

OER in the disciplines: a joint Subject Strand conference

26 October 2010 10am - 4.30pm

RIBA, 66 Portland Place, London, 26 October 2010

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1 Introduction

This one-day event showcases work by Subject Centres funded under the Subject Strand of the Higher Education Academy (HEA) and Joint Information Systems Committee (JISC) Open Educational Resources (OER) [Phase one pilot programme](#) (14/08), including:

- Health Sciences and Practice Subject Centre (www.health.heacademy.ac.uk)
- Subject Centre for Medicine, Dentistry and Veterinary Medicine (www.medev.ac.uk)
- UK Centre for Bioscience (www.bioscience.heacademy.ac.uk)
- UK Centre for Legal Education (www.ukcle.ac.uk)
- English Subject Centre (www.english.heacademy.ac.uk)
- History Subject Centre (www.historysubjectcentre.ac.uk)
- Philosophical and Religious Studies (www.prs.heacademy.ac.uk)
- Languages, Linguistics and Area Studies (www.llas.ac.uk)

The day brings together colleagues from throughout the UK to discuss the key challenges facing OER in the discipline context, and its long-term sustainability within the Higher Education sector. The aim of the conference is to provide feedback and encourage discussion on the lessons learned and strategies developed for discovering, developing, enhancing and converting educational resources into OER.

The programme includes keynote presentations from the international OER community (Jeff Merriman from Massachusetts Institute of Technology, and Stephen Downes will join us by a pre-recorded video link), interactive workshops and opportunities for discussion, with plenty of time for networking with colleagues. Professor Diana Laurillard (Institute of Education, London) has also agreed to speak on "intelligent support for teachers who are designing new forms of learning".

There are 5 of the 14 Subject Strand projects represented today. A full list of all Phase 1 pilot projects can be found on both the [JISC](#) and [Academy](#) websites.

1.1 Background

Between April 2009 and April 2010, JISC and the Academy supported 29 pilot projects and activities around the open release of learning resources; for free use and repurposing worldwide, worth £5.7M.

Projects were asked to make a significant amount of existing learning resources freely available online, licensed in such away to enable them to be used and repurposed worldwide.

It was expected that funded projects would demonstrate a long-term commitment to the release of open educational resources (OER). Projects worked towards the sustainability of long-term open resources release via the adoption of appropriate business models to support this. Supporting actions included modifications to institutional policies and processes, with the aim of making open resources release an expected part of the educational resources creation cycle.

As a part of this programme, support and advice on all aspects of open educational resource release were offered. This included guidance and advice from existing JISC services and other organisations and covered issues around licensing, intellectual property rights, and technical aspects such as the use of standards and metadata, and resource discovery.

A team based at Glasgow Caledonian University carried out the evaluation of the pilot programme, including the [synthesis of project outcomes](#).

A full list of all of the projects funded can be found on the [JISC OER Phase 1](#) website.

2 Venue

The conference is hosted at the beautiful Royal Institute of British Architects (RIBA) in central London, which is easily accessible.



The Royal Institute of British Architects (RIBA)
66 Portland Place
London, W1B 1AD

For directions please visit

www.architecture.com/TheRIBA/Visit66PortlandPlace.aspx

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<http://flic.kr/p/D6pqZ>. Accessed 5 October 2010

2.1 Registration

Please collect your registration pack from the desk in the foyer of the Jarvis Auditorium on the Lower Ground Floor.

