**ALTO UK Evaluation Report**

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# Introduction

**Base on the Questions formulated by the JISC OER 3 Synthesis and Evaluation Project**

Available at <https://oersynth.pbworks.com/w/page/51320241/EvaluationToolkit>

As our project was so broad, we decided to answer all the questions.

# Culture and practice

## Adoption of open practices

### Questions about open educational practices (Overarching) questions

**What does the phrase 'open practices' mean for you and your project?**

* As the Brighton OER studies show over 3 years, the concepts ‘open’ ‘OER’ and ‘Open Practice’ are not widely used neither are the ideas articulated in the more precise terms as that used by the successive OER programmes, that have drawn on definitions[[1]](#footnote-1) from the OECD, the EU OPAL project and UNESCO. We have found it more meaningful to use the words like ‘open’ and ‘free’ and ‘sharing’ in discussion with academics and students. When pitched that way it was generally understood and agreed that it means making resources openly available and accessible on the web and using them in education. Asked if they would or did use other people’s resources in their teaching and learning, many agreed that they already did. Most were largely unaware of copyright and licensing issues and only small minority were aware of Creative Commons licences, an even smaller minority were aware of the existence of the Jorum service.

**Evidence:** Interviews, Discussions, Focus Groups, and Observations

**What open practices have you observed among your stakeholders?**

* Bearing in mind the proceeding comments about definitions: It is fairly common for departments to have a free and open web presence to promote and share their work and act as a networking and recruiting tool. This is often a response to the perceived inability of the institutional IT and web infrastructure to meet these needs[[2]](#footnote-2). Use of other people’s resources is quite common in some subjects but is often without copyright clearance (subjects such as fashion and media where there is a need to be up to date are examples). Internal sharing of learning resources can be highly variable depending on local factors

**Evidence:** Interviews, Discussions, Focus Groups, and Observations

**What have you found enables adoption of open practices in your institution?**

* In terms of sharing and reuse: Sharing - a perceived need to publicise one’s own work is a major driver for staff and students to share their work openly on the web. Reuse – a lot of this goes on often without attention to copyright (especially in lectures and inside a VLE) and with a significant amount available on the open web
* Access to easy to use web publishing platforms and services (often outside the institution) is a major enabler
* Willingness (to a surprising extent) to pay for publishing and hosting costs personally

**Evidence:** Interviews, Discussions, Focus Groups, and Observations

**What barriers have you found to adoption of open practices in your institution?**

* Different conceptualisations about what ‘open’ and ‘practice’ means
* Personal educational philosophy e.g. ‘reading lists need to be kept closed because they are valuable’
* Lack of time and/or IT skills
* Poor IT infrastructure and services
* Local cultural factors
* Concerns about job security
* Fears and uncertainty over Copyright
* No awareness of the OER/P and OA agenda or arguments for
* Lack of policy directive i.e. ‘official’ encouragement
* Unclear and contradictory IPR policies

**Evidence:** Interviews, Discussions, Focus Groups, and Observations

### Enabling open practices

**What enables open practice?**

* + Explaining/translating the concept into terms people understand
  + Discussing and articulating the benefits[[3]](#footnote-3)
  + Citing example of pioneers – particularly referring to the MIT OCW web site
  + Digital literacy skills and access to easy to use tools
  + Time
  + Encouragement and feedback on your OERs
  + A practical focus to activities
  + The belief that the content will be stored and made openly available in the long term

**Evidence**: Interviews, Discussions, Focus Groups, and Observations

**Outputs** that provide evidence or support conclusions see [link](https://alto.arts.ac.uk/secure/cgi/search/advanced?screen=Public%3A%3AEPrintAdvSearch&_action_search=Search&_fulltext__merge=ALL&_fulltext_=&title_merge=ALL&title=&creators_name_merge=ALL&creators_name=&abstract_merge=ALL&abstract=&keywords_merge=ALL&keywords=Open+CourseBook&advice_merge=ALL&advice=&satisfyall=ALL&order=-datestamp%2Fcreators_name%2Ftitle)

**Engaging in open partnerships**

**How has engaging in open partnerships changed the practice of stakeholders?**

* UAL senior management and executive board are in favour and are adopting a policy statement and initiating the process of joining the OCWC
* Teachers involved in the Open CourseBook workshops have become much more aware of how their practice of teaching can be made more flexible through the appropriate use and design of learning resources.
* Teachers see the benefits of leaving an ‘online legacy’ for their subject
* Students see the benefits of building up an online persona and reputation that has content that is officially badged by their institution

**Evidence:** Interviews, Discussions, Focus Groups, and Observations. Joint proposal by UAL and Coventry University to the HEA OER Phase 3 Programme International Project.

