‘free stuff on the web’ usually to ‘fill in gaps’ in their own teaching materials or as supplementary resources to which they can direct their students):

You might start off down here [i.e. low level of engagement], sort of like dabbling a little bit and just directing students to OER. (TR02)

Low users tend to fall upon OER or use OER when they need to find something quickly. (PM01)

Figure 4.4 summarises how engagement with OER manifests itself on this level. The details are provided in section 4.3.1 below.

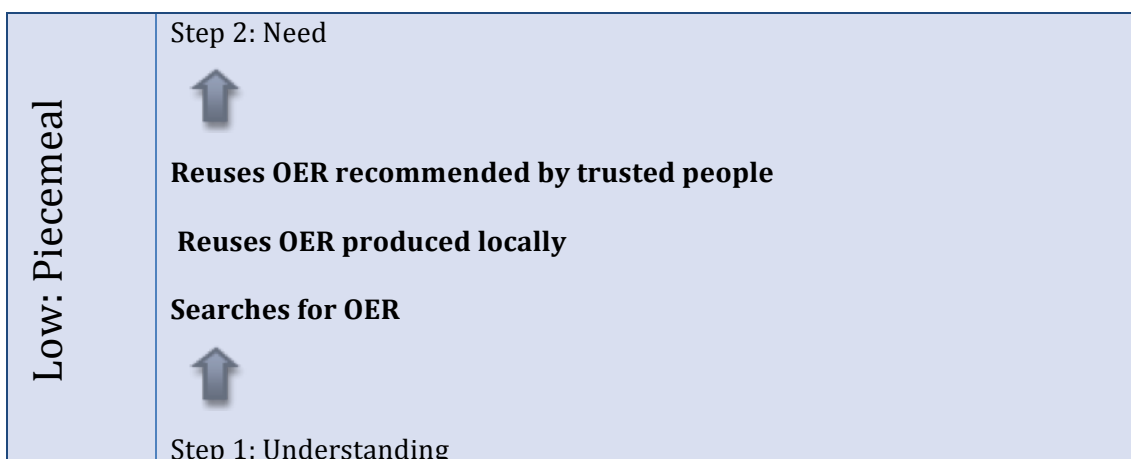


Figure 4.4 Low: Piecemeal

4.3.1 SIGNS OF ENGAGEMENT

Most promoters and lecturers saw **searching for OER** as one of the early signs of engagement with open educational resources. At this stage lecturers usually know of one or two OER repositories they could go to, or are aware of other simple techniques they can apply when searching specifically for OER (e.g. how to limit Google or Flickr search results to materials released under open licences). It should be noted, however, that at this stage searching for OER is not a regular or targeted activity and it can be more or less successful, depending on different factors such as: the amount of OER available within a lecturer's discipline, a lecturer's searching techniques, and whether or not they receive any additional advice or guidance from support services in their institution.

Reusing OER produced locally was also placed low on the OER engagement ladder. Lecturers in particular saw it as a function of a person's engagement with OER whether he or she uses mainly OER produced locally, or also searches the web to locate resources. Local OER repositories were largely considered as a 'first port of call' for lecturers who are new to OER – especially if a subject they teach is well covered in terms of the amount of resources released (e.g. health and social sciences (TR01) or languages (TY02)).

At early stages of lecturers' engagement with OER reuse, **materials recommended by trusted people** – such as learning technologists, librarians or staff developers – have a better chance of being noticed and, as a consequence, reused:

I know there is a whole lot of resources in Jorum, but if someone I trust told me that there is one written by so and so at such and such university which is really good [...] I am far more likely to use that. (PT02)

4.3.2 ENABLING FACTORS

This is an important stage in terms of fostering engagement with OER as many things can go wrong and push engagement back to 'None.' Quite a common approach among OER promoters is to focus OER training on three major aspects: a) raising awareness of OER and CC licences, b) showing benefits and showcasing some of the resources, and c) giving lecturers links to OER repositories for further exploration. Hence, lecturers leave such training with an interest in the topic, a few ideas of places to look for OER and, in

some cases, unrealistic expectations as to what and how much is 'out there' in their own discipline.

PM02 reported that it is not uncommon for OER promoters to choose examples of multimedia resources from one or two disciplines that are quite well represented in the repositories; hence lecturers 'look at all the flashy nursing ones', for example, 'and think: "Yes, that's fantastic!" Then they start searching in a different subject area and there is nothing.'

A similar issue was raised by PM01 with respect to the varied quality of OER: 'If you sell OER to somebody and they go and find something of poor quality, that's it – you've lost them' (PM01).

Realistic expectations

Hence – preferably – any training on OER should be bespoke and leave lecturers with a fairly realistic picture of what is 'out there' in their own area, where to look for it, and what the issues might be. PM02, for example, has developed 'a matrix that indicates all the OER across the whole range of employability area ... so that people have some physical thing to take away and work from.'

Alternatively, if training is targeted at a broader audience, it should still raise the issue of discoverability of OER and advise lecturers on where they can go next for bespoke training and support in locating resources in their own discipline. In institution M, for example, academic librarians are actively involved in sourcing OER: 'If you involve the library, you're likely to get a list of six or eight [resources] which you might look at and decide that maybe three or four are suitable' (TM01).

Local repositories

The reasons that lecturers gave for favouring local OER repositories over external ones were: a) direct relevance of resources to institutional context (TY01, TY02), and b) good accessibility of teaching materials (TR01, TY02). From the promoters' perspective, quality plays a significant role: if a resource is uploaded into the institutional OER repository then its quality should be acceptable: "There is definitely a comfort zone of: "My institution has already validated these things, so I'm not going to get in trouble for using these"" (PF01).

Networks of trust

Someone who has never used OER who gets a recommendation from someone they trust or from the community of practice that they trust they are likely, far more likely, to use that and begin to use a few others. (PT02)

For anyone who is just starting to use OER, recommendations of specific resources that might be of relevance to their courses are of great value. These recommendations, however, have to come from trusted people: e-learning teams (TR01, PR01), learning technologists (TT02, PF01), librarians (TM02, PY01), staff developers (TT01), as well as colleagues who are perceived as OER champions (TY02, TR01) were often named as being trusted and extremely helpful: 'E-resources team is really good, and very proactive with sending stuff and circulating resources.' (TR01).