2.2 Accommodation and finding your way around

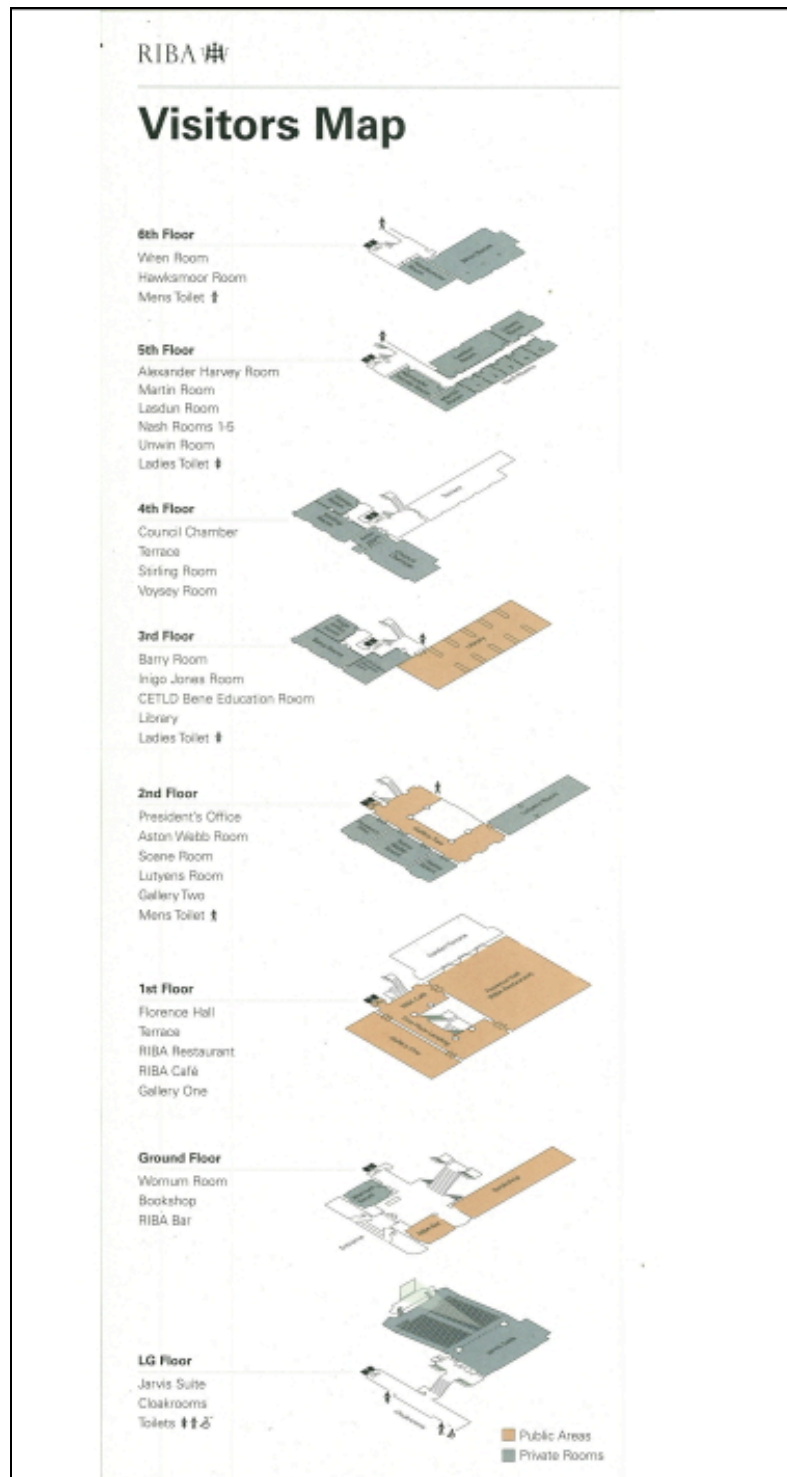
The conference takes place throughout the RIBA in the following rooms:

- Jarvis Auditorium, Lower Ground Floor
- Lutyens Room (Second Floor)
- Barry Room, Third Floor
- Lasdun Room, Fifth Floor
- Wren Room, Sixth Floor

Parallel session room locations are all marked in the programme table below.

Toilets are located on each floor.

RIBA visitors map



2.3 Refreshments

Refreshments will be served throughout the day. A buffet lunch is provided in the foyer of the Jarvis Auditorium, Lower Ground Floor. Special diets are catered for.

2.4 Further information

Email: enquiries@medev.ac.uk

Telephone: +44 (0)191 222 5888

Web: www.medev.ac.uk/oer/

3 Staff in attendance and contact numbers on the day

BioOER

Terry McAndrew

Chris Taylor

HumBox

Erika Corradini

Lisa Lavender: 07989 848086

Robert O'Toole

OOER

Suzanne Hardy: 07790 905 657

Dr Megan Quentin-Baxter: 07919 572 541

Lindsay Wood: 07940 483 003

PHORUS

Dr Kwansuree Jiamton: 07872 417 122

Charles Kasule

Dr Margaret Sills

Simshare

Patricia McKellar: 07949 274 851

Hansa Surti: 07824 541157

3.1 Internet access

A WiFi passkey will be issued on the day.

3.2 Twitter

Please do Tweet throughout the conference, using the hash tags *#oeritd10* and *#ukoer*

3.3 Presentation materials

All presentation materials will be made available after the event at www.medev.ac.uk/ourwork/oer/conference/ and via [Jorum Open](#), tagged with ukoer and oeritd10.