**Outputs** that provide evidence or support conclusions: Joint production of Open CourseBooks, hosting of shared forum for international student fashion project with ‘Dazed and Confused’ web magazine, organisation of national Arts and Design OER conference (please see outputs table)

## Practices of different stakeholders

### Engaging stakeholders

**How have we engaged with our stakeholders?**

* + We have used focus groups, workshops and practical work to produce the OERs that have involved both academics and students
  + Talked directly to senior management
  + Presented at internal institutional conferences

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshops, OERs produced

### Impact of OER on stakeholder practices

**How has engagement in OER/P affected stakeholder practice?**

* Senior managers now aware OER/P exists
* UAL senior managers now taking the OER agenda seriously as a business strategy and exploring joining the OCWC together with Coventry University
* Teachers at Heriot Watt, Kirklees College and UAL using instructional videos (sometimes only internally) to reduce the amount of repetitive demonstrations they have to give and provide more flexible learning opportunities for their students
* Workshop participants are much more comfortable about using video
* Greater awareness of IPR and privacy issues

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshops, OERs, OCWC application process

**Outputs** that provide evidence or support conclusions: This [video](http://www.youtube.com/playlist?list=PL0QyA32691qDa4AspIZzC6qCkL9OAhE4R&feature=view_all) from Herriot Watt is being used with students

### Culture change

How has the cultures of our stakeholders been challenged, strengthened or changed by the release and use of OER?

* This has been one of the most striking finding of the project. In our focus groups, workshops and meetings with senior managers this had provoked deep reflection on educational philosophy, what is valuable in our educational provision, the role of content in learning and the role of ‘process’, how much it is safe and sensible to share, the possible benefits and how it may be feasible to introduce distance, flexible and blended learning techniques into subject disciplines that previously were presumed impossible.
* The OER agenda has been welcomed by many staff (but not all) as a welcome return of basic shared educational values in contrast to a perceived ‘closing down’, narrowing and privatisation of public education. In this sense the OER agenda is seen as a positive and ‘feel good’ activity, some participants have spoken of it in terms of providing a sense of validation and self worth that they value
* Undoubtedly the growing publicity around OERs has helped such as the rise of commercial ‘open’ educators and initiatives like Edx has helped, and to some extent confused.
* Being able to point to the MIT OCW site has been particularly powerful as a rhetorical tool
* It is, however, important to realise that awareness of OER/P is still relatively small

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshops, OERs, ‘Drawing on All Resources’ conference discussions see this link

### Supporting practice change

**How have we supported practice change?**

* The main methods have been discussion (focus groups and senior management) and workshops for training and examples of OERs produced and services and demonstrations by showing existing OERs and initiatives
* Because of the economic pressures on institutions and the pressures on teaching staff from redundancies and reduced hours it is noticeable that there is a shift to employing more flexible teaching methods, especially the use of video to provide technical demonstrations to refer students back to after the initial live studio/workshop demonstration. Because of these pressures there is a greater willingness to entertain exploring more flexible delivery methods. We have ‘sold’ OER/P to staff and managers as a way of up-skilling for flexible delivery.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshops, OERs

Outputs that provide evidence or support conclusions (<http://alto.arts.ac.uk/>, <http://alto.arts.ac.uk/view/year/2012.html>, <http://process.arts.ac.uk/>, <http://process.arts.ac.uk/>)

# Releasing & Using OERs

## Collaboration

### Effect of collaboration

**What have been the effects of collaborations with partners in the same or other sectors (including commercial publishers) in the development, collection and release of OERs?**

* Perspective is the phrase that comes to mind. Being able to see where different institutions, disciplines and partners are in terms of awareness (low) and attitudes (mixed) and technical abilities (generally low) has been very valuable.
* Collaboration featured strongly in gravitating to as simple an authoring tool (Open CourseBook) as possible after seeing the technical infrastructures and skills and time available to the participants

