*Virtual Participant Group: OERu Critical Friend Review

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

*What has the OERu done well?

- DP: This about being a "CRITICAL" friend, not a mutal admiration society.
- LZ: Establishing mechanisms for globally recognized qualifications
- Launching 1st year of university study
- Good variety of courses
- DP: OERu has demonstrated a radically transparent pathway to learning and accreditation - move it out and well beyond the core OERu partners
- Jim Taylor: Demonstrated the feasibilty of an entire technological infrastructure based solely on open source software - Love this!
- Jim Taylor: Early focus on stackable micro-credentials linked to formal academic credit - should be badged, too
- DP: At least one Ontario (Canada) **institution** (a member of OERu) understands how to expand the impact of OERu in badging terms, simply from hearing and lightly participating in the OERu model - ask them about how they plan to engage a huge corporate sector partner based on OERu "thinking?" They may never offer courses via OERu, but a brief engagement has been enough to stimulate a bigger "play" that will benefit thousands of learners, and the institution.

*How / where can the OERu improve?

- LZ: It's not so much for OERu to improve but for partners to be more involved in promoting OERu
- DP: Real implementation can only happen when OERu attracts contributing participants beyond the participants in the room today, who to some degree are **privileged** attendees. Interesting...I was reflecting on privilege, as well and how language can inadvertently create barriers. If the conversation uses langue that suggests 'we' are the keepers of knoweldge and pedagogies to be shared with others as part of a 'do good' agenda, how is this different from coming from a position of being a learner, wanting to engage with others to create and acquire knowledge and create and acquire practices and skills? If I'm looking for a colleagial learning opportunity, I'm looking for a peer, not someone who positions themselves as a mentor.
- JT: Jim Taylor: Focus on engendering greater active participation from a wider range of partner institutions - Right on, Jim! Would we be more successful in engaging partner institutions in 'action' if we outlined some specific ways for entry into action. What exactly would we suggest to someone who said, "I want to get involved?"
- DP: Digital means we can and should be able to respond faster than conventional academic think, yet we continue to fall back into the conventional paradigm - **Rory**, this is **your** cue!
- DP: Too much of the OERu thinking is bound up in current / conventional academic think. Expand your minds folks. 90% of today's students are thinking employment, not enlightenment. Even if **we** as academics under-value the currrent ethic, the **reality** is that education is a spiral continuum. Today we're at the *_employment value of_*

education point on the continuum. Focus is needed. Transcriptable transfer credit may not actually be needed - instead, verifiable skills may be the currency. I'm sure we'll get back to all the academic ideals sometime soon. But for now, the focus is elsehwre. Time to get **REAL** within OERu**. Could this challenge be partly addressed through the creation of competency based courses that are specific to workplace expectations, whether that be through: 1) selection of a course or series of course builds that align with a specific career or set of professional standards or 2) selection of workplace competencies that are common across multiple 'jobs'? These competencies could be 'packaged' and badged in the same way the more traditional courses are created with modules/micro-credentials. DP: YES!**

- TS: How can we make the curriculum alignment or mapping process (used for PLAR and transfer) more visible so others can see how various institutions have come to agreements?
- TS: What strategies have been shared for promoting OERu within our institutions and for creating awareness and buy in from faculty and admin?

*What are the top 3 priorities this meeting should address?

- DP: Expansion beyond the core participants Do you mean in the course creation process? Or are you focusing on course participants? Or both? Would co-creating as a 'learner' be a possibility? Would anyone argue with the premise that in order to create a course you must have the knowledge and skills/competencies required to successfully pass the course? DP: I mean, get doen further into instutional operational units. Right now OERu is centre aroudn academic administrative partners. Need to drill down.
- DP: Marketing to the underserved - with NGO partners - COL, UNESCO, etc.
- DP: Demonstration of open action beyond the theory of operation - show me the participants and that we srev their actual needs.
- DP: Moving the operational locus beyond the soapbox advocates - hype is not enough - action is a requirement - show me the participants!|
- Demonstrate a business model, even if it involves pennies rather than dollars - at some point the William and Flora Hewlett Foundation will want to count participants.
- DP: "**Productize**" the work that Dave Lane is doing as an OERu consultancy. Either it is a **membership perk,** or it is a **fee-for-service arrangement**. Bottom line, **don't give away expertise. Even Red Hat Linux productizes expertise and consultancy. Time to get REAL. Does this suggest Dave Lane (or a clone or equally skilled avatar) as a consultant to support institutions who want to pilot building a program using open source technologies? Where is the queue? YES! DP: The queue exists, but it counters ocnventional thinking. Tech investment is too expensivce. DP: Needs to be a part of sustainabilty thinking. Currently, the amazing OERu tech stack is a membership perk that is highly UNDERVALUED. Why? Because most of the academics in attendance have no real/actual tech smarts. Let's get real. It's 2018. Admit what we don't know and take a few considered risks based on expertise on offer.**
- JT: Jim Taylor: The present structure of the meeting agenda provides comprehensive opportunities to discuss current challenges from which significant pragmatic implementation prioriities will no doubt emerge.
- TS: What, if any, conversations have been had about open courses that are like dual credit courses (secondary and post-secondary credit - where that exists)?

*Issues for the CEOs meeting

*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