4 Programme summary table

Time	Jarvis Auditorium Foyer	Jarvis Auditorium (Lower ground floor)	Lutyens Room (Second floor)	Barry Room (Third Floor)	Lasdun Room (Fifth Floor)	Wren Room (Sixth Floor)
10:00	Registration					
10:30		Welcome and Introduction to day Sharon Waller, Higher Education Academy, OER Programme Manager				
10:45		1 st Keynote Diana Laurillard Intelligent support for teachers who are designing new forms of learning				
11:30	1 st breakout session	Panel session: IPR, copyright and licensing – what's the difference? Megan Quentin-Baxter, Naomi Korn, Sara Atkinson, Trevor Manning (see 7.1.1) Facilitated by OOER	Workshop: Exploring resources designed to support practical and fieldwork teaching. An opportunity to discuss with the creators their experiences, to learn more about how these resources were produced and how to adopt or adapt them for your own use. (see 7.1.2) Facilitated by Bioscience	Presentation: Prof Paul Maharg Do simulations make good open educational resources and does the cross disciplinary approach work? Simulation case studies in law, architecture, and medicine. Exploring simulation resources in the Simshare repository. (see 7.1.3) Facilitated by Simshare	Panel session: From discipline focus to institutional context: The future of releasing and using OER. How the development of a conceptual framework and mapping resources informs progress. (see 7.1.4) Facilitated by PHORUS	Workshop/discussion: What are the differences between discipline-focussed community approaches and institutional approaches to OER? Does one offer advantages over the other? (see 7.1.5) Facilitated by HumBox
13:00	Lunch	Screening of Stephen Downes video				

13:45	2 nd breakout session	<p>Workshop: Good practice in creating, using and re-using learning and teaching resources</p> <p>Covering finding and using licenced content to avoid risk in using copyrighted materials</p> <p>Suzanne Hardy Lindsay Wood Dr David Davies (see 7.2.1) Facilitated by OOER</p>	<p>Workshop: Exploring resources designed to support practical and fieldwork teaching.</p> <p>An opportunity to discuss with the creators their experiences, to learn more about how these resources were produced and how to adopt or adapt them for your own use. (see 7.2.2) Facilitated by Bioscience</p>	<p>Presentation: Dr Sara de Freitas (tbc) Simulations as OERs on the Global stage</p> <p>simulation case studies in law, politics and business.</p> <p>Workshop: Building simulations as OERs: Where do you start? (see 7.2.3) Facilitated by Simshare</p>	<p>Workshop: Publishing and reusing open resources: what helps and hinders? Institutional policies, reward and recognition, quality, and communities of practice etc - informed by PHORUS Case studies. (see 7.2.4) Facilitated by PHORUS</p>	<p>Workshop: Community- building through engagement with OER in using, reusing and reviewing resources. How to understand peer review in the context of OER: considering questions of quality, method and community. (see 7.2.5) Facilitated by members of the HumBox team, Lisa Lavender and Rob O'Toole</p>
15:15		<p>2nd Keynote Jeff Merriman</p> <p>MIT Open Knowledge Initiative – what have we learned?</p>				
16:00		<p>Final remarks and the way forward</p>				
16:15	Tea & Coffee					

Session details are below.

5 Speaker biographies

Professor Diana Laurillard



Currently holds the Chair of Learning with Digital Technologies in the Faculty of Culture and Pedagogy.

Current research is in two related areas (see LKL Research tab):

- developing an interactive learning design tool to support teachers moving to blended learning
- working with SEN teachers to investigate the design of software interventions for learners with dyscalculia and low numeracy.

In both cases the intention is to bridge the gap between teaching and research.

Previous appointments include Head of the e-Learning Strategy Unit at the UK Government's Department for Education and Skills, the Visiting Committee on IT at Harvard University, Pro-Vice-Chancellor for learning technologies and teaching at The Open University.

Current appointments include the Board of the Observatory for Borderless HE, the Centre for Applied Research in Educational Technologies at the University of Cambridge, the Council for FernUniversität in Hagen, the Panel for the National Teaching Fellowship Scheme, and external examiner at the University of Oxford.

See: tinyurl.com/688hx9

Jeff Merriman



Jeff Merriman currently wears two hats as Associate Director for Software Strategy for the Office of Educational Innovation and Technology at the Massachusetts Institute of Technology and Executive Director of the Open Knowledge Initiative.

Jeff has spent much of his career building and promoting various kind of technology infrastructure for higher education. As Director of Academic Computing at Stanford University he brought the notion of "Wired Campuses" into the forefront by networking all of Stanford's graduate and undergraduate residence halls, leading an aggressive effort that began in 1987. Jeff also founded the annual ResNet Symposia series.

This event brings together information technologists from around the world to share implementation, support, and educational strategies pertaining to distributed, residential computing environments in higher education. In 1998 Jeff helped to form Stanford's Academic Computing program and became Director of Academic Computing Technology. In this role he began to widen his focus to include issues of software infrastructure in support of educational initiatives.

See: oeit.mit.edu/about/staff/jeff-merriman

Stephen Downes



Stephen Downes works for the National Research Council of Canada where he has served as a Senior Research, based in Moncton, New Brunswick, since 2001. Affiliated with the Learning and Collaborative Technologies Group, Institute for Information Technology, Downes specializes in the fields of online learning, new media, pedagogy and philosophy.