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshops, Open CourseBooks

## OER release/publishing models

### Making OER available

**What ways (e.g. platform, format, interface) have we made OER available to our stakeholder groups?**

* We have made extensive use of video and have used YouTube and Vimeo as delivery platforms, as well as the UAL social media site [Process.Arts](http://process.arts.ac.uk/)
* We have developed a distribution format called an Open CourseBook ([link](http://alto.arts.ac.uk/930/)) that is a hybrid of the MIT Open CouseWare model and an Open Textbook.
  + Authoring is in Word (almost universally available to our stakeholders) this has been useful as a ‘proof of concept’ and working model.
  + ‘Playback’ is in PDF which plays on most devices and operating systems
  + The book metaphor is very user-friendly to our stakeholders and the idea of a timeline to base the structure of a course around (as in MIT OCW) is also very intuitive
  + Feedback from workshop participants has indicated that adding a ‘topic-view’ to a course book would be very useful, i.e. the ability to view a course in terms of conceptual topics and related resources rather than in terms of weeks/activities/ resources as in the current model. It has been suggested that adding the option to group activities with this alternative course view could support easier adaptation by other teachers, some of whom would prefer to ‘teach by topic’ rather than by weekly timetable. Further feedback from curriculum design specialists has also indicated that the ‘topic view’ might be a useful initial design tool for transforming and existing course to a more flexible delivery format. In this connection it would be worth exploring future links with work done in the JISC XCRI and Viewpoints projects as well as previous work dome in relation to the IMS Learning Design specification and continuing work done on pedagogic design tools at the IOE at University London
  + Individual resources are either web links or files, which are distributed as a downloadable zip along with the Open CourseBook (based on the MIT OCW model) from the UAL learning resource repository.
  + Based on this experience we are developing a HTML5 authoring tool to create web versions of the Open Coursebook to overcome some of the usability drawbacks of Word.
* We have published our OERs in the UAL learning resource repository [Filestore](http://alto.arts.ac.uk//filestore/) and in the UAL social media site [Process.Arts](http://process.arts.ac.uk/) as well as in the Web 2.0 video services of [YouTube](http://www.youtube.com/user/altolondon?feature=results_main) and Vimeo
* We shall be using Jorum to provide links to our existing content as a way of promoting them

**Evidence:** [Filestore](http://alto.arts.ac.uk//filestore/), [Process.Arts](http://process.arts.ac.uk/), [YouTube](http://www.youtube.com/user/altolondon?feature=results_main)

### Organising OERs

**How have we organised our OER and guided users through them?**

* Our OERs take 2 broad forms:

1. Standalone ‘chunks’ that are fairly self-contained that have been deposited in YouTube, Process.Arts and the Filestore
2. Larger OERs that represent an entire course (1 semester long) which are presented in the format of an ‘Open CourseBook’ that combines the MIT OCW structure with an Open Textbook delivery format. This has, we think, a user-friendly structure.

**Evidence:** Open CourseBook ([link](http://alto.arts.ac.uk/930/)), [Filestore](http://alto.arts.ac.uk//filestore/), [YouTube](http://www.youtube.com/user/altolondon?feature=results_main), [Process.Arts](http://process.arts.ac.uk/),

### Ensuring pedagogic & technical accessibility

**What measures have we taken to ensure that our OERs are accessible to your intended user groups both pedagogically and technically?**

* Our resources are freely available on the open web with, mostly, Creative Commons licences.
* Our resources in [Process.Arts](http://process.arts.ac.uk/) are in the form of web pages with links to resources in external sites (especially YouTube and Vimeo)
* Resources in [Filestore](http://alto.arts.ac.uk//filestore/) are either downloadable files with metadata (in a classic repository format) which also gives users the useful ability to preview the contents of a file before downloading it
* We have also developed our Open CourseBook format to represent entire courses and their associated resources (both physical downloadable files and web links). These are available in both editable Word versions and in PDF format for ‘playback’ and printing. As we have used Word style headings we have been able to generate a Table of Contents. The Word and PDF versions, being well structured documents using consistent heading styles and TOCs should be able to support accessibility aids such as screen readers. We have more testing to do in the area of accessibility, and we think the web resources in the two UAL delivery platforms (FIlestore and Process.Arts) and the platforms themselves need further development in this connection
* The Open CourseBook format has been well received at the UAL because of its simplicity and consistency and is being used to feed into of internal course handbooks. The workshop participants who collaborated on formulating this design think it makes the pedagogic intent of their course more visible to ‘outsiders’ and, interestingly, themselves. For these reasons we think it also has a dual purpose in acting as a good ‘first step’ learning design tool that helps to externalize pedagogic practice and provide a foundation for possible conversion of a course into a more flexible delivery format.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback, comments from our ‘evaluation buddy’ and UAL e-learning colleagues.

