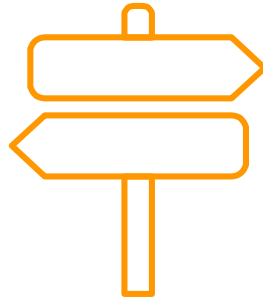


Open Enough?

Eight Factors to Consider when
Transitioning from Closed to
Open Resources and Courses:
A Conceptual Framework



About Us

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HOW THIS PROJECT STARTED

A white ceramic plate is filled with a colorful and textured dish. The ingredients include bright orange segments, dark, charred-looking vegetables, and small, round garnishes. The plate is garnished with fresh green herbs. In the background, a silver fork and knife are neatly placed on a white napkin with blue stripes. The entire scene is set on a rustic wooden table. The text "It started with a NAPKIN" is overlaid on the image in a white, sans-serif font.

It started with a
NAPKIN



OUR RESEARCH QUESTIONS

What factors do educators need to consider when transitioning to OER?

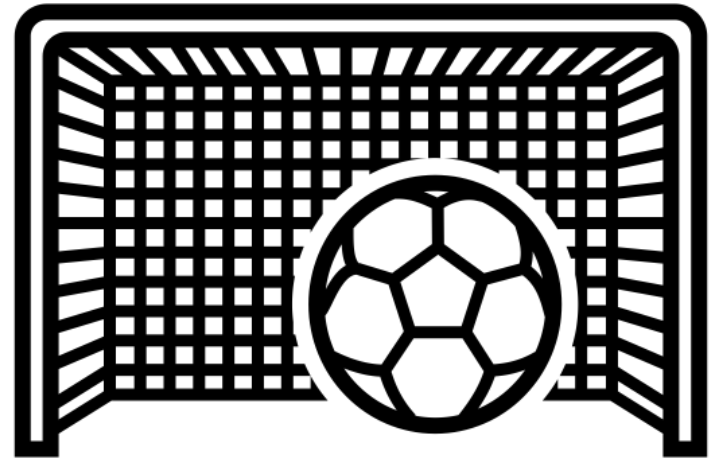
If each of these factors could be placed on a conceptual scale from “closed” to “most open”, what would be the implications?





GOALS WITH THIS PROJECT

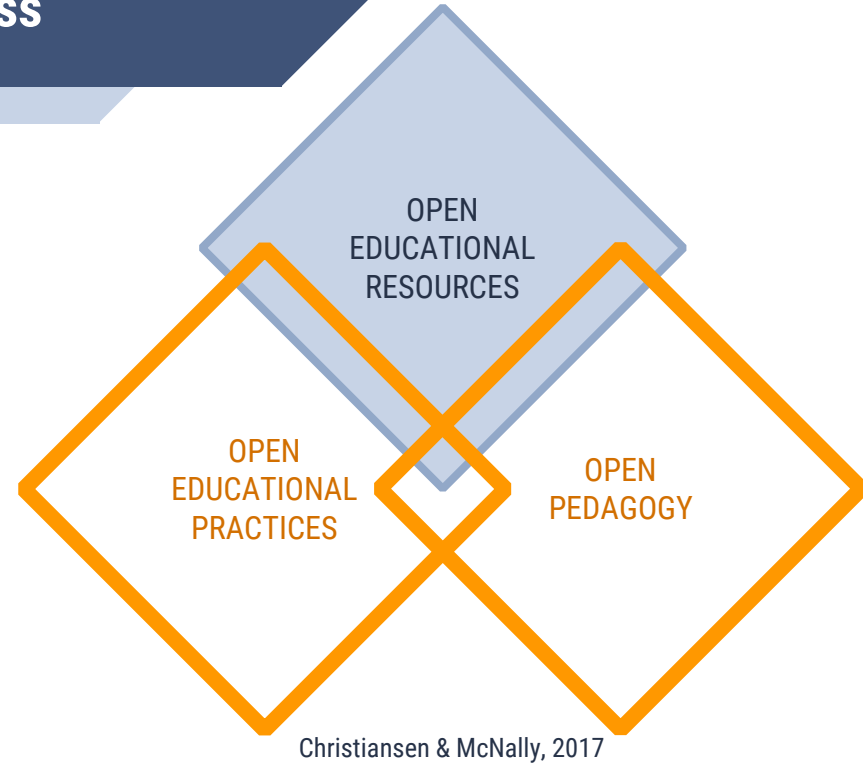
1. We want to create a framework that helps educators conceptualize OCW/OER projects
2. Determine what is 'open enough'
3. Determine if maximizing openness, in certain instances, could be problematic





LITERATURE – Conceptualizing Openness

- Have been several cycles of openness going back centuries (Peter and Deimann , 2013, p. 12).
- Hegarty (2015) proposes eight attributes of open pedagogy, only one of which involves OER (p. 5).
- Pomerantz and Peek (2016) reviewed 50 kinds of ‘open’ and identified several approaches to open. Authors warn of ‘open washing.’
- Nascimbeni et al. (2016) argue that becoming an ‘open educator’ is a transitional process involving multiple steps.