Downes is perhaps best known for his daily newsletter, OLDaily, which is distributed by web, email and RSS to thousands of subscribers around the world. He has published numerous articles both online and in print, including *The Future of Online Learning* (1998), *Learning Objects* (2000), *Resource Profiles* (2003), and *E-Learning 2.0* (2005). He is a popular speaker, appearing at hundreds of events around the world over the last fifteen years.

See: www.downes.ca

6 Session details

6.1 Morning breakout sessions

Panel session: IPR, copyright and licensing – what's the difference?

Jarvis Auditorium

Copyright is an exclusive right which is created at the same time as a creative idea is fixed or expressed, and gives the creator (owner or holder) complete control (for a limited period of time) over how that work may be copied or exploited. A licence states what permissions a copyright holder has granted to users to copy or otherwise use that work. 'Fair use' gives educators some rights to cite copyright works (with attribution) without seeking express permission from the copyright holder, such as for 'teaching and research', however this must not be to the detriment of the original copyright holder, as judged against four principles covering the nature of the work, how it has been cited/copied, and loss of income or harm to the copyright holder and their reputation.

This panel session will discuss intellectual property rights ownership and licensing in the context of OER and higher education, considering fair use and professional behaviour, and risk.

Facilitated by the OOER team with contributions from project partners.

Workshop: Exploring resources designed to support practical and fieldwork teaching.

Lutyens Room (Second Floor)

This workshop will provide delegates with an opportunity to explore resources designed to support teaching practical and fieldwork, to learn more about how these resources were produced and how to adopt or adapt them for further use. Some resources are standalone and able to be used as provided, while other resources have been built with further flexibility opportunities in mind.

It will also be an excellent opportunity for attendees to hear directly from the creators of these resources, and discuss with them their experiences of designing and building open educational resources.

As this will be a very interactive session, a limited number of laptops will be provided for delegates' use, though you are encouraged to bring your own if you have one.

Facilitated by the BioOER team.

Presentation: Do simulations make good open educational resources and does the cross disciplinary approach work? Professor Paul Maharg

Barry Room (Third Floor)

In this overview Professor Maharg will analyse the case for simulation resources as OERs, and the extent to which a simulation resource bank can be interdisciplinary. He will describe briefly the Simshare project and site, give two OER examples and examine their viability as simulation resources, and summarise some of the key issues facing Simshare in the next year. This will be followed by case studies:

- Using transactional learning to teach building contract management and administration. Andrew Agapiou, Department of Architecture, University of Strathclyde.
- Simulations from the University Glamorgan – how we made use of OER resources, Karen Counsell, School of Law, University of Glamorgan.
- David Davies trained as a physiologist, completing his PhD in neuroscience, but an interest in teaching and Internet technologies lead to a change in direction towards e-learning research and development. He is now Associate Professor in Medical Education at Warwick Medical School, with a main interest in e-learning and digital healthcare technologies.
- Negotiation-based learning: Objectives, strategies and challenges, Simon Usherwood, Department of Politics, University of Surrey.

Facilitated by the Simshare team.

Panel session: From discipline focus to institutional context : The future of releasing and using OER. How the development of a conceptual framework and mapping resources informs progress.

Wren Room (Fifth Floor)

Why OER? How does the concept of OER fit with the complexities of disciplines? What facilitates the release and use of OER and how do we overcome related barriers? The PHORUS project developed a conceptual framework as a way of informing the future; this will be offered as an approach to implementing OER at discipline level to complement the institutional context.

The session aims to stimulate discussion through brief trigger presentations about the conceptual framework, the findings from institutional case studies and Mapping resources to the Public Health Skills and Careers Framework (Skills for Health) .

Facilitated by the PHORUS team.

Workshop/discussion: What are the differences between community and institutional approaches to OER? Does one offer advantages over the other?

Lasdun Room (Sixth Floor)

This session will be an informal discussion on the advantages and disadvantages of a community-driven approach to OER in contrast or complement to an institutional approach.

It will be facilitated by members of the HumBox team and a representative of EdShare, the institutional repository at the University of Southampton.

The session will commence with short presentations on the HumBox and on EdShare. HumBox is a successful community-driven repository for the humanities, and the successes of the HumBox project's community-focused approach will be outlined. EdShare is a well-used institutional repository, which operates in a similar way (technically) to the HumBox. The presentations will be used as a starting point to initiate a discussion on how far institutional and community approaches to OER differ and how far they may complement each other. Is one approach better than another? Is one approach more sustainable than the other?

Facilitated by the HumBox team.

6.2 Afternoon breakout sessions

Good practice in creating, using and re-using learning and teaching resources. 3 things you can do today to improve your resources for learning and teaching.

