

The Leeds Met OER journey.



v1.2?

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JISC

This presentation is about:

SEX

Sustainability • Efficiency • Xpectations



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ok - really this presentation is about:

S E E

Sustainability • Efficiency • Expectations



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ok really it's about "see" – being able to really see OER. but i now have your attention.

But it is a bit about making OER:

SEXY

Sustainable • Efficient • Xpectations • Yes



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Well if not sexy then at least relevant.

The History



<http://www.flickr.com/photos/reave/2404891348/>



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- Phase One Institutional Pilot (09-10)
- Released 3600 hrs of material
- Aligned OER to institutional process
- Focussed on:
 - low cost sustainability
 - faculty ownership
 - institutional impact
 - granular OER release
 - reward & recognition
 - IPR education
 - JORUM integration

<http://unicycle-leedsmet.ning.com>



<http://repository.leedsmet.ac.uk/>

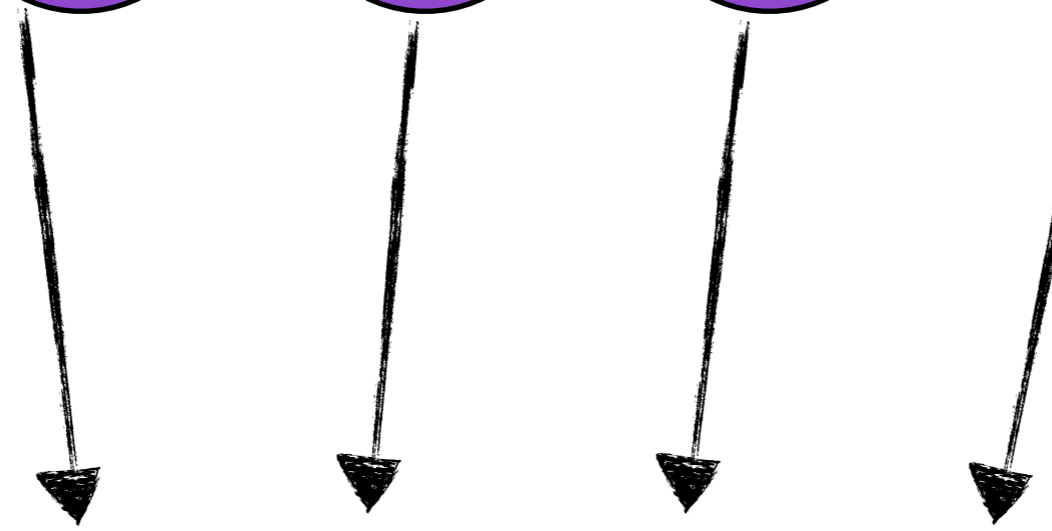
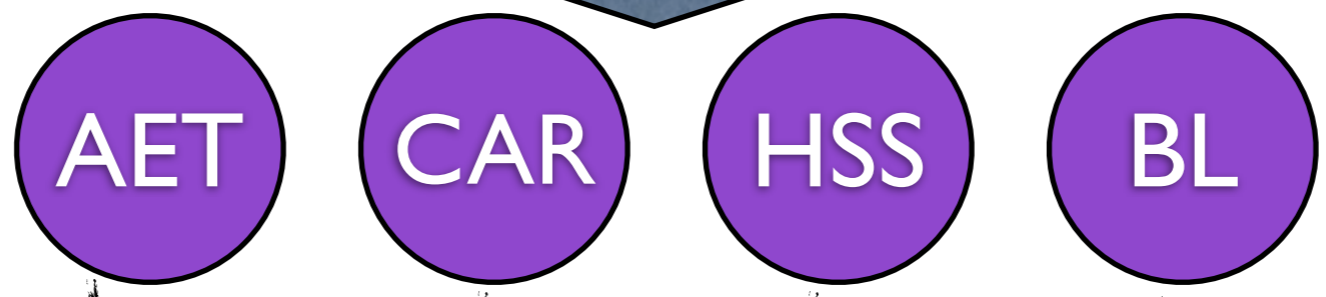


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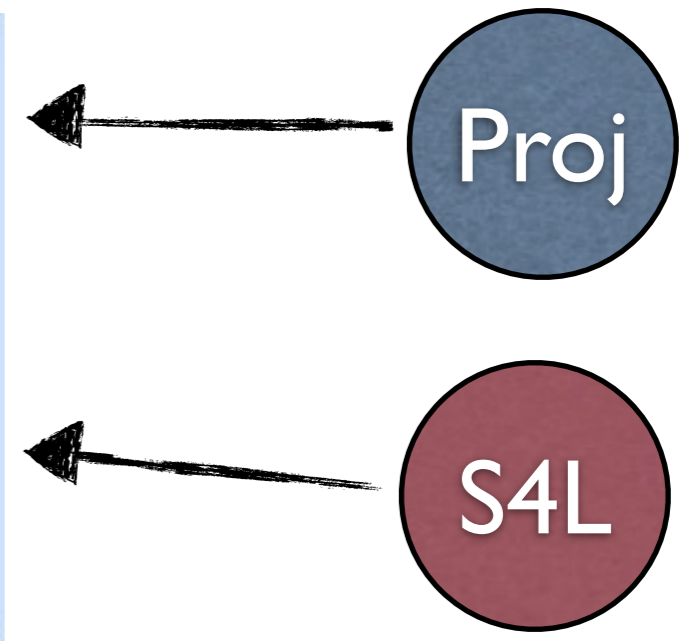
Leeds Met were OER “virgins” before the pilot project.