### Ensuring adaptability

**How have we ensured that your OER are adaptable for re-use and re-purposing, and how successful do we think our approach has been?**

* Our smaller OERs (e.g. <http://alto.arts.ac.uk/950/>, <http://www.youtube.com/watch?v=ybCnEUsjPWg&feature=plcp>) are amenable to being incorporated into other resources by virtue of their size and self-contained nature.
* Our larger OERs in the form of Open CourseBooks are distributed in an editable Word format, with the intention that others can easily take a course and quickly adapt it to their own needs. The individual resource files that are included in a downloadable zip file with an Open CourseBook are in many cases also in editable formats. Because the pedagogic design of the course is available in a simple and consistent manner this also helps other potential users judge whether to use the course and or the resource files in their own courses.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback, comments from our ‘evaluation buddy’ and UAL e-learning colleagues.

### Making OER discoverable

**How have we tried to make our OERs discoverable?**

* OERs in the [Filestore](http://alto.arts.ac.uk//filestore/) have metadata attached to them based on basic Dublin Core, as well as the ability to tag them with user-generated terms and an internal repository search system. OERs in [Process.Arts](http://process.arts.ac.uk/) also have metadata attached to them based on basic Dublin Core, as well as the ability to tag them with user-generated terms and an internal repository search system. Both systems are also included in a Google Custom Site Search subscription service to help increase the visibility of OERs on the open web.
* Both [Filestore](http://alto.arts.ac.uk//filestore/) and [Process.Arts](http://process.arts.ac.uk/) have a range of Web 2.0 ‘share’ tools to allow users easily embed and recommend content in popular Web 2.0 services.
* Our UAL colleague Chris Follows has been making widespread use of blogging and twitter to publicize the [Process.Arts](http://process.arts.ac.uk/) site
* Discussion with our ‘evaluation buddy’ Vivien Rolfe from the De Montfort University HALSOER OER Phase 3 Project has suggested that we would benefit from some of the promotional techniques she has been employing using social media to target defined interest groups. This is something we intend to investigate further as we think this has great potential to extend the range and reach of our activities.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback, comments from our ‘evaluation buddy’ and UAL e-learning colleagues.

### Addressing gaps

**What is the range of OERs that exists in our area and what are the gaps we are addressing?**

* Our OERs are focused on the Art and Design Sector of Higher Education, where there is are few existing OERs
* The gaps we have been addressing in this project are
  + How to represent and subjects that have little traditional didactic content and rely on process and studio based work
  + Creating OERs (and models for future production) for ‘endangered’ subjects that are in danger of ceasing to be taught in the UK, such as weaving and ceramics.
* To do this we have been making extensive use of video as well as texts and images and students testimonies and artefacts and ‘sketchbook walkthroughs’ to capture and describe the ‘invisible’ aspects of art and design learning in a shareable manner
* We have used the Open CourseBook format as a simple and sustainable means to capture and describe entire courses and provide a contextual ‘container’ to hold the students testimonies and artefacts and ‘sketchbook walkthroughs’, and by doing so utilise these resources in an instructional manner for external users.
* We need to add teacher reflections to those of the students in future iterations of this work

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback, comments from our ‘evaluation buddy’ and UAL e-learning colleagues.

### Drawing on existing OER collections

How have drawn on existing OER collections in developing and releasing OER?

* There are not much OER for many of these subjects on the open web yet (although that is changing with, for example, the work of the Saylor organization), and for teachers in these rather traditional pedagogic cultures it is sometimes difficult to envisage using other teacher’s resources. However, if we widen the view of OER to anything that is on the open web or a book that is available, then the picture begins to change. The Kirklees College and Herriot Watt and UAL teachers were all happy to refer to and reference sections of book or point to instructional videos on YouTube.
* We did not make as much use of our publishing partner books as we thought partly due to time pressures and the need for teachers to review them and see how they might fit into their courses. A lot of the time was taken up reconceptualising courses for external users, but we feel that more use of external and existing OERs could be made in the future now that we have the Open CourseBook structure to anchor and contextualize them

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback.