Jarvis Auditorium

If you use PowerPoint, if you upload resources into a learning support environment or VLE, or if you share anything electronically with colleagues or students, then this session is for you.

Based on the experiences of 17 HEIs and on evidence gathered during the OOER project, this interactive session This workshop will give you three easy things which you can start doing tomorrow, which will make your resources safer, avoid risk of copyright infringement and start you on the path to openness.

The truth is, making your learning and teaching resources 'OER-able' isn't a 'special' process - it is all about the good practice we should all be adopting anyway. Hiding behind the net curtain of 'protection' from uploading to a password protected managed/virtual learning environment is not enough. If materials can be downloaded, they can be shared. If they are shared, they are on the Internet. If they are on the Internet you could be putting yourself and your institution at risk.

Why not think about good practice as you create resources? Including openly licenced content (e.g. images, videos), properly and ethically consented, is easier than it has ever been, and protects you and your employer. It may increase confidence in using and reusing your work, and may even help you think more creatively about how you can illustrate teaching and learning points in your materials...

Facilitated by the OOER team with contributions from project partners.

Workshop: Exploring resources designed to support practical and fieldwork teaching.

Lutyens Room (Second Floor)

This workshop will provide delegates with an opportunity to explore resources designed to support teaching practical and fieldwork, to learn more about how these resources were produced and how to adopt or adapt them for further use. Some resources are standalone and able to be used as provided, while other resources have been built with further flexibility opportunities in mind.

It will also be an excellent opportunity for attendees to hear directly from the creators of these resources, and discuss with them their experiences of designing and building open educational resources.

As this will be a very interactive session, a limited number of laptops will be provided for delegates' use, though you are encouraged to bring your own if you have one.

Facilitated by the BioOER team.

Presentation: Dr Sara de Freitas (tbc) Simulations as OERs on the global stage Workshop: Building simulations as OERS: Where do you start?

Barry Room (Third Floor)

Sara de Freitas is Director of Research and Professor of Virtual Environments at the Serious Games Institute at the University of Coventry where she leads an applied research team working closely with industry. Sara holds a visiting fellowship at the University of London is elected Chair of the Lab Group and is a Fellow of the Royal Society of Arts.

Voted the Most Influential Woman in Technology 2009 and 2010 by US Fast Company, Sara also chairs the IEEE Serious Games and Virtual Worlds conferences (VS-Games) and is a regular speaker at international conferences. Sara currently holds 12 funded projects, funded through European, regional and national agencies. Her current research includes multimodal interfaces, experience design and perceptual modelling in games and virtual worlds. Sara publishes widely with over 90 publications (reports, journal articles, conference papers and books) in the areas of: pedagogy and e-learning, change management and serious games and virtual worlds for supporting training and learning. Her latest book *Rethinking Learning for a Digital Age* (edited with R. Sharpe and H. Beetham) is published by Routledge.

- Building simulations as OERS: Where do you start? Karen Barton, Glasgow Graduate School of Law, University of Strathclyde.
Using an OER simulation as an example, we will look at how the simulation was constructed and discuss other issues that need to be considered such as:
 - Fit with curriculum
 - Assessment
 - Additional learning resources (e.g. FAQs, forum, flow charts, lectures, surgeries etc.)
 - Staffing

We will also explore the concept of Open Field and Closed Field simulations and discuss the consequences of taking one or other approach in the design of the simulation itself.

Facilitated by the Simshare team

Workshop: Publishing and reusing open resources: what helps and hinders? Institutional policies, reward and recognition, quality, and communities of practice etc - informed by PHORUS Case studies.

Wren Room (Fifth Floor)

Case study for discussion.

Covering institutional policies, reward and recognition, quality of resources and communities of practice.

Facilitated by the PHORUS team.

Workshop: Community- building through engagement with OER in using, reusing and reviewing resources. How to understand peer review in the context of OER: considering questions of quality, method and community.

Lasdun Room (Sixth Floor)

This workshop will consider issues of quality and peer review in relation to OERs and will take participants through the HumBox processes of review and sharing.

The session will familiarise users with the background and ethos to the creation of the HumBox. It will feature a demonstration of the key features in HumBox which enable reviewing and networking between site users, and will consider potential further uses for these features amongst the academic community. Participants will consider how resources might be presented and prepared in order to enhance their 'shareability' and there will be a practical session during which participants will consider the nature of peer review in relation to OERs.

The practical element of the session will involve consideration of particular resources taken from the Humbox site and of how they might be usefully reviewed and improved through peer community engagement.

Facilitated by the HumBox team.