Each Faculty has a OER contact (from OER project).



Repository is managed by library team. (dedicated repository manager).



The Model: No central OER service. All content is selected and managed by Faculties. Staff with OER experience (from the project) work within Faculties to support other staff. These are either PL's with educational support roles or Learning Technologists.



Interlude: Warning this presentation is NOT another research paper or OER model– it is a story (of sorts) it is the story of OER at Leeds Met. It is entirely factual and based predominantly on qualitative data and coffee break chats and corridor discussions. It has not been peer reviewed or had a second reader to look at it. It is in essence a journey – our OER journey. It is honest, reflective and as yet unfinished.

Sustainability

(one year on)

Then

- 224 resources
- temporary repository manager
- underused repository
- oer discussions with senior University staff
- oer as ALT priority
- over 20 oer workshops run
- oer contribution rewarded through pdr

Now

- 326 resources (and growing)
- permanent repository manager
- increased repository usage
- oer resource use to be considered on all courses
- oer embedded part of T&L strategy
- over 30 oer workshops
- at least 10 staff have released oer as part of pdr development



SUSTAINABILITY – Then & Now.

Comparing how we were at the start and during the OER project and where we are now 12 months on with no additional funding but a fair amount of enthusiasm.

NB: our resources very granular – no real mechanism for Open Courseware at the moment.

Sustainability

(one year on)

Then

- ipr - lack of awareness by staff esp. with images
- limited awareness of oer
- no evidence of any modules using oer content

Now

- ipr cleanup of oer materials decreased by approx 50%
- staff now “talk” oer
- modules now using oer materials to support learning (including 2 whole modules being developed almost entirely with oer’s)

OER release & use is still growing
(natural momentum built up from Unicycle project)



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SUSTAINABILITY – Then & Now.

More importantly OER continues to be a key T&L item of interest

Efficiency

(continuing OER with no specified resource)

- utilising underused research repository
- making oer part of a wider T&L strategy
- encompassing oer as part of a drive to improve student experience
- staff seeing oer as a choice in their module resourcing
- “key” oer staff include oer support as part of their T&L support roles
- embedding oer thinking at grass roots
- embedding oer thinking at senior manager level
- oer workshops delivered as part of university people development programme
- spreading the word through exemplar oer use (benefits) staff to staff
- embed oer as part of everyday practice



The key to efficiency was embedding OER into the fabric and processes of the institution. Utilising resources within the institution which were being under used (e.g. repository).

eXpectations

(making oer accessible & realistic)

- make OER use realistic (and accessible) - the “I can do that” attitude.
- make it a usable option (focus on the way it can integrate with daily duties)
- show real benefits (early OER use at Leeds Met suggests staff save up to 20% prep time using OER)
- “keep it real” - embrace the “rough & ready” oer as well as the “quality”



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Realistic: – started off with ipr (staff saw real benefits from that). Setting expectations that staff could meet. Not showing them the all singing and dancing OER content that they would struggle to produce but showing small OER examples which they could themselves develop.

eXpectations

(making oer accessible & realistic)

- DON'T make oer a requirement (should be a choice)
- find some evangelists to spread the word
- don't expect immediate changes



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Yes



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Getting people to say YES to OER.

Yes

or as Meg Ryan would say “YES YES YES”



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Getting people to say YES to OER.

Yes



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Institution senior management – Without them it is difficult to make “institutional” changes

Yes



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staff (in the Unicycle project 100% of 120 staff surveyed saw the value in oer after the project)

Yes



<http://www.flickr.com/photos/ajschwegler/>



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Students – once we have cultural change amongst staff then we can work with students on OER use to expand their learning experience.

How are they beginning to benefit?



Institution – costs, flexible curriculum, ability to adapt quickly, sharing culture
Staff – time, quality improvements, (encouraging them to be designers of learning)
Students – quality, access to wider learning resources, deepen learning, meeting learning styles

Shifting our approach.

- “Unicycle” gave us an opportunity to explore OER at Leeds Met
- We soon realised that the real benefits of OER for us was in use of them
- We still encourage deposit but most staff can see real benefits in oer use (easier to sell)



We originally set out to “release” OER but we now see considerable advantages in using OER (as enhancement to teaching and learning). Leeds Met OER use is not a marketing tool. It is a quality improvement tool.