Technical solutions to facilitate local subject-specific networks

Another important enabler is when appropriate technical solutions are in place to facilitate local sharing, reuse and clustering of high quality OER that support staff, lecturers and students find on the web. The lack of an appropriate technical solution and how this impeded the effectiveness of local sharing and reuse of materials in her department was highlighted by TY01. She responded by taking the lead in putting such a system in place:

I think I was interested in providing this kind of a system, because I knew from the point of view of a tutor that there was lots of material being created and it just wasn't seeing the light of the day at all, no nice system for sharing. (TY01)

TY01 reported that departmental 'buy-in' and colleagues' active involvement in shaping the system to their needs were both crucial for the success of her project: 'We tried from the start that as many people from the user community as possible were actually involved in the creation [of the system] and they were giving feedback and contributing to it' (TY01).

4.4 STEP 2: NEED

An important breakthrough in a lecturer's engagement with OER reuse is likely to come when he or she is involved in a process of creating a new course, or even better, redesigning an old one from on-campus to blended or online delivery (Figure 4.5).



Figure 4.5 Step 2: Need

What lecturers often realise at this point is that creating everything from scratch is far beyond their capacity, especially if they want to introduce new, more engaging types of resources:

The courses that we started develop, we want them to be more web-based ... so it all seemed a bit of a blind panic at the beginning: 'how I am going to write all of this?' So when they introduced us to OER, then I thought: 'oh that's great because these are open access so the copyright aspects and that sorts of things are all sorted for us. (TR01)

Most of our experience in providing distance learning was in paper-based modules ... but obviously if you deliver a programme online it's not appropriate to have huge amounts of just written material. (TT01)

Of course, this need does not apply to institutions that specialise in online teaching. In such institutions clearing copyright on external resources and producing high quality multimedia resources are usually included in the business model and hence are budgeted for. If this is the case, there is little motivation for module teams to reuse OER:

There is a very strong tradition in the ... university for creating materials and because we have this reputation for really high quality material, so everything is like, you know: 'We could maybe use that but actually it's not good enough, we can do better.' (TY01)

Module design processes, as well as the format of training and support for module teams will vary from institution to institution. In institution T, for example, module teams can sign up for a two-day workshop on designing blended and online courses but it is not obligatory. In contrast, in the department for adult education in institution F, a two-hour briefing on the course authoring process is a standard procedure that involves a course

author and a learning technologist. Most promoters felt that the time when module teams come together to design new or re-design old courses is probably the most opportune moment to ‘invite people to reconsider their practices ... and consider alternatives that include OER’ (PT02).

For module teams it is also a chance to seek bespoke support and advice; for example on where to look for OER relevant to their particular course:

It’s about pedagogic principles, showing them examples of courses, showing them students’ learning on the courses and: ‘this is how you find free resources, these are examples of good things’ ... It’s very focused on their particular course and on them. (PF01)

Proactivity on the part of course design support services was named as another important enabler at this step, especially if using such a service is not a standard procedure but something that module teams can choose to do: ‘It very much requires us to be aware that a certain course in a certain discipline is coming and be proactive and approach them’ (PT02).

4.5 LEVEL OF ENGAGEMENT: MEDIUM (STRATEGIC)

At this level there is a shift in a lecturer’s approach to searching for and reusing OER from piecemeal to a more strategic one. Searching becomes more targeted and it often moves outside the comfort zone of an institutional repository. OER are still used as supplementary materials but some are also integrated into core teaching and learning practice. Figure 4.6 provides a summary of signs of engagement with OER reuse at this level. A detailed description follows in section 4.5.1 below.

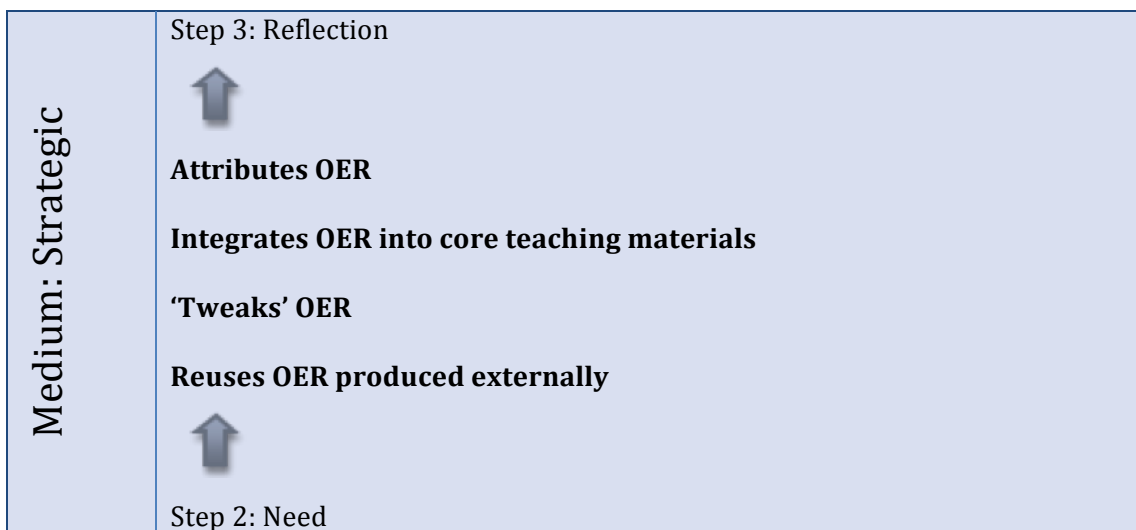


Figure 4.6 Medium: Strategic

4.5.1 SIGNS OF ENGAGEMENT

Reusing OER produced externally was usually seen higher up on the ladder than reusing materials produced locally. Lecturers in particular were quite consistent in placing this card around the middle (TY01, TY02, TM01, TT01), or – in two instances (TR01, TR02) – high up on the OER engagement ladder. It should be noted, however, that TR01 and TR02 who placed the card high up on the ladder, teach in a department with a long tradition of producing and sharing high quality resources; hence their discipline is well represented in the local repository. In other disciplines, however, it might be ‘actually easier to get hold of materials externally, because there is more of it

than locally' (PM01), so that reusing OER produced outside one's own institution may occur early in a lecturer's engagement with openly licensed materials:

Institutional repository is not the first place staff go to because all of our OER materials is also deposited in Jorum, so the benefit of going to Jorum is you get to see everybody else's material as well as ours. (PM01)

In that sense, whether one reuses OER produced locally or externally is not necessarily a function of a person's engagement with OER but is often determined by where the resources reside and how much a person needs them, on other words: does the potential benefit outweigh the time investment?