### Influence of discipline or sector

**How has the nature of the discipline or sector influenced our development and release of OER?**

* The main characteristics are: Pedagogic cultures tend to be quite conservative. Access to and use of technology is limited. IT skills and confidence are often low. Institutional support and infrastructure capacity is limited.
* This made us look for simple and sustainable approaches. Inspired by the ideas around [frugal innovation](http://en.wikipedia.org/wiki/Frugal_innovation) we held a series of focus groups and workshops with participants to explore different options. As a result we came up with these solutions/responses:
  + Development of the Open CourseBook format based on Word for authoring and editing and PDF for delivery, that reuses existing course information and provides a contextual and pedagogic ‘container’ to hold the supporting resources (texts, images, videos, web resources, textbook extracts etc.). This can be accessed online but also downloaded and used offline – and important consideration.
  + Use of video to capture and share studio and workshop processes and techniques that students and teachers can refer to in a flexible manner (a time and place of their choosing)
  + The idea that the ‘invisible’ learning that typically occurs in an Art and Design course can be represented by student testimonies about their experiences using their sketchbooks as prompts (the ‘video sketchbook walkthrough’) as well as their own produced artworks.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback, comments from our ‘evaluation buddy’ and UAL e-learning colleagues.

### Kinds of OERs being used

What kinds of OER are being adopted and re-used by our collaborators/partners/stakeholders in other sectors and the ways are they being developed and used?

* As already pointed out OER use is its infancy in the traditional Art and Design sector. What is notable in the more theoretical and media oriented areas of Art and Design is that increasing and innovative use is being made of Web 2.0 services to support OER creation the JISC Coventry University [COMC](http://openmediaclasses.covmedia.co.uk/) project is a good example.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback, and discussions with colleagues from Coventry

## Technical/hosting issues

### Technical issues in collecting

**What have been the technical issues we have met in collecting and making OERs available, and the impact of the issues and how did we overcome them?**

* All the workshop and Open CourseBook participants depended on their own laptops as their main computing tool, not their institutional provision, that was striking and showed how ‘technically’ many of these teachers live off the ‘institutional grid’.
* The IT skills of participants were fairly limited and we provide in-context remedial training
* In our practical workshops it was striking that the UAL people all used Apple computers while Heriot Watt and Kirklees use PCs – that was a significant issue in training for video editing and using Filestore and Process.Arts. This played a large part in choosing to adopt the Open CourseBook format.
* To capture the videos we mostly used low-cost HD cameras, which have become available in the last few years. The video format (MP4) caused some problems for our UAL video specialist, as it was not Apple friendly although it would play on the PCs with no problem.
* We provide training to the Open CourseBook authors in operating the video camera and in basic video editing. We stressed the need to use ‘edit in camera’ techniques and prepare story boards before shooting to minimize wasted time and editing
* To cope with the memory requirements for the video capture we provide external hard disks
* Having the two UAL platforms (Filestore and Process.Arts) was a real benefit as the other participants had no comparable services to publish their OERs
* Using YouTube for video distribution was very good and the playlist features allow the user to specify a point in the timeline for the video player to jump to in accompanying text – a real boon for instructional videos such as those produced by Heriot Watt.

**Evidence:** Interviews, Discussions, Observations, Workshop feedback, published OERs

# Processes for Sustainability

## Institutional processes

### Changes in institutional policies

**What were the changes in the policies of our institutions and partner organisations that we observed as a result of involvement in OER?**

* The UAL is drafting a policy statement to endorse OER/P activities amongst staff and students and starting the process of joining the OCWC
* Brighton is incorporating OER/P into its institutional strategy
* Staff and management at Heriot Watt and Kirklees are both actively exploring developing more flexible delivery options based on their experiences
* The 2 publisher partners have agreed in principle to release some of their content s OERs under a Creative Commons license to enable them to participate in the ‘OER ‘economy’

**Evidence:** Interviews, Discussions, Observations,

### Institution support for open practices

**How have our institutions supported staff to adopt open practices?**

* By participation in this project
* By beginning to change policies
* By providing (UAL) a teacher training / CPD qualification in Open Educational Practice (for more information please visit this [link](http://oepractice.myblog.arts.ac.uk/2012/08/15/oep-unit-handbook/)

**Evidence:** Interviews, Discussions, and Observations

### Institutional enablers and barriers

**What are the institutional enablers and barriers to adoption of open practices we have encountered and how have we addressed them?**

