

\*Virtual Participant Group for Session 5: Innovation pilots and improving ROI for partner institutions

***\*Please add your name before contributing - Click on the "people" icon. See top right of your screen (or bottom of the screen on mobile device).***

*\*Please post any issues you would like to be tabled at the OERu council of CEOs meeting using this link: [https://etherpad.oerfoundation.org/2018\\_Issues\\_for\\_CEOs\\_meeting](https://etherpad.oerfoundation.org/2018_Issues_for_CEOs_meeting)*

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*\*Scroll down to the relevant breakout group to add your ideas*

\*LiDA COMMUNITY LEARNING HUBS (Group 1)

\*Suggested steps

1. Review and comment on the draft proposal: <https://oer.nz/lidalearninghubs>
2. List the planning steps
3. Prepare a decision proposal for the OERu network to implement LiDA community learning hubs.

\*Feedback, comments and suggestions

Please add your suggestions directly on the Google doc (<https://oer.nz/lidalearninghubs>) or list them below:

- Add suggestion

\*What planning steps are required for successful implementation of the LiDA community learning hub pilot?

- List step here

\*Decision proposals for the LiDA community learning hubs pilot

*Don't forget to assign responsibility for implementing the decisions - i.e who will do it*

\*INCREASING ROI FOR PARTNERS PARTICIPATING IN OERU (Group 2)

\*Concept ideas to increase ROI

1. *Adopt an OERu micro-course for local reuse:* The capital value of assembling an OERu micro-course for the OERu platform is approximately US\$4,000. Adopting one micro-course would recoup the annual cost of membership. Adopting a full course for reuse would generate capital savings of \$12000 - US\$16000 per full course.
2. *Adopting an open source application from the OERu technology stack for local reuse.* For example, a commercially hosted version of the Mautic marketing automation software application would typically cost US\$6,000 per year. Shared hosting through the OERu network would generate savings in excess of the cost of OERu membership.

3. *Low cost, low risk innovation for next generation digital learning environments. For example: The 2017 CEOs meeting cited the value of the OERu model being used by some partners (as a "Trojan horse") to support local innovation in OER*
4. Other?

\*What are the key value propositions for partnership with the OERu international network?

1. What is the value of bilateral and trilateral relationships within the network, including the provision of assessment services, micro-credentialing?
2. What is the value of "marketing" data the OERu delivery platform generates for OERu marketing departments? For example, what is the institutional value of knowing, for instance, the click-through-rate of women aged 46 - 52 in Bangladesh from digital advertisement for OERu online micro-course and the search terms used.
3. Other?

\*Recommendations to increase ROI for OERu partner institutions

- List recommendation

\*Decision proposals for increasing ROI for the OERu to take forward

*Don't forget to assign responsibility for implementing the decisions - i.e who will do it*

\*OPEN PEDAGOGY AND OPEN BOUNDARY COURSES (Group 3)

\*Descriptions

### **Open boundary course**

- *An open boundary course refers to the ability of the OERu component-based delivery platform to publish multiple instances of the same open courses for reuse across multiple course sites by individual institutions for different learner groups. Different cohort groups can interact with each other through syndicated course interactions distributed across the Internet. For example, Kwantlen Polytechnic University could publish a course site for Introduction to Psychology for its own student cohort who can study in parallel with OERu learners accessing the same course materials from the OERu course site. These two cohort groups will be able to interact with each other.*

### **Open pedagogy**

- *An access-oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part. A related concept, OER-enabled pedagogy, refers to the set of teaching and learning practices only possible in the context of the 5R permissions, which are characteristic of OER. For example, engaging learners as creators of information rather than consumers by not using disposable assignments. Open pedagogy may offer pathways to enhancing the future sustainability of OER while improving the quality of learning.*

\*Open boundary course shortlist

Identify a shortlist of OERu courses that would be ideal candidates for an OERu "open boundary course" innovation pilot. (That is, courses that would maximise the number of participating institutions).