At this level of engagement lecturers usually start taking advantage of CC licences by **making small adaptations ('tweaks')** to the resources they plan to use in their teaching. OER that get tweaked are usually created in simple tools such as Word or PowerPoint, and adaptations are focused around things like: a) changing the format of a document (TT01) or context of a resource (TM01), b) updating references or statistics, and c) replacing images (TY02).

In terms of adapting multimedia resources, most promoters saw this as a function of a person's technical skills rather than of their engagement with OER.

If you take very complex things like rich media resources most staff will probably pick them up and use as it is. I don't think you're ever going to get to a point where you could get a rich media resource and an academic from a subject area would be able to edit that effectively enough to make it another rich media resource. (PM01)

I publish flash animations and there would be very, very few people that would be able to take a flash file and reedit it. (TD01)

Integrating OER into core teaching materials is another example of actually taking advantage of an open licence. The interviewees saw it as a sign 'that you've really taken it on board' (TD01), but also as a sign of a lecturer's growing confidence in their ability to locate relevant OER of good quality (TR02).

Integrating OER into core teaching means that even if a resource is used as-it-is, or with minor adaptations, it is still an integral part of a learning design (i.e. there are learning activities structured around it that contribute towards overall learning outcomes for the module; and the time that students spend on interacting with this resource is calculated into the overall learning time they have to spend on a module). TM01 felt that embedding multimedia resources such as animations or simulations into core teaching requires more effort than simply pointing students to a video as an alternative resource: 'an animation requires some exercises and something to engage students, like: 'Try this, what do you see? Do this, what do you see?' (TM01).

Most lecturers felt that **attributing OER** that one reuses to their original author is a sign of good ethical practice and placed this card low on the ladder, probably projecting their own practice onto that of their colleagues: 'I think that everybody would do that. I don't think that anyone would try to stick it in and pretend it was theirs' (TT01).

Promoters, however, with a larger sample of lecturers they've worked with in mind, were rather inclined to place the card around the middle (PY02, PR02, PF01) or even towards the high end of the ladder (PM02). Most stressed that correct attribution comes together with a certain level of familiarity with CC licences and commitment to the concept.

4.5.2 ENABLING FACTORS

I think – in this middle bit of the ladder – it’s the support; it’s, you know, making sure people know what those things are, where they are, the possibilities... (PY01)

Knowing where to search for OER

There was a consensus between promoters and lecturers that knowledge of OER repositories and the ways in which one can limit Google or Flickr search results to CC-licensed materials are high enablers for engagement with this type of materials:

People will check Google and they will check Youtube and they might check iTunesU but may have never heard of Jorum or OER Commons ... So just kind of getting them to know about the places they could check – I think that gets them up to a higher place [on the ladder]. (PT01)

Indeed, most lecturers interviewed in this study made substantial use of various OER repositories and other relevant sites they had learned about through support services at their institution.

What was really good about this [training], it was introducing you to different sites to be able to find things. So rather than me actually thinking: ‘Oh I just have to go on through Google’ ... it really broadened out where you can find things; it showed a lot of academic-based sites and the academic work that have already been done. (TR01)

Support in locating relevant OER

Knowledge of OER repositories and useful search techniques is important but it is often not enough. Support in locating OER can help to mitigate against the top three barriers to reusing OER produced outside one’s own institution named in this study: a) difficulty in finding relevant OER, b) the varied quality of resources and c) lack of time. The barriers are discussed in more detail below.

Leaving aside a lecturer’s searching skills, technical issues related to poor indexing of materials and simplistic search engines⁹, two major reasons for the difficulties lecturers experience in locating OER relevant to their needs were: a) redundancy of resources in some disciplines: ‘I think you could waste a lot of time on these [OER repositories], because there is almost too many resources ... that wouldn’t work for me or wouldn’t work for my students’ (TY02 – language tutor), or b) scarcity of resources in others: ‘It’s difficult to find the kind of resources that I need ... I gave up’ (TT02 – lecturer in management of voluntary organisations).

Varied quality was the second biggest barrier to reusing externally produced materials. This problem was seen as especially relevant to early-career lecturers or lecturers, who have to teach outside their own area of expertise. PM02, who supports lecturers in embedding employability skills in their courses, often witnesses bad choices lecturers make when selecting materials from an area in which they are not experts themselves. Hence, PM02 personally checks the quality of a resource before it makes its way to a lecturer and becomes embedded in a course.

TR01 felt that assessing the quality of a resource – even if the resource comes from within a lecturer’s own discipline – can be tricky, even for more experienced lecturers. PR01 and PM02 also felt that the issue of quality has been underestimated and hence neglected:

⁹ These issues are discussed by Masterman & Wild (2011).

I think the OER field was a little bit, kind of, dismissing OER quality ... [arguing] that it's the job of the finder of the OER to measure the quality – and that's certainly true to a certain extent – but I think the other aspect is, you know, if you're looking for something and you are not quite sure how do you know what the quality is. (PR01)

Finally promoters and lecturers reiterated a theme familiar to anyone whose role is to support lecturers in innovating their practice, namely lack of time. PM02 noticed that difficulty in finding relevant OER is often tied up with a lack of time: 'If people can't find them quickly then they give up.'

So far, the expectation has been that if told where to look, lecturers would search for and locate OER independently. This study has shown, however, that there is a growing recognition of the importance of support services in helping academics to source OER and to evaluate their quality. Support techniques vary from providing simple help sheets (PR01, PT02) to placing searching entirely in the remit of support services (PM01, PM02, PY01).