* Barriers include: Conservative pedagogical cultures. The prevalence of departmental and disciplinary content ‘silos’, which is replicated in the use of VLEs.
* A high proportion of part time teachers who are nervous about ‘giving away’ their resources in a competitive job market.
* Relative newness of OER/P in the sector as a whole.
* To deal with this we have developed strong arguments for the benefits of OER/P (<http://blogs.arts.ac.uk/alto/about/>) and repeated them to participants and managers. It has been very influential to point to the MIT OCW site as an example of OER, especially for managers.
* Receiving positive feedback and publicity from outside the institution (conference attendance, tweets, prize nominations etc.) has been an important factor in building the case
* The recent high profile OER and more commercial ‘open’ developments (EDx, Udacity, Coursera, UNESCO declaration etc.) have all helped to keep attention and support our work.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback,

### Collecting across boundaries

**How have we found developing and sharing collections of OERs across sectoral boundaries, and how have we overcome any issues?**

* Our work has included collaboration between HE and FE. We have not found any appreciable problems and both sectors seem to share the same enablers and barriers as described above.

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback,

### Institutional challenges of cross-sector working

**What have been the institutional issues and challenges we have met in working with another sector or organisation to develop and release OERs?**

* Our work has included collaboration between HE and FE and commercial publishers. We have not found any appreciable problems, the OER ‘message’ seems to help smooth working. Also having a free and open destination product helps to remove any competitive and negative tendencies. It has been surprising how many issues are shared by the different organisations

**Evidence:** Interviews, Discussions, Focus Groups, Observations, Workshop feedback,

## Legal issues

### Legal and IPR issues

**What have been the legal and IPR issues that emerged during the project and how have we dealt with them?**

* The lack of basic awareness of IPR and Copyright issues and associated misconcpetions continue to be major problem at all levels in the FE and HE sectors
* To cope with this we have highlighted these issues early on in the authoring process and incorporated it into our workshops and focus groups
* We have also had discussions with management, archivists and librarians about the need to accept that publishing any content is never a risk free activity. Introducing the concept of risk management has been a useful one and a good corrective to an academic culture that can flip between denying risk exists at all to being overly worried about risk. As part of this process and to address this cultural problem we produced short [guide](http://alto.arts.ac.uk/950/) to risk assessment that introduces the basic issues and techniques. This was done in conjunction with another UAL JISC project [NAM](http://www.jisc.ac.uk/whatwedo/programmes/digitisation/econtent11/nam.aspx) that was experiencing challenges in this area. That we are able to incorporate previous work by JISC (from the OER IPR support project) into that guide was a big advantage.

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

## Sustainability

### Integration with curriculum processes

**How have we integrated OER sustainably into curriculum processes?**

* Heriot Watt and Kirklees are using the experience gained in the project to explore more flexible delivery formats for their existing courses. They are now using video amore extensively and YouTube as a ubiquitous delivery platform
* UAL, Heriot Watt and Kirklees are all using videos of technical processes (as OERs and as internal only resources) to reduce the repetitive aspects of technical teaching and cope with reduced staffing. Physical demonstrations are still provided and videos of the process are made available to allow students to review the technical processes at a time and place of their choosing. A particularly innovative development at the UAL is to embed tablet devices containing instructional videos in the close vicinity of equipment and inside workshop and studio spaces to support just-in-time learning and reference.
* The Open CourseBook format that the project has developed is being incorporated into the redesign of the internal UAL course handbooks, opening up the possibility of having all the course handbooks openly available online in the future.

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

### Embedding open practices

**How have the UAL and the collaborating organisations ensured embedding and sustainability of open practices?**

* UAL is:
  + Developing a policy statement supporting OER/P
  + Creating a teacher training / CPD qualification in Open Educational Practice (for more information please visit this [link](http://oepractice.myblog.arts.ac.uk/2012/08/15/oep-unit-handbook/)) that begins in 2013
  + Starting the process of joining the OCWC – a significant institutional commitment
  + Making the two OER publishing platforms (Filestore and Process.Arts) centrally supported services
* Brighton is formulating policy
* Heriot Watt and Kirklees are both planning further OERs as a marketing strategy and a move to more flexible delivery
* The publisher partners have agreed to release selected content under a Creative Commons licence