- (Mark McGuire here): Courses that deal with content that lends itself well to digital authoring and distribution (I'm thinking of examples we can learn from, like <http://ds106.us/>, <https://phonar.org/>. I'm trying to find links for the Femtech.net shared course that ran a few years ago. About 12 academics from different universities teaching courses relating to feminism and technology shared resources (bibliographies, videos on Vimeo, etc.). It worked well and saved everyone from inventing the wheel themselves. They had about 12 20 min "lectures" online that they could all use, plus much more. It wasn't written up and published as far as I know (unfortunately). I've done some research about these initiatives.
- There must be several existing OERu courses that are similar to what a number of academics are already teaching. The challenge seems to be to find academics who are keen on experimenting and collaborating (I think that's even more important than the content, actually). There are some good people at AUT and Aus. teaching mobile filmmaking (using phones) who are keen collaborators. It would be good to connect with people like Alan Levine of DS106 fame (@cogdog on Twitter) or Jonathan Worth (@Jonathan\_Worth on Twitter — he was behind <https://phonar.org/> and <https://phonarnation.org/>). These people (and their connections) have been brave experimenters for years and they are very generous collaborators.
- Most institutions are overly careful, fearful of change and slow to make even the tiniest of steps. Working from the bottom up by connecting with people who are passionate about open education seems to work better.
- It's not about the wood (open resources) or the fire (what you can do with it) but people engaging with other people around a shared interest/problem/project — its about the singing around the camp fire.

I support the idea that content is secondary...to the learner's experience and the developers' build process...Maybe we should be asking what processes (rather than content) are likely to engage participants and who might be an early adopter of such process in an open environment?

@Theresa: I think the people who are experimenting with open ed and open pedagogy are out there and they are finding others of like mind wherever they can. But the institutions that employ them usually don't know who they are or care much about what they are doing. People are doing amazing things despite the lack of support or recognition from their institution (and, often, without support from immediate colleagues in their own department). Although I have some doubts that Connectivism (George Siemens, Stephen Downes) I do think there's a lot to the idea that learning how to connect people to people, people to artefacts and artefacts to artefacts has merit. As Phil Ker said yesterday, it's about providing useful bits and helping students to glue them together into something that suits their (and their employers') needs. Small Pieces Loosely Joined (<http://www.smallpieces.com/>).

See below re my thought to support singing while 'we' chop the wood and build the fire. Ha! I will.

Do you wonder if some of the challenge is that the so-called 'useful bits' are created by people other than those intended to be using the bits? Do we really invite learners into actively creating/re-creating the course as a natural and imbedded process in 'taking' the

course?

\* List the steps for planning and implementing a successful OERu open boundary innovation pilot

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- Dig where you stand (to quote a former design colleague). Find out what others are doing locally and identify people who like to collaborate. Map these people and their interest/capabilities/needs. Do the same with local employers. Do the same with staff and courses at a local teaching institution. Do the same with teaching staff and courses at other institutions. Identify the most productive and most easily-made connections. Connect the dots and see what picture emerges. Don't start with the picture you want and try to work backwards.

\*Open pedagogy shortlist

Identify a short list (two or three) initiatives that can be implemented as an OERu innovation pilot project.

- Otago Polytechnic is in an excellent position to do something in the related areas of Design/Fashion/Fine Art/Architecture/Culinary Arts. A collaborative project (course) between them and involving local artists/designers etc. and in cooperation with employers (and their employees/students) has a lot of potential. Multiple outcomes are possible (including an OERu course in Creativity/Design Thinking/Using Processes from the Arts to Solve Problems, etc.). All that is needed is the desire to research and test a small initiative (Micro Credential?). The process of designing and delivering a small test course would also serve as action research that could suggest and inform other possibilities that cannot be predicted in advance.
- The trouble with xMOOCs (one of the problems) is that they are very top-down. From Venture Capital funded Platform->Institution->Academic->Student. A Student/Employer-Up approach is more likely to succeed. Find out what students need and what employers need and work from there.

This notion resonates with some Humber interests and initiatives. Keep a collaborative process in mind.

I attended a RGD 2016 Design Educators Conference at the Humber College Lakeshore campus in 2016. It's walking distance from where one of my brothers lives. Very nice campus.

Does Humber have a relationship or any connections with Otago Polytechnic?