LITERATURE – Gaps and Criticisms

- Lack of theorization around the concepts of openness (Knox, 2013, p. 822).
 - ▷ Weller (2014) highlights vagueness of the term makes it open to being meaningless (p. 28).
- Ehlers (2011, p. 2) argues that access issues have been over emphasized at the expense of discussions around quality and innovation in teaching and learning.
- All the concepts around openness tend toward learner centrism. Openness in education should focus on improving student learning (Pierce, 2016, p. 11).



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FRAMEWORK OVERVIEW

Copyright / Open Licensing

**Accessibility / Usability
Formatting**

Language

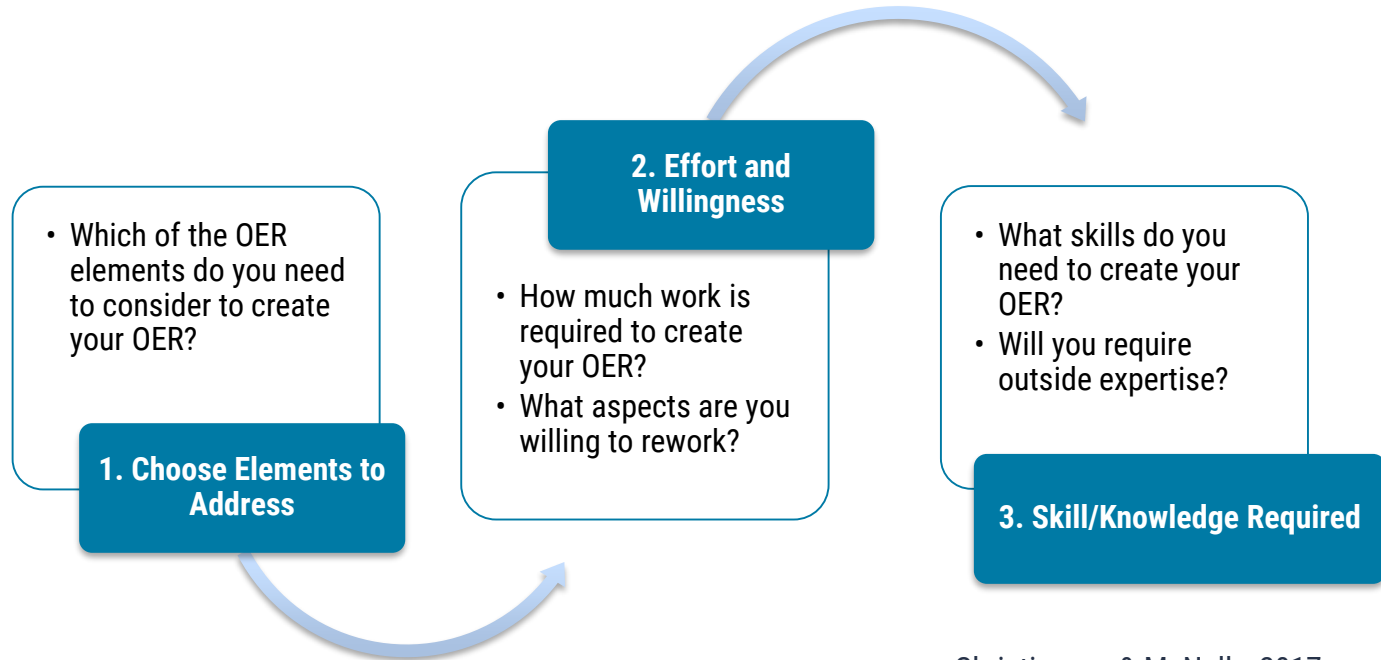
Support Costs

Assessment

Digital Distribution

File Format

Cultural Considerations



Christiansen & McNally, 2017



THREE HYPOTHETICAL SCENARIOS

Eight OER
Factors

1. Choose Elements
to Address

2. Effort and
Willingness

3. Skill/Knowledge
Required



Closed



Mixed



Most Open

3

CONCEPTUAL SCALES

Visualizing Openness

STEP 1**Decision Factors Scale**

OER Factors	Closed	Mixed	Most Open
Copyright/Open Licensing Frameworks	Copyright/all rights reserved	Less Open CC License Terms (NC/ND and arguably SA)	CC-BY License/ Public Domain
Accessibility/Usability Formatting	Not formatted for accessibility	Some accessibility formatting (e.g. closed captioning)	Fully accessibility (e.g. compliance w/ US HHS 508 Compliant)
Language	Single Language (usually English)	Bi-lingual or includes guides/steps for translation	Multi-Lingual or includes guides/steps for translation and is bilingual
Support Costs	Paid resources	Licensed library resources	Openly Licensed Resources
Assessment	No assessment available	Assessments made available	Assessments tailored for self-assessment
Digital Distribution	Closed/available only to insiders (e.g. via LMS)	Open but low discoverability (e.g. institutional repository)	Open and high discoverability (e.g. YouTube or broadly available repository (e.g. Merlot, BCcampus))
File Format	PDF or other non-editable format	Editable format but proprietary software (e.g. Word)	Fully open format (e.g. html)
Cultural Considerations	No consideration for outside cultural users/includes culturally specific materials/content	Some considerations for outside cultural users	Generally devoid of culturally specific material

STEP 2**Effort and Willingness**

OER Factors	Closed	Mixed	Most