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

### Student involvement & sustainability

**What is the effect on sustainability of involving students in the OER development, release and re-use lifecycle?**

* Students have been involved in the creation of many of the OERs published by the project and have been central to the creation of each of the Open CourseBooks released. Using student work and testimonies is essential to share the learning process at work in this subject sector. It also has the benefit providing a level of authenticity as well as a continuing source of compelling content into the future.
* Based on this experience we think that student involvement will be central to a sustainable OER/P engagement by the Art and Design sector. There is a great deal to recommend this in terms of student benefits such as; building an online professional profile, skills development, employability, developing a professional portfolio. Students represent, in general, an underused resource in relation to content development.
* At the interim programme meeting we found the work of the Liverpool University CORE-SET [project](http://www.jisc.ac.uk/whatwedo/programmes/ukoer3/coreset.aspx) ([blog](http://coreset.liv.ac.uk/)) a good model and would plan to explore using this for future developments at the UAL.

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

### Curation of OER collections

**What have we have found about the curation of OER collections when working across institutional or sector boundaries and how have addressed these?**

* In common with the rest of the HE/FE sector the curation of teacher and student created learning resources is still in its infancy. So far we have found:
  + The information management paradigm currently adopted by libraries, information professionals and services like Jorum is not appropriate or effective for the curation of learning resources
  + After we had discussed licensing issues and implications project participants have had no objections about depositing their content into Web 2.0 services like YouTube or into our own UAL systems like Process.Arts and Fillestore. Interestingly, from some individuals they prefer to have their content in an ‘academic’ place like UAL Filestore rather than (KIrklees College and the publishers).
  + There needs to be a more open-minded approach; using open access, knowledge management, and information retrieval techniques as the guiding paradigms to drive and develop more effective and human-centred approaches. To support the development of appropriate technical systems we would advocate the use of socio-technical design methods that incorporate product design techniques and use the socio-cognitive engineering model to ‘contain’ the whole exercise. A more detailed analysis of this situation and description of possible future services has been written by the project with the assistance of our international advisory group and has published by the Firenze University Press and is available at this link <http://alto.arts.ac.uk/943/>
  + Current institutional IT infrastructures are struggling to meet demand and increasingly academics in the sector are turning to external services. For large scale and long-term use we think cloud services will be a sensible option for many. We have explored and costed the options for this in a report entitled ‘Cloud Services for Large Scale Open Educational Resources Publishing: A Feasibility Study for the ALTO UK Project’ which is available at here <http://alto.arts.ac.uk/946/>
  + After discussions with colleagues at Penn State university in the USA who are now on their third different institutional VLE we realised it was sensible to start planning for a situation that Penn State have moved towards. This is the separation of the ‘storage’ function for learning resources out of the VLE/LMS system by the adoption of a separate repository system. In common with much of the rest of the UK sector the UAL has traditionally used its VLE to also store content, which makes it much harder to update and share. It is more sensible and efficient to use the VLE as a delivery mechanism for student activities and have the content in a central place. This is represents a big cultural change as, historically, the management of such resources has been by individual academics – putting one’s own content into a central ‘pot’ raises a number of issues about ownership and identity.
  + For a repository system to work in this way it has to be easy to use, i.e. more easy than most existing available platforms in use to today. It is notable that colleagues in Penn State are using Drupal as their ‘repository’
  + Institutions need to acknowledge the scale of the issue (of supporting the sharing and management of these resources) and devote appropriate resources to it.

### Meeting sector priorities

**How have identified and attempted to meet the priorities of our sector?**

* Through discussion with project partners and colleagues at UAL we identified the following sector priorities for the project:
  + Using OER/P to support endangered subjects (such as ceramics and weaving) – through knowledge capture for the future, and through marketing and recruitment
  + Using OER/P engagement to support the development of more flexible learning opportunities
  + Using OER/P engagement to support culture change – to encourage greater sharing and collaboration inside institutions and between institutions
* **Evidence:** Interviews, Discussions, Focus Groups, Observations,