This [quality] appraisal tool was really good ... because it also highlighted that you can't just pick up anything and think it's good for the students because you think the content is good; there is much more depth in that. (TR01)

Appendix 2 provides examples of support in finding OER reported in this study.

Not too much adaptation, small granularity

Technical barriers to reuse of OER were raised, especially in two instances: a) at the point of accessing and downloading resources from some of the bigger repositories, including Jorum (e.g. TM02, TY02, TM01), and b) at the point of adaptation (e.g. TT01, TT02, TM01, PF01, and PR01).

Things like that [i.e. multimedia] – I wouldn't have the clue how to edit ... I can see with a written document and how you can easily change it, but with anything else I don't even know if it's possible to alter them. (TT01)

In general, promoters acknowledged that most lecturers are not technically skilled and therefore they should not be expected to make any larger adaptations, especially not to complex things like multimedia resources: 'I don't think academics should necessarily have those skills. I think they just should be able to access the resource and put it where they need it' (PM01).

TT01, however, described a recent situation where she was looking for an existing SPSS tutorial that was specific to social sciences students. Although she found plenty of SPSS tutorials, most were either outdated or for far more technical courses. In the end she could not find what she wanted and she did not have the skills to repurpose existing resources, both of which she experienced as a barrier to reuse.

Rather than expecting lecturers to adapt resources they find PT02 and PR02 would urge OER producers to release the materials 'in such a way that the adaptation is minimum, so it can very much fit in as it comes' (PT02).

We find that people don't really want to a lot of editing. They much prefer to have something they can use, which is why we've always gone for quite granular approach to our resources ... allowing people to put things together and add that context around them for themselves. (PR01)

If more extensive adaptations to a resource are necessary, but a lecturer feels they are absolutely essential – as was the case with the SPSS tutorial – then the consensus among promoters was that such adaptations should be taken over by module support services,

media developers, or – with limitations – by learning technologists from within the department. The importance of knowing where to seek this kind of support was highlighted by TT01 and TT02.

Lack of full understanding of CC licence types, or rejection of some of the rights they grant can also act as the barrier to adaptation. TM01 felt that some of his colleagues, although very much aware of CC BY licence¹⁰, would still see adaptation as a form of plagiarism. This issue is discussed in more detail in the section below.

Understanding the implications of various types of CC licences for reuse

The interviews revealed that there is usually a long way between the point when a lecturer becomes aware of OER and CC licences, and when they fully understand the meaning of different types of CC licences and the implications for how a resource can be used. Leaving aside more complex things – such as remixing OER labelled with different CC licences and the implications of CC BY SA (i.e. Attribution, ShareAlike)¹¹ – it is important for a lecturer to know about the ‘NoDerivs’¹² licence, if what they find requires adaptation. All lecturers interviewed in this study were fully aware of the existence of various types of CC licences and always check what the licence allows for, before they used a resource: ‘The first thing I do is to look at the licence.’ (TM01).

A few promoters reported, however, that it is not unusual for lecturers to fail to check on the CC licence type attached to a resource; hence, whenever they can, they try to support lecturers by double-checking licensing terms for them: ‘We ask them to nominate them [i.e. resources] and we’ll go to it and check: ‘yeah yeah, you’re right. Make sure that attribution is correct’ (PF01).

Library and copyright departments are also places where lecturers can seek help. TT01 reported that she did not have to worry about the licensing: ‘because we have a copyright department and they’ve checked everything for us and let us know what we can use and what we can’t.’

A similar issue was raised with respect to crediting the author of the original resource:

Knowing how to attribute, I think, is probably not something that people ... concern themselves overly with. They should do, but I don’t think they do. (PR01)

To solve this problem PR01 and PF01 advise lecturers to use tools that automatically generate attribution; for example: Open Attribute¹³ or the Xpert attribution tool¹⁴:

The tool that I will forever praise ... is the Open Attribute tool ... It’s an extension for Firefox ... and it generates the attribution ... I just say to them: ‘do this, follow what it says, there you go, here is your attribution, put it in’. I love that tool! (PF01)

Space and time to experiment

¹⁰ CC BY stands for Creative Commons, Attribution licence. It allows others to distribute, modify, remix and build upon the work as long as the author of the original work is credited:

<http://creativecommons.org/licenses/>

¹¹ CC BY SA allows others to distribute, modify, remix and build upon the work as long as the author of the original work is credited and the derivative work is released under the same licence:

<http://creativecommons.org/licenses/>

¹² CC BY ND allows others to distribute the work as long as the author is credited and the work is passed along unchanged: <http://creativecommons.org/licenses/>

¹³ <http://openattribute.com/>

¹⁴ <http://www.nottingham.ac.uk/xpert/attribution/>

All lecturers felt that lack of time was not only a big barrier to engagement with OER, but also to engagement with anything that requires them to be creative and change the ways in which they go about doing things:

It's not just the time to find the OER, it's time to embed them within the rest of the teaching and have the creative space to think about the outcomes, to think how the OERs sit within the other methods of teaching. (TM02)

Two lecturers who participated in a workshop dedicated to OER (TY02, TR02) felt that it bought them some time to try things out for themselves: 'Sitting down and working through some of the templates that we were given, actually doing that, was a very useful exercise' (TR02).

For PM02 and TT01 the lack of time was a problem mainly at the beginning: 'Once you get better at this, you know where to look for [OER] and you know what to do with them'; this once again highlights the importance of bespoke support in the early stages of lecturers' engagement with OER.

4.6 STEP 3: REFLECTION

Figure 4.7 illustrates the last of the three 'realisations steps' – this step takes a person from the medium to the high level of engagement with and reuse of OER.