Could an open pedagogy course serve a dual purpose of collaboratively creating an open course or open modules within a course?

This is a terrific thought, Theresa. What better way to learn something than to put together a course? I'm reminded about academics who set their students a project of finding a wikipedia entry that was missing or needed improvement and to create (or improve) the entry. A colleague did this in a first year Design course at Otago University and students wrote entries on New Zealand design. Writing a Wikipedia entry relating to women and technology was the one shared project that the 12 institutions/courses had for the collaborative Feminism and Technology course (Two academics from The Ontario College of Art and Design University were involved in that initiative). Why not ask students to collaborate on redesigning a course that is better than, and could replace, the one they are doing?

Isn't that the bigger vision here of how we want to engage everyone in an equitable way?...valuing everyone's knowledge? I think it is helpful to keep asking the question, "How would this look if we really valued the 'instructor' voice AND the 'student' voice?" Yes, often the student voice is brought in only at the end when course evaluations have to be completed. A bit late to get their feedback and ideas. And, of course, we rarely ask potential employers what they think a course should contain (or even if it is needed).

\*List the steps for planning and implementing a successful OERu open pedagogy innovation pilot

- List step here.

\*Decision proposals for the OERu open boundary and open pedagogy innovation pilots

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\*OERU MICRO-COURSES TO SUPPORT THE SDGS (Group 4)

\*What OERu micro-courses are already available to support the SDGs?

**Creating sustainable futures (Otago Polytechnic - 4 micro-courses):**

- Inspiring challenge of sustainable development - Completed: see: <https://oeru.org/oeru-partners/otago-polytechnic/inspiring-challenge-of-sustainable-development/>
- Designing the transition to a living future - Completed: <https://oeru.org/oeru-partners/otago-polytechnic/designing-the-transition-to-a-living-future/>
- Strategic planning for success - Completed: <https://oeru.org/oeru-partners/otago-polytechnic/strategic-planning-for-success/>
- Taking action and choosing priorities - Completed: <https://oeru.org/oeru-partners/otago-polytechnic/taking-action-and-choosing-priorities/>

\*What additional micro-courses could OERu offer in support of the SDGs in the next year or two?

\*Add micro-course here

\*What micro-credentials and exit qualifications could the OERu be able to offer in support of the SDGs?

- Add option here
- If the competencies required to create an open course were articulated and micro-credential courses were built or proposed (through an RFP-type process) would any of these be seen as 'in demand' by learners/students seeking credentials? For example, what about "knowledge translation" skills? Would such a micro-credential be marketable to a prospective employer? What about imbedding "innovative open imagery" to serve a specific purpose? I'm not sure if this is clear but it is like a meta-build where the process of the build is also the documentation of the learning...and open for assessment for those who want a credential. I see this as linked to sustainable education.

- This is another terrific idea, Theresa. I can imagine someone working in an advertising agency researching the use of Creative Commons licences in that business and drafting best practice guidelines for the business that employs them. Those guidelines could be co-created with others and shared with others as a living document that could continue to be improved. If the contribution of the student can be tracked and recorded (easy to do) then it can be assessed and rewarded with a credential.

Maybe a group of learners could create a course (perhaps for Philosophy, Sociology, or Inclusive Practice credit) on the social benefits of OERu...and then others (or the same group) could get Business or Marketing credit for creating a course on the financial benefits of OERu. Maybe the related assets could be used by various OERu advocates in their institutions.

I asked a question in the chat earlier about lanaguge of instruction for OERu courses. If someone adapted a course in another lanaguge of instruction from its original build, would that not be 'creditable' as a language credit?

These are good ideas. The Creative Commons initiative have staff in most countries who have built a network of contacts with teachers and academics. They might know of individuals who would be interested in collaborating on something like this. The trick is not to try to design a new course around this but a project that could be integrated into different courses in different disciplines that would benefit from a shared focussed effort.

I see this EtherPad doesn't have a built in spell checker. And I can't spell.

\*List additional ideas to support the SDGs

- List idea here

\*What are the next steps to progress OERu's contribution to the SDGs?

- Add step here

\*Decision proposals for the OERu to support the SDGs

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