# Impact & Benefits

## Impact on various stakeholders

## Benefits to stakeholders

**How has the use of OERs or the OER release process has benefited your stakeholders?**

* Students –
  + Prospective students will have a better understanding of what to expect on an Art and Design Course and use OERs to make more informed application choices
  + Involvement in OER creation will bring benefits in connection with digital literacy, creating an online professional profile, employability and knowledge of copyright
  + The use of Open CoursBooks will lead to accessible and better and more consistent course information being available
  + More rich media OERs will be available to help with their flexible learning activities
* Teaching staff –
  + Improved confidence and skills with digital media and information management (digital literacy)
  + A more reflective attitude to their own practice
  + Open CourseBooks being used as a course redesign tool to support flexible learning
  + Improved knowledge of copyright
  + Creating and supporting an online professional profile and networking and collaboration opportunities
* Educational developers -
  + Aware of the OER/P agenda and how it may be used in their professional practice
  + OER/P engagement as a culture change agent
  + OER/P and the Open CourseBook format as a reflective tool to make implicit educational models explicit
  + Using OER/P engagement to support re-skilling needed to deliver flexible learning
* Librarians and Information Specialists
  + Awareness of the OER agenda
  + Dialogue about future curation models for internally created learning resources
* Middle Management -
  + Open CourseBook format and learning resource repository (Filestore) to manage course information and learning resources more effectively
  + OER/P engagement as a marketing, recruitment and networking tool
* Senior Management –
  + OER/P engagement as a powerful marketing, recruiting and change management tool
  + UAL – revision of IPR policy
  + UAL – exploring joining the OCWC
  + Institutional knowledge management and digital curation agenda

### Stakeholder appreciation of benefits

**How has our stakeholders' appreciation of the benefits of OER/P changed through involvement in the project? (UAL)**

* Students –
  + Like: the ethos of free content, the availability of videos, being involved and publishing their own work
* Teaching staff –
  + Less sceptical than before
  + Can articulate the personal and institutional benefits
  + Like: the deep reflection that OER/P provokes
  + Like; the idea of connecting to a wider community
  + Like the sense of self-validation it brings
* Educational developers -
  + More aware of the OER/P agenda and see it as more than another ‘e-fad’
  + Can see the uses of it in their practice
* Librarians and Information Specialists
  + The OER/P agenda fits will with their professional ethos – of making information available
* Middle Management -
  + Can see the communication benefits
* Senior Management –
  + Much more engaged than before

### Impact on teaching staff

**What has been the impact of OER release and use on teaching staff?**

* Marked increased in confidence with digital media, information management, digital tools and Web 2.0 services (digital literacy)
* More reflective about their practice
* Willing to explore greater use of technology in their teaching
* Like the sense of self-validation it brings
* Can see the benefits in terms of recruitment and preservation of endangered subjects

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

### Impact on the student experience

**What has been the impact of OER development and release on the student experience?**

* Better and more consistent provision of learning resources
* More flexible learning opportunities
* A developing portfolio of published work (student contributors) to reference in the future and Improved skills (digital and presentational)

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

### Enhancing the institutional profile

**How has our approach to OER release and re-use enhanced the profile and reputation of our institutions?**

* The UAL has gained a good reputation in the OER community for innovation and a cooperative approach
* The UAL has twice been nominated for an international OER community award [link](http://education-portal.com/articles/Education-Portalcom_Peoples_Choice_Awards_Nominees.html)
* Based on previous work the UAL has been nominated by the HEA to be involved in an International OER business opportunity study.

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

### Other institutional benefits

**In what ways other than reputation has OER release and re-use have benefited your institution?**

* A notable benefit is the breaking down of internal barriers to communication and sharing. Being a highly collegiate university composed of 6 individual colleges there can be a tendency towards a ‘silo’ culture. The OER/P agenda is powerful counterbalance to that and is finding a powerful resonance with staff who believe that education should be a more open and cooperative enterprise
* A sign of change is the plan to make all the VLE courses and content visible to staff and students across the UAL, this would have been unthinkable several years ago.
* The management of internally created learning resource content is on the strategic agenda.
* Serious consideration is being given to the use of cloud services to host OER/P activities at UAL
* The feasibility of flexible delivery is being taken more seriously

**Evidence:** Interviews, Discussions, Focus Groups, Observations,

1. <http://wikieducator.org/Educators_care/Defining_OER#Reflections_on_the_OECD_definition_of_OER> [↑](#footnote-ref-1)
2. e.g. <http://www.ceramicdesign.org.uk/>, <http://www.ceramicsdegree.info/>, <http://www.ligatus.org.uk>, <http://www.fcp-csm.com/home/>, <http://openmediaclasses.covmedia.co.uk/> [↑](#footnote-ref-2)
3. <http://blogs.arts.ac.uk/alto/about/> [↑](#footnote-ref-3)