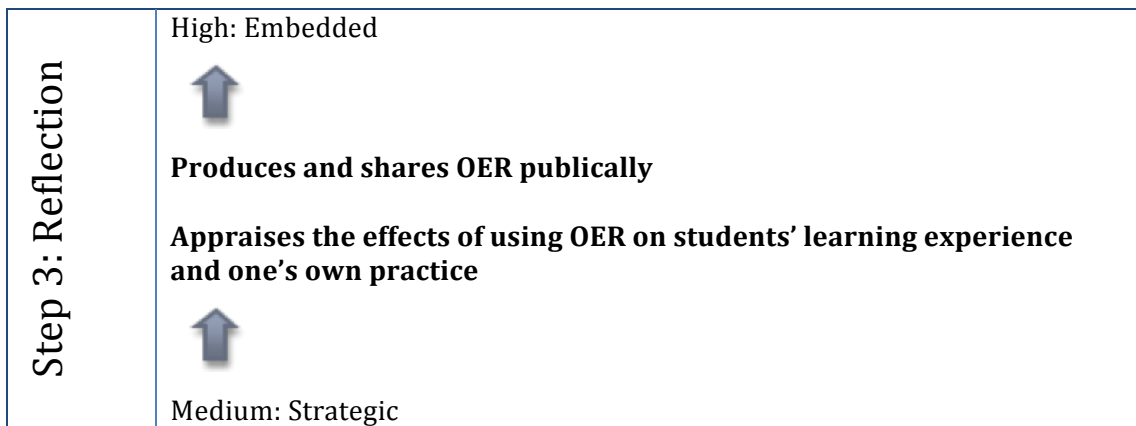


Figure 4.7 Step 3: Reflection

A crucial moment that can impinge on a lecturer's engagement with OER reuse arrives when they have collected **feedback on students' learning experience** in a particular 'OER-enhanced' session or module. TT01, for example, reported that her future engagement with OER would depend entirely on how well her module scored in the overall evaluation of the course: 'We'll wait and see how the new module goes on a course ...I think we can reflect and assess as we're going along' (TT01).

Another important aspect is **how positive a lecturer feels about the whole experience of having located and reused OER in their teaching** (i.e. do they feel that it benefited them in one way or the other?). This involves learning from that experience and re-evaluating the place of OER in one's own teaching practice and students' learning. PM02, PF01, PT01 and PT02 felt that the latter 'sits outside just using OER. You have to be at a certain level of understanding your professional development, as well as at a certain level of OER' (PM01).

The more convinced a lecturer is of positive effects that reusing OER has had on their practice, the more likely they are to continue reusing OER or even **start producing and sharing OER themselves**.

Until you get to that point it's: 'I found something great, this has saved me some time, this is helpful for me'. And you have to be really, really engaged with it before you think: 'this is good for everybody!' (PM02)

There was consensus between lecturers and promoters that, in general, taking precedes giving; it means that reusing resources produced by others usually occurs before a person is ready to share one's own materials publicly under CC licences. Hence, a person who is both reusing and sharing OER would usually be placed between 'medium' and 'high' on the OER engagement ladder.

TY02, PM02, and PR02 stressed that publicly sharing one's own OER can act as a major trigger to changing the way in which a person thinks about reusing somebody else's materials from a legal perspective. It is at the point of publicly sharing one's own resources that a person starts caring about the legal use of every single third party resource they incorporate into their own material: 'I now always go for images that are labelled for reuse and have CC licence ... because I never know when I might want to upload it somewhere and share it' (TY02); and it's only at that stage that 'you begin to make sure everything is fairly attributed' (PM02).


4.7 LEVEL OF ENGAGEMENT: HIGH (EMBEDDED)

... at the high quadrant, this is somebody who feels confident, and not just in finding but taking, adapting, and sharing what they're doing with as well. (PY01)

At this level **OER is fully embedded into a person's teaching and learning practice** and, as a result, it is incorporated into student learning more widely and with confidence: 'I think the stage at which they're highly engaged they're using them a lot and are aware of the issues, OER are just regarded as any other form of teaching material, they are not separated out.' (PM02); 'The more confident you feel with it the more you use it.' (TR01).

At this level there is a major shift in a lecturer's perception of who should benefit, from the initial focus on self-benefit and the benefit to one's own students, to benefits to the entire community, which manifests itself in a lecturer's: a) engagement in sharing own resources under open licences, and b) advocacy of OER and open practice.

Figure 4.8 summarises signs of engagement with OER reuse on the high level of engagement with OER reuse. A more detailed description follows under section 4.7.1 below.

High: Embedded	Advocates OER
	Encourages colleagues to use OER
	Re-shares OER
	OER is embedded into lecturers' everyday practice
	
	Step 3: Reflection

4.7.1 SIGNS OF ENGAGEMENT

There was consensus between promoters and lecturers that a person who has reached the high level of engagement would generally **start reusing more OER** and with greater confidence. To trigger discussion about 'how much', the author used cards with the following percentages: a) 5-20 per cent, b) 20-50 per cent, and c) more than 50 per cent – to indicate the proportion of OER in the whole teaching package for a particular course.

'More than 50%' and '20-50%' were often placed close to one another, both high up on the ladder. PF01 commented that in some disciplines in which the critical mass of resources hasn't been reached yet 'even getting up to 20% is a lot.'

Relating to her own experience in supporting the design of a course which used primarily OER, PF01 felt that 'once you get above half the course being OER, you have to massively reshape what you do to match what's out there. Whereas probably up to 50% you might be able to slot OER in what you wanna do.'

PM01 felt that percentages are only useful in distinguishing between ad hoc and strategic reuse, and that setting percentage targets in terms of how much materials should be reused in a course is undesirable: 'Targets like that ... put pressure in the wrong way. What we should be doing is to encourage them to use as much as they feel is possible' (PM01).

TM01 and PR02 felt that the number of OER that finally make it into a course does not reflect the amount of resources that might have been located by a lecturer, assessed for their relevance or quality, and rejected.

People are taking at time to do it, and you don't know... they might looked at a whole bunch of stuff and the 5 per cent might be the only quality that they are happy with. I think it's more about the process of making conscious decision to use it. (PR02)

The act of **re-sharing a resource** one has modified or built into a larger piece of learning can be motivated in two ways; it can be either resource-focused (i.e. a person who shares back sees it as their contribution towards expanding 'a choice out there for the community' (TM01)), or it can be pedagogy-focused (i.e. a person believes that having a constructive discussion around teaching and learning resources can lead to improved practice):

The main thing I am working on at the moment is actually feeding back [on the resources], you know, working more openly with other colleagues [...] Does OER lead to a better practice? I think it does, just because of the dialogue around it. (TY02)

The above quote exemplifies a shift that the lecturer has made from focusing on open educational resources to actually opening up her practice.