7 About the JISC/Higher Education Academy Subject Strand Phase 1 pilot projects at this conference

7.1 BioOER



Open Educational Resources in the Biosciences - Enhancing Teaching and Learning with Laboratory and Fieldwork Resources

Finding and adapting resources to support practical work can be difficult. The UK Centre for Bioscience managed a programme across ten institutions to enable the preparation and sharing of Open Educational Resources specifically to support laboratory and fieldwork teaching, to build an Interactive Laboratory and Fieldwork Manual for the Biosciences.

The project sought to uncover and explore all of the issues facing academics related to working with resources to use within their teaching, and to help

enable them to bring about solutions.

Additionally, the programme delivered over 360 credits' worth of high quality, proven teaching resources, released under a Creative Commons Share-Alike licence, designed to allow sharing and reuse. These are hosted on a freely accessible JISC-supported repository, JorumOpen (search tag: bioukoer), and links to all resources and further information can be found on Bioscience website, linked below..

The Bioscience OERs cover a range of subjects, from evolutionary history to microbiology and genetic analysis, and are available in a range of formats, including: Interactive laboratory simulations; Scenario-based learning packages; PowerPoint presentations; Video and Image collections; Pre-lab demonstrations/exercises; Flash-based tutorials; Articulate/Engage activities; Hosted, service-based case studies.

See: www.bioscience.heacademy.ac.uk/resources/oer/ and bioer.jiscinvolve.org

STEM OER Guidance Wiki: stemoer.pbworks.com

7.2 HumBox



The HumBox is an online space for the publication, sharing and managing of digital humanities teaching resources. It is also the hub of a community of humanities professionals who are engaged in re-using and reviewing each other's resources and making connections with each other through the HumBox system.

The site's creation is the result of the HumBox Project, a collaboration between four HEA humanities Subject Centres (Languages, Linguistics and Area Studies; English; History, and Philosophy and Religious Studies) and a consortium of 10 partners in Humanities Departments, Schools and Research Centres in a range of institutions, as well as relevant Subject Associations.

Project partners published and shared their own teaching resources on the site – and those of their colleagues - but also engaged with the processes involved in OER, such as IPR and copyright, effective tagging and metadata, and consideration of what it means for a resource to be 'shareable.'

The HumBox contains over 1300 teaching resources in a wide range of media. It has over 300 registered users from around the world and the community continues to grow on a daily basis. It is a dynamic space which allows browsers to preview and download files freely, and allows registered users to see how their resources are being used, make collections of resources according to their own interests and needs, review the resources of others, and interact with other site users. It is a site which demonstrates sharing and active engagement with OER in practice.

See: www.humbox.ac.uk

7.3 OER



Organising Educational Resources (OER) involved 17 partner Higher Education Institutions and focussed on the particular challenges to releasing materials openly from the medicine, dentistry and veterinary medicine community. Concentrating on the complexities of teachers who are employed by the NHS but contracted to deliver higher education in academic settings, the project revealed issues of risk in institutional policies concerning IPR and copyright, highlighted and shared current good practice in procedures for obtaining patient consent to use clinical recordings in learning and teaching, and surveyed staff and students to find out where they currently find resources.

Working with over 50% of medical, dental and veterinary medicine schools in the UK, the project has been widely disseminated, with findings and recommendations informing other areas of core Subject Centre support work, and providing a detailed background on which to build the 2 newly

funded projects from Phase 2 of the UK OER programme. These projects (ACTOR and PORSCHE) will work with releasing materials from accredited post graduate teaching courses in our disciplines, and from the NHS eLearning Repository, exposing them to wider use in clinical and academic settings.

See: www.medev.ac.uk/ourwork/oer/

7.4 PHORUS



PHORUS (Public Health Open Resource in the University Sector) had three principle aims:

- To critically assess the enablers and barriers to releasing learning resources in Public Health.
- To develop a conceptual framework to inform OER implementation.
- To work towards and actively release resources.

PHORUS research centred on barriers and facilitators to making Public Health resources accessible, minimising risks of misinterpretation or misuse. Issues emerged from the literature and the data collection about ownership of materials, requirements for formatting, accuracy of tagging and the interface between cooperation and competition. Institutions and individuals released resources into the JorumOpen repository. Selected resources were mapped to the Public Health Skills and Careers Framework (PHSCF: Skills for Health) to assist in curriculum development.

A conceptual framework, comprising seven levels, was developed to inform future developments and to highlight the dynamics within the process of releasing and reusing Public Health resources; thus contributing to sustainability. The Department of Health, the Teaching Public Health Networks and other organisations, including Higher Education Institutions, had commissioned resource development; however, the cultures of OER and Public Health in the UK were not yet cemented. The importance of sharing underpins both the philanthropic approach and the ability to bring groups with different interests and approaches to Public Health together.