Pitfalls of our model?



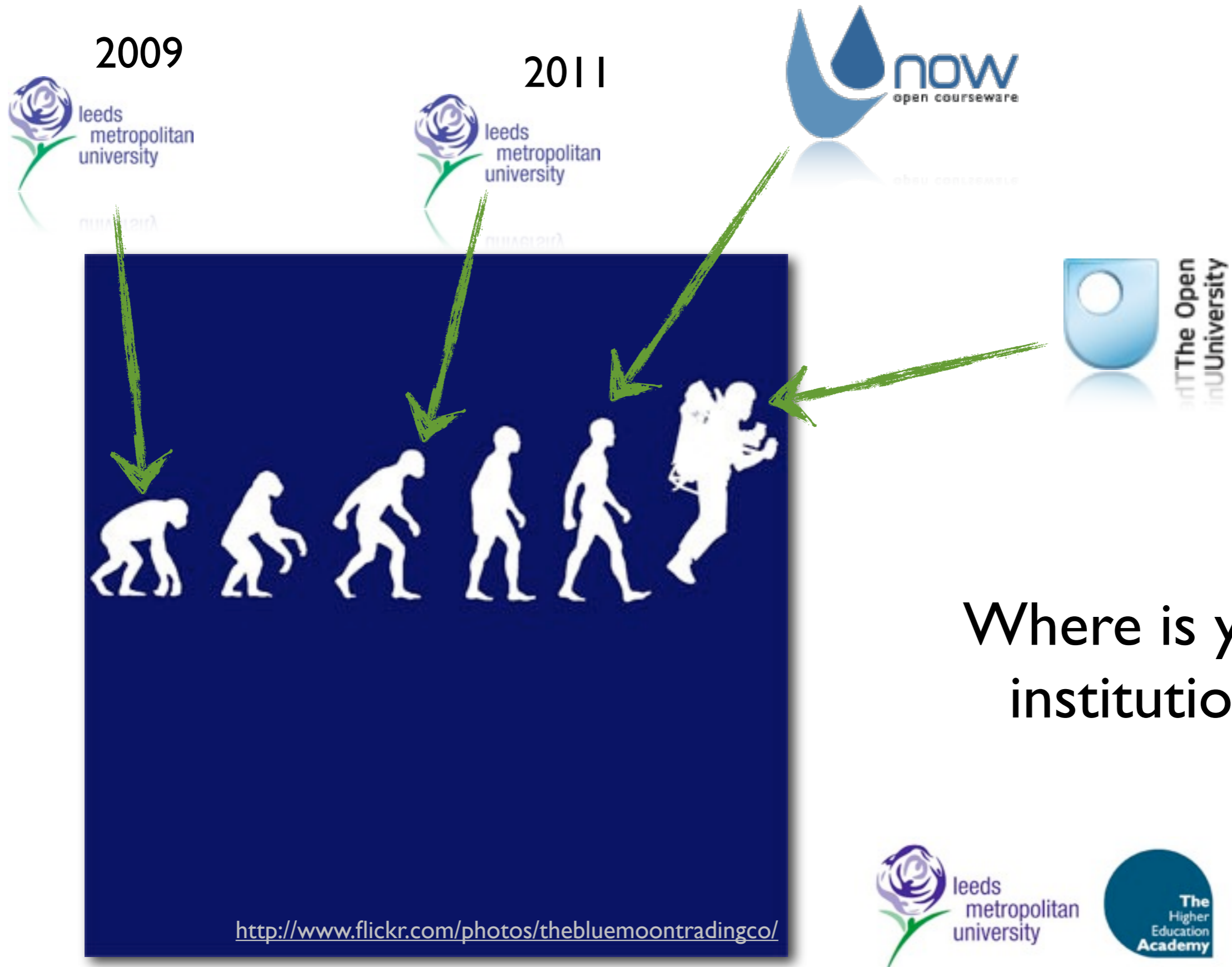
<http://www.flickr.com/photos/wwarby/4012163030/>



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Change tends to be slower – there is no OER machine.
Sporadic – hard to measure
Disjointed – difficult to keep all the people on message the same way (might be a benefit)
Momentum & enthusiasm for development is maintained by evangelists.
Lack of OCW limits “marketing” opportunities (OCW requires IT systems buy in & infrastructure)!

evoerlution of education



Where is your institution?

How best can you illustrate how far your institution has come in the evOERlution?

So.....is OER

SEXY



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PASSION



OER is probably not sexy, but the people who believe in OER have many of the traits of a good relationship.

Maybe not.....but it is about:

TRUST



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Maybe not.....but it is about:

HONESTY



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<http://www.flickr.com/photos/kareneliot>



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