In general, however, sharing back or commenting on a resource one has reused was believed to be happening very rarely; the following reasons were given:

- lecturers do not adapt, hence they do not share back (PF01).
- it is yet another step to go (PF01, TT01) and not the easiest one in technical terms, especially if one wanted to put the modified resource back to where the original came from (PM01).
- a lecturer gets nervous about the reaction of the author of the original resource: 'I still find it difficult to put feedback on [a resource] as I still think, you know, how

will she take this and if she doesn't mind... (TY02); or perceives own adaptation as context-specific and hence of no use to a larger community (PF01).

Finally, according to most interviewees, a person needs to have established OER reuse practice themselves before they start actively promoting the concept among their colleagues in the department, or even more broadly, for example at conferences. This is because **encouraging colleagues to use OER or advocating OER** requires 'a fair bit of armoury in terms of your discussion and debate, and the point of view on that ... and you will lead by some examples: "Look I've done it already"'(TM01).

4.7.2 ENABLING FACTORS

Evidence

One of the concerns that lecturers have about using OER is how their students will react to the fact that a substantial part of learning resources come from outside the university at which they have enrolled. The push towards using OER might seem to be at odds with the recent increase in study fees. When asked about an optimal level of engagement with OER for herself and her module team, TT01 responded that they probably wouldn't scale up in terms of how much OER they were reusing 'because it does look like: "we're charging you all the money ... but we couldn't be bothered to write any of the materials ourselves so here is what we found for you". PM01 suggested that including students in discussions around the benefits of using 'wider resources' - for example by raising this topic at strategic planning meetings with the representatives of the students' union - is a good way to address this concern.

Recently, the Higher Education Academy (HEA) commissioned a study about student awareness of OER¹⁵; the results of that study should also shed some light on student perceptions of third party materials in their courses.

¹⁵ www.heacademy.ac.uk/oer

OER as a staff development tool

Re-sharing resources one used and adapted and pedagogic dialogue around OER are more likely to happen within smaller, discipline-specific networks and communities, especially if there are technical solutions in place to facilitate seamless sharing, aggregation of, and discussion around resources. For TY01, starting an OER repository for lecturers in her own department was a way 'to raise awareness, not particularly of OER, but of pedagogy'. Her staff development activities are always linked to the local OER repository in some way, for example by having academic staff work with OER or openly share the materials developed in the training; however OER themselves are never a goal of a training session:

For me ... OERs are a massive professional development tool, because I think it's huge – the potential of seeing what other people are doing and how that ... refreshes your practice; because it gives you different ideas but it also makes you question your own practice ... you can compare yourself to others. (TY01)

4.8 OER PROMOTIONAL ACTIVITIES ON THE LADDER

Upon completion of the OER engagement ladder activity, the promoters were invited to use the representation they had arrived at to describe the aims of their OER promotional activities. Most promoters placed the training either in the low or towards the middle of the ladder. Specifically, they wanted academics to: a) be aware of OER, b) understand the benefits, c) know where to find relevant resources, and d) reuse OER in their own teaching either by directing students to relevant materials or by making OER an integral part of a course.

It was mainly about discovery really ... and discussion around the barriers and people's personal opinions (TD01).

We raise awareness, we do a lot of show and tell; we invite people to reconsider their practices at the stage of designing their course and consider alternatives that include OER ... We give examples of those alternatives in a variety of formats, in a variety of websites and other sources (PT02).

PT02 and PM02 stressed that raising academics' awareness about the issues around OER 'so that they can make informed decisions about what things to use' was at least as important as telling them about the licences and places to find this type of resources.

For PM01, the goal was to achieve the high level on the OER engagement ladder, especially as his unit offers a whole range of activities to foster and support OER reuse. PM01 noticed, however, that 'what one achieves in a staff development session' depends on 'what a person comes in with' so 'it probably ends up hitting middle and some probably go away with the low.'

PM02, PT02 and TY01 reported that OER are not at the heart of their support service but are used largely as a means to an end: a well-designed and engaging course (PT02) with embedded employability skills (PM02), or conversations around pedagogy (TY01).

Similarly, lecturers were invited to place their own reuse practice on the OER Engagement Ladder using separate marks for before and after the OER training they participated in.

TT01, TY02, and TR01 placed themselves at the bottom of the ladder before the training, and in the middle to describe their current OER reuse practice. TM02 also placed her current OER reuse practice in the middle; however TM02 did not feel that the training she had participated in, which was organised outside her own institution, was

particularly successful in helping her distinguish between 'free stuff on the web', reusable learning objects (RLO) and OER. TT02 felt that after the training he was on the high level in terms of his commitment to the concept of OER and open practice; however his OER reuse practice was literally non-existent as he was unsuccessful in locating any OER relevant to the subject he was teaching. TY02 and TT01 have started to share their own teaching materials as OER, and TY02 felt that participating in staff development training had encouraged her to move 'towards being able to feed back' on the resources she had been reusing:

In the past I would have thought: 'I can't really, it's almost like you messed up with their resources', whereas now, having done that course I don't feel like that (TY02).

The four champions interviewed as part of this study became engaged with OER not in response to a particular training session in their institutions, but either as a result of their involvement in one of the JISC-funded OER projects (TY01, TM01, TD01), or as a natural follow up on their engagement with RLO (TR02). They all described their engagement with OER as high.

5. REFLECTION

This section concludes the present report with a reflection on the findings in relation to research questions 1 & 2, as well as a discussion of the implications of the methodology adopted for the study.

