# DIAL update – Open education at UAL

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## What were/are you aiming to achieve?

* Generating debate about the OER that addresses peoples’ fears, (mis)conceptions, and aspirations for what it might achieve
* Reviewing the factors that have underpinned achievements in ALTO and process.arts and formulating some strategies accordingly.

**See related posts:**

[Notes from meeting on DIAL Open Educational at UAL project](http://dial.myblog.arts.ac.uk/2012/03/26/notes-from-meeting-on-dial-open-educational-resources-community/)

[Updated notes Open Educational project](http://dial.myblog.arts.ac.uk/2012/03/26/updated-notes-open-educational-project/)

## What you've managed to achieve to date and who with?

The DIAL 'open educational practice at UAL 'project is being led by John Casey and Chris Follows. Both John and Chris have been simultaneously working on related OER and open practice projects including ALTO UK and a SCORE fellowship.   
  
Both John and Chris integrated the DIAL open practice at UAL work with there own related projects. Both agree it was difficult or unproductive to try and separate work being carried out in the many areas being explored and they all naturally crossed over and DIAL is a good platform to join up general ongoing progress.   
  
The DIAL project has provided an opportunity for both John and Chris to step outside their 'day job' and reflect together on how all the different and dynamic approaches are related and being addressed, this also presented an opportunity to reflect on the bigger picture quickly developing at UAL.  
  
The DIAL open practice project carried out small focus groups with a collaborative ALTOUK, SCORE and DIAL perspectives.   
  
**The following focus groups were carried out:**(who and how many participants, students, staff, sector) etc.  
  
A round up of blog notes can be seen here - [Open practice focus group meetings](http://dial.myblog.arts.ac.uk/tag/open-practice-focus-group-meetings/)

What does open educational practice mean to you? - <http://process.arts.ac.uk/content/what-does-open-educational-practice-mean-you>

An impromptu focus group was carried out during this staff training day: [Introduction project management, DIAL & open education at UAL a case study](http://dial.myblog.arts.ac.uk/2012/03/27/introduction-project-management-dial-open-education-at-ual-case-studies/)  
  
Learning studio events: <http://process.arts.ac.uk/category/project-groups/learning-studio>

**Open practice stories** - <http://process.arts.ac.uk/content/open-practice-stories>

## Resources developed:

**The DIAL, ALTOUK and SCORE collaborative approach supported Chris in the development and approach of the following resources and processes:**

**OEP PG Cert unit**

Chris and John also both contributed to the bid and development of the open practice PG Cert unit due to be integrated next term. This provided a useful and timely focus for John and Chris to identify synergies and ideas with each other and the CLTAD team and a course perspective. CPDF Open Academic Practice Unit, to the Open Educational Resources Programme, Phase 3, PG Cert Development Strand. Supporting UAL in this development.

OEP unit group development notes on Google docs - <https://docs.google.com/document/d/1llO7yFnLS7f7ftifHFoyoraHM7wqcwQhswmp3zJNd6s/edit>

Chris Follows notes for the PG Cert Open Educational practice Unit including learning outcomes - <http://process.arts.ac.uk/content/unit-title-open-educational-practice>

**SCORE on process.arts**

Chris developed a bespoke subject specific SCORE area on process.arts to support open education in general, whilst also specializing in art and design practice based subjects, <http://process.arts.ac.uk/category/project-groups/score>.

Additional resources were developed and clustered in specific areas across the site and the SCORE section also includes specific areas of practice such as OER, OER arts resources, SCORE dissemination, Open practice, Copyright issues, OER reuse, Useful websites and Learning video research.

Over 100 OER SCORE resources were developed and made available under creative commons licenses on process.arts.

[**OER**](http://process.arts.ac.uk/category/discipline/research-practice/oer)over 90 resources about Open Educational Resources, majority produced through the SCORE fellowship

[**OER arts resources**](http://process.arts.ac.uk/category/discipline/research-practice/oer-arts-resources) OER related content specifically within the art & design practice based subjects

[**SCORE dissemination**](http://process.arts.ac.uk/category/tags/score-dissemination) 20 plus conference recording, lecture notes and papers of my SCORE dissemination

[**Open practice**](http://process.arts.ac.uk/category/discipline/research-practice/open-practice) Focus her eis on open practice and communities and less on OERs

[**Reuse**](http://process.arts.ac.uk/category/discipline/research-practice/oer-reuse?page=1) 100 resources including web tools, websites, reuse stories and experiments

[**Copyright issues**](http://process.arts.ac.uk/category/discipline/research-practice/copyright-issues) A really interesting & developing batch of resources exploring, IPR, appropriation & CC licenses

[**Learning video research**](http://process.arts.ac.uk/category/discipline/research-practice/learning-video-research) a new area currently being developed and populated by new individuals and projects

The SCORE area on process.arts will continue to be used and developed as part of the DIAL open practice project.  
  
**Surveys**

Can be viewed on the UAL baseline blogs - <http://dial.myblog.arts.ac.uk/digital-baseline-links/>

**Drupal community of practice**

Process.arts was initially developed by UAL in-house developers in 2008 and development continued or was taken over by teaching staff and [student developers](http://process.arts.ac.uk/content/open-practice-stories#comment-1775) who practiced as in-house drupal developers. Seeing the benefits of using in-house student developer on process.arts Chris bid for funding to develop a ‘drupal UAL’ in-house community of practice for student and staff webmakers to explore and gain skills in drupal development <http://process.arts.ac.uk/category/project-groups/drupal-ual>.

**Process.arts moving to a service**

In 2012 UAL began the process of rebuilding its VLE framework, and process.arts was identified as a valuable resource that could fit into the University’s new portfolio of tools; consequently, process.arts is due to be officially introduced as a supported ‘service’ in September 2012.

**Group and mentor development**

There is some difficulty encouraging participation and interaction, the recent drawing out group (conference group) were all asked by their group facilitators to uploaded their own work to process.arts, they all did this without any problems <http://process.arts.ac.uk/category/project-groups/drawing-out-2012>. There was no visible presence on the group space and I feel like other groups, the lack of visible online presence or group mentor means little or no debate. In contrast this forum <http://process.arts.ac.uk/content/2-or-3-things-start> is starting to get comments/ interaction on its subject, because Jess and David the group/project ‘owners’ are actively online and engaged, pushing the debate forward.   The important thing is that groups have a few experts or active interested members posting on the group and who are a regularly actively presence in this space encouraging, setting up debates and adding support etc. This is a core skill of being doing ‘open online practice’, its not something you can necessarily learn its something you do and keep on doing. See [OPEN ONLINE PRACTICE](http://process.arts.ac.uk/content/open-online-practice)

## What you would like to do next/aim to do next. Develop resources etc, support networks etc.

* Develop and support the integration of the OEP PGCert unit
* Develop the SCORE area on process.arts
* Help support process.arts transition into an institutional service
* Group and mentor development
* OER open course books
* Review the work of the two ALTO projects and plan for the future (see ALTO UK Final Report Recommendations section for more)