See: phorus.health.heacademy.ac.uk

7.5 Simshare



Simshare was based on a learning tool, and focused on providing OER to facilitate and encourage the use of simulation and related approaches to learning. The full-scale development of a body of widely shareable and re-purposable educational content amongst simulation designers and users has been almost non-existent and this has had serious consequences for the uptake of simulation as a form of situated learning; for whilst the power of simulation as a heuristic is widely recognised, so too is the effort required by staff to create and resource simulations.

Working with partner institutions in Law and engaging other disciplines Simshare has developed a website that acts as an interface for simulation submission to a repository. Stored simulations or their component assets can be downloaded and the site also supports a community of practice. Simshare, with a high level of investment in support and guidance as well as a resource repository, adds tremendous value to its products. In this way, it can be much more effective in encouraging the use of simulation in learning

and teaching. The Simshare community site provides a strong element of guidance, and by offering a habitat for a user community, Simshare is providing as much support and encouragement as it can for potential users. By enabling a community of practice to form around simulative approaches to learning and by helping staff to create, use, evaluate and re-purpose simulations much more effectively than would have otherwise been the case the project can reach beyond narrow subject boundaries.

See: www.ukcle.ac.uk/projects/past-projects/simshare/ and www.simshare.org.uk

8 Resources

Since we started on our Phase 1 pilot projects, there has been a plethora of really useful tools emerging from other Phase 1 pilots and elsewhere, which will be invaluable to anyone thinking about OER. From wondering what all the fuss is about, to the value, benefits, perceived pros and cons of the open approach to educational resources. There are reports, guides and kits to help you along the way, tools to help you choose openly licensed materials labelled explicitly with permissions for your own learning and teaching materials, and several discipline specific repositories and libraries, as well as the UK national repository, Jorum Open, which can host and expose your materials to a wide potential audience. There are workshops, conferences and online courses you can attend, and a lot of advice on IPR and copyright.

We have listed below a small selection of the outputs from other projects you may find useful.

8.1 Tools, guides and kits

- Creative Commons License Your Work creativecommons.org/choose/
- HumBox user guide to copyright, tagging, sharing and reviewing humbox.ac.uk/faq.html
- OER Handbook: wikieducator.org/OER_Handbook
- OER Synthesis and Evaluation Project <https://oersynth.pbworks.com/OER-Synthesis-and-Evaluation-Project>
- OOER Toolkit www.medev.ac.uk/ourwork/oer/toolkits/
- Open Educational Resources infoKit bit.ly/oerinfokit
- Open University Lab Space: labspace.open.ac.uk
- Nottingham Xpert Attribution tool: www.nottingham.ac.uk/xpert/attribution/
- STEM OER Guidance Wiki stemoer.pbworks.com
- Web2Rights Flowcharts www.web2rights.org.uk/charts.html

8.2 Reports

- Bioscience Project (BioOER) Final Report: www.heacademy.ac.uk/projects/detail/oer/OER_SUB_Bioscience
- HumBox Project Final Report www.llas.ac.uk/projects/3233
- OOER Phase 1 Final Report www.medev.ac.uk/dinky/ukoer/
- PHORUS Project Final Report: phorus.health.heacademy.ac.uk/documents
- Simshare Final Report www.ukcle.ac.uk/projects/past-projects/simshare/

8.3 Repositories

- Healthcare Education Assets Online (HEAL) www.healcentral.org/services/servicesCollectionsList.jsp
- Health Science Online: hso.info
- HumBox www.humbox.ac.uk
- JHSPH OpenCourseWare Image Library: ocw.jhsph.edu/imageLibrary/
- JorumOpen www.jorum.ac.uk
- MedEdPORTAL www.aamc.org/mededportal/
- NHS eLearning Repository www.elearningrepository.nhs.uk
- People's Open Access Education Initiative: Peoples-Uni peoples-uni.org
- PHORCast Public Health Online Resources for Career, Skills and Training: www.phorcast.org.uk
- Xpert www.nottingham.ac.uk/xpert/

8.4 Blogs

- Bioscience OER blog: bioer.jiscinvolve.org/wp/
- Iterating towards openness, David Wiley's blog: opencontent.org/blog/

- John's JISC CETIS blog blogs.cetis.ac.uk/johnr/
- Lorna's JISC CETIS blog blogs.cetis.ac.uk/lmc/
- MEDEV OER phase 2 blog (ACTOR and PORSCHE) www.medev.ac.uk/blog/oer-phase-2-blog/
- Phil's JISC CETIS blog blogs.cetis.ac.uk/philb/

8.5 Websites

- David Wiley: davidwiley.org
- OER Africa: www.oerafrica.org
- Open Learn: openlearn.open.ac.uk
- MIT Open CourseWare: ocw.mit.edu

9 Moving on: OER2

The Higher Education Academy and JISC are working in partnership to develop the HEFCE-funded Open Educational Resources (OER) programme, supporting UK higher education institutions in sharing their teaching and learning resources freely online across the world.