5.1 REFLECTION ON THE FINDINGS

The study has shown that academic staff need support in locating and using OER both at the beginning of their engagement with this type of educational material and later on in the process when they start making OER an integral part of their teaching practice. Hence, with or without commitment from top management, engaging key stakeholders – academic librarians, learning technologists, staff developers, and staff responsible for implementing graduate attributes – is a key priority for those wishing to strategically encourage open practice in their own institution. This will allow for ‘natural embedding’ of OER into current support services. It is not to say that this ‘natural embedding’ can happen without any overarching plan. On the contrary, there is a need to coordinate efforts to avoid fragmentation and to ensure that appropriate support is in place at every level of a person’s engagement with OER.

The optimal level of engagement with OER was defined in terms of OER being fully embedded into a lecturer’s everyday practice. This includes: reusing resources created by others, re-sharing resources one has reused, and sharing one’s own materials under open licences. It often requires a lecturer to let go of years of experience in doing things in a particular way and to re-shape their professional identity as a lecturer. A lecturer’s commitment to the open agenda will manifest itself by story telling and advocacy.

Is the optimal level of engagement as defined above a desirable goal? We are still in the early stages of the ‘open movement’ and possible implications on teaching and learning in higher education are hard to predict. We hear enthusiastic voices saying: ‘content is out there, the universities should be about teaching’; but we also hear more sceptical opinions warning that OER might become a ‘cheaper solution in current economic austerity’ and lead to uniformity of resources; however we lack evidence in support of these claims.

If a lecturer who redesigns a course from on-campus to online delivery says that they ‘couldn’t have done it without OER’, should we be excited about the benefits of using OER, or worried about the course design processes in place. If we encourage reuse for the sake of improved productivity or in response to a lack of skills to produce materials in-house, how can we make sure that OER is not dictating what lecturers are doing; especially if we acknowledge that lack of time is named as a top barrier in almost every study that investigates creativity and innovation in teaching and learning (e.g. Laurillard et al, 2011; Masterman et al, 2011). Finally, if adapting, sharing back and commenting on the resources one has reused are not likely to happen for the great majority of lecturers, how can the promise of improved quality of resources – through feedback and continuous improvement – be realised on a larger scale? These questions and many others still need to be answered.

Hence, there is a need to collect evidence on what works and what doesn’t in practice. There is a need for story telling and examples of both success and failure. The data is still scarce at the moment, but as the number of courses that reuse OER increases, so does the body of evidence-based knowledge about the benefits and drawbacks of the approaches taken. Some 18 months ago, when I was involved in identifying lecturers to interview for the OER Impact Study, it was a challenge to find any lecturer who was

aware of the concept of OER and open licences without being directly involved in any of the JISC- funded projects. This seems to have changed, however, with a 'second wave' of lecturers now coming to the fore. These lecturers became interested in OER in response to a particular need they had and timely intervention on the part of support services in their institution. Two lecturers interviewed in this study are about to run and evaluate online and blended courses with OER being an integral part of their teaching materials. The direction of their future engagement with OER will depend on how well the courses score in terms of student feedback.

5.2 REFLECTION ON THE EMERGING MODEL

The OER Engagement Ladder was conceived as a way to help participants articulate what engagement with OER reuse means to them, how it manifests itself, and how it can be fostered. All participants reported that they enjoyed doing the activity. Indeed, the method was very successful in engaging participants in animated conversations about the topic. Several interviewees expressed the opinion that the activity helped them to reflect upon the topic and as a result, they had arrived at new ideas on how to improve their OER support service. When asked whether they felt it was useful to think of OER engagement in terms of moving up a ladder, they felt it was quite an accurate representation of the reality:

Interviewer: Do you think that a ladder is a good metaphor?

PY01: I do. It is a ladder. And it's a steep ladder sometimes.

Is ladder metaphor a good way to model progression stages in people's engagement with OER? Revising the core set of cards in response to participants' suggestions during the course of the study meant that a consistent set was not used. This may have implications for the reliability and validity of the data collected and, hence, for the findings. Now that a relatively stable set has been arrived at, a follow-up study is recommended in order to test the model fully and to elicit a reliable set of data from which more valid conclusions may be drawn.

6. RECOMMENDATIONS

The OER Engagement Study set out to develop a framework and a set of recommendations on how to foster lecturers' engagement with OER reuse; the aim was to inform anyone who seeks to strategically encourage open practice in his or her institution. The model emerging from the findings is presented in section 4 of this report. Fifteen recommendations are summarised below.

6.1 RECOMMENDATIONS TO INSTITUTIONS

1. Embed OER where appropriate into existing institutional documents; for example teaching and learning strategy and staff development strategy. It is a way of letting academic staff know where the institution stands in terms of OER reuse. Do not prescribe how and when reuse should happen, but leave it to academics as to what, when and how much they reuse OER.
2. Embed OER into existing systems and services. Engage staff developers, librarians, and learning technologists. Build a network of support around the use of OER.
3. Invest in staff development. Offer lecturers time and space to experiment – it is a form of recognition.
4. Capitalise on the enthusiasm of OER champions in departments as they are likely to know best what is needed and how to encourage uptake among their colleagues. Work together to find technical solutions to facilitate local sharing, reuse and clustering of good quality OER that lecturers and students produce or find on the web.

6.2 RECOMMENDATIONS TO OER PROMOTERS

5. Raise awareness of OER by embedding the topic into existing staff development offerings. Capitalise on the interest you might have raised by offering lecturers time, space and bespoke support to investigate the topic further.
6. Concentrate your efforts on fostering OER engagement around module teams, as you are likely to get more attention if what you offer is of direct relevance to what lecturers are currently working on. Do not treat OER as a goal itself, but as a means to an end – a better and more engaging course.
 - a. Be proactive – identify and approach module teams. Do not wait for them to come to you because some will never do.
7. When introducing staff to the concept of OER and CC licensing, demonstrate their direct benefits. Have a repertoire of possible benefits to choose from, because what makes a convincing case will depend on various factors; for example: a) discipline they represent, b) years of experience in teaching, or c) beliefs that one holds about what accounts for good teaching and learning practice in academia. This strategy can help you ensure that as many lecturers as possible leave your training session saying: 'We should be doing this!'
8. Start small – direct lecturers to your institutional OER repository first, especially if they are likely to find enough resources in there from within their own discipline.