Building on the work of a pilot, which took place between April 2009 and March 2010, a second phase of projects and activities is now running until August 2011. This phase will extend the range of materials openly available, document benefits offered by OER to those involved in the learning process, and promote collections of OER materials. Such resources might include full courses, course materials, complete modules, videos, assessments, tests, simulations, worked examples or software.

This £5M programme is comprised of 35 projects in three activity areas, as follows:

Activity Area A - The release of OER

- Ai A new set of OER release projects (the "release" strand, managed by the Academy).
- Aii Open Materials for Accredited Courses, releasing materials linked to the national professional standards for staff who teach in higher education (the "OMAC" project, managed by the Academy).
- Aiii The support of existing teams who are already releasing OER in embedding their practice in other environments (the "cascade" strand).

Activity Area B - The use of OER

- Bi An investigation into the use of OER in UK Higher Education.
- Bii The collection of case study data around the use of OER in English Higher Education.
- Biii The tracking of the use of materials released by pilot phase projects.

Activity Area C - The discovery of OER

- Ci Projects collecting OER from various worldwide sources, to bring together thematic collections (the "collections" strand).

As with the pilot strand, the programme will also include support and evaluation/synthesis activities.

Ai Release strand

- University of Plymouth, Learning from WOeRK: OERs for CPD in the workplace.
- SWAP Subject Centre, SWAP OER Project.
- The University of Northampton, TIGER (Transforming Interprofessional Groups through Educational Resources).
- University College London, OER Digital Humanities.
- De Montfort University, Sickle Cell Open: Online Topics and Educational Resources (SCOOTER).
- Nottingham Trent University, De-STRESS: Depository of Resources for Statistics in Social Sciences.
- Doncaster College, Developing 3D Simulations & Learning Objects for Creative & Cultural Skills College and Palatine Networks.
- HLST and BMAF Subject Centres, 2012: Learning Legacies.
- University of the Arts, London, Arts Learning and Teaching Online (ALTO).
- ESCalate Subject Centre, OSIER (Open Sustainability in Education Resource).
- University of Salford, Open Resources for Built Environment Education (ORBEE).
- MEDEV Subject Centre, Pathways for Open Resource Sharing through Convergence in Healthcare Education (PORSCHE).

Further information can be found at: www.jisc.ac.uk/oer

Aii Open resources for Academy accredited professional development programmes or schemes for teachers of higher education (OMAC)

- BMAF Subject Centre, Open for business.
- English Subject Centre, ASSAP: Adding Subject Specificity to Accredited Programmes.
- GEES Subject Centre, Educational Development Open Resources (EDOR).
- London School of Economics and Political Science, Developing Educators Learning and Information Literacies for Accreditation (DELILA).
- MEDEV Subject Centre, Accredited Clinical Teachers Open Resources (ACTOR).
- Rose Bruford College, Reflecting on Learning and Teaching in the Performing Arts.
- University College Falmouth, IPR in Educational Environments.
- University College London, CPD4HE: Open Resources on HE Teaching and Learning.
- University of Bradford, Open educational resources for the inclusive curriculum (ORIC).
- University of Exeter, Open STEM: Transforming Teaching in Mathematics and Biosciences.
- University of Wolverhampton, Learning to Teach Inclusively – a multi media open.

Further information can be found at: www.heacademy.ac.uk/ourwork/teachingandlearning/oer/phase2

Aiii Cascade strand

- Coventry University, OER CaFE (OER Cascade to FE).
- C-SAP Subject Centre, Cascading Social Science Open Educational Resources.
- ADM Subject Centre, Practising Open Education: Developing the Potential of Open Educational Resources in Art, Design and Media.
- University of Leicester, OER Sustainability through Teaching & Research Innovation: Cascading across HEIs (OSTRICH).
- University of Oxford, Ripple: OER Cascade.

Further information can be found at: www.jisc.ac.uk/oer

Ci Collections strand

- University of Bath, Delivering Open Educational Resources for Engineering Design.
- C-SAP Subject Centre, Discovering Collections of Social Science Open Educational Resources.
- UK Centre for Bioscience, OeRBITAL - Thematic collection: Open educational Resources for Biologists Involved in Teaching And Learning.
- Engineering Subject Centre, Engineering a Low Carbon Future OER (EALCFO).
- University of Oxford, TRITON: Bringing Open Educational Resources (OER) closer to the Politics and IR subject communities.
- GEES Subject Centre, The Open Fieldwork (OF) Project.

Further information can be found at: www.jisc.ac.uk/oer

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- Partner organisations and services sharing print and other materials such as TechDis www.techdis.ac.uk
- All project partners from all of the projects represented today.



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