9. When giving advice on external places to look for OER, be discipline-specific and realistic. Providing links to repositories with: 'Go and find out for yourself' can be counterproductive. In some disciplines the only sensible thing might be to limit Google or Flickr search results to CC-licensed material.
 - a. Point lecturers towards support services within the institution that can help with locating right places to look for OER; for example librarians or learning technologists could act as brokers of content.
10. Do not assume that lecturers will make a correct use of CC licences just because you explained to them what they are. Creative Commons is a fairly new concept and we are only beginning to grasp the limitations and complexities of certain types of licences for sharing and reuse of open educational resources. Full understanding of the opportunities and limitations of CC licences can only be understood in use; hence, support and guide academics in getting the licensing and attribution right until you feel they are able to do so independently.
11. Collect evidence and examples of both successful OER reuse stories and failures.

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APPENDIX 1. TACTICS USED TO SHOW BENEFIT

The table below provides a summary of the ways in which the OER promoters show the benefits of using OER to academic staff.

Tactics	Quotes
Demonstrating benefits for students.	You demonstrate the benefit for the student, but then you say: 'If the students are benefiting than your NSS score benefits and so your course.' And they can see a self-benefit in this. (PM01)
Arguing a case of improved productivity. Note: Especially true with generic type of OER (i.e. materials that have been developed to teach transferrable skills such as information literacy or employability skills).	One of the main reason people give for not looking at employability [within the curriculum] is: 'We do not have time, we do not know anything about this, we can't develop things.' It's quite good to be able to give things to people and say: 'This exists already.' (PM02)
Explaining in what situations and why OER should be favoured over 'free stuff on the web' from a legal perspective.	If in the IPR staff development session I am being told something which is of benefit for me because it might save me from a legal issue that I have later ... then I leave with: 'It's a no brainer! We should be doing this! (PM01)
Scaffolding lecturers' direct experience of benefits. Note: Highly recommended if you have a role in supporting module teams in redesigning their courses from on-campus to online delivery.	It's a way of giving academics good reasons in course design to consider these things [i.e. OER]. (PT02)
Showing examples of how other lecturers or courses use of OER. Note: Especially examples of lecturers that the audience knows and respects are of value. This includes you!	It's particularly using people that they regard as credible: 'this course uses them', or 'this course member or staff is using them.' (PM02) We are developing a masters ourselves ... Once that flagship course, largely based on OER ... exists, and once it's successful, we will have a very tangible example ... to show people: 'actually it's not that hard, it's actually easier than write all from scratch.' (PT02)
Showing examples of high quality multimedia OER that are of direct relevance to the audience. Note: Do not use flashy multimedia from one discipline to impress people across disciplines. By doing so, you may raise unrealistic expectations of what is really 'out there' in their own areas.	Those types of simulations and things, as soon as you show it to them, they are more than happy to use it! (PM01)

Tactics	Quotes
<p>Appealing to self-interest by showing how OER can improve a lecturer's own visibility and employability.</p> <p>Note: Although not directly relevant to reuse of OER, public sharing of one's own materials acts as a trigger for appropriate (i.e. lawful) reuse of any third party materials in one's own work.</p>	<p>If you tell people that ... they will become more globally visible, and they are likely to get more calls from other universities to get consultancies ... that's a driver. (PT02)</p>
<p>Placing OER in a broader context of 'open movement' and opening up of academic practices.</p>	<p>I think it's important to make education freely available in ... less privileged countries. (TY02)</p>

APPENDIX 2. EXAMPLES OF SUPPORT IN FINDING OER

The table below provides examples of support in finding OER.

Techniques	Quotes
<p>Recommending relevant places to look for materials.</p> <p>Stakeholder: Module team support services</p> <p>Note: In the context of (re) designing a course module teams will usually have specific types of materials they need; tailor your recommendations accordingly.</p>	<p>We have a written guide that we give them about writing an online course ... About a page of this document is a list of our top 15 sites for finding things of which a third are very OER specific. (PF01)</p>
<p>Regularly updating academics about new OER that have been released in their discipline.</p> <p>Stakeholder: Learning technologists and staff developers in the department.</p>	<p>Because we now know all the staff in the department, what people do and the main areas of their interest ... should JISC email me and say: 'we've just digitised all the political cartoons ...' I would then e-mail it to all the staff in my department who I know might ever use political cartoons and say: 'I just thought you might like to see this.' (PF01)</p>
<p>Pre-selecting 'generic' OER to support development of graduate attributes.</p> <p>Stakeholder: Staff responsible for implementing digital literacy, employability skills etc.</p> <p>Note: Especially important in view of abundance of this type of resources, their varied quality and the fact that they are outside lecturer's expertise.</p>	<p>We're in the last stages of developing a matrix that indicates all the OER across the whole range of employability area ... so that people have something ... to take away and work from. (PM02)</p>
<p>Using librarians to source OER if relevant materials are difficult to find; or to filter out a few relevant OER of good quality from an abundance of resources.</p> <p>Stakeholder: Librarians</p>	<p>Academic librarians are assigned to what we call subject groups ... The academics say: 'this is what we'd like, these are the types of materials' and the librarians become experts in finding these things. (PM01)</p> <p>If you involve the library you're likely to get a list of 6 or 8, which you might look at and decide that maybe 3 or 4 are suitable. (TM01)</p>
<p>Developing templates for searching and for checking the quality of resources.</p> <p>Stakeholder: Learning technologists</p> <p>Note: Developing templates and help sheets is exactly the kind of work that learning technologists like doing, so capitalise on that skill.</p>	<p>[We] developed a kind of a search framework ...with things like: 'where do you go to search, what sort of things you will include.' So you don't end up going into somewhere like Jorum and ... getting sidetracked by the loads of other stuff that you didn't want. (PR01)</p>

	<p>I've started creating some help sheets on how to look for iTunesU stuff, how to select something which is CC. (PT01)</p> <p>It's a quality tool ... a simple checklist asking questions about the types of things like, the quality of the materials, the provenance of the materials, the licensing any technical issues, that kind of things ... That's a general one but what I'd really like to do is to develop maybe different versions of the quality tool, depending on the type of OER you find. (PR01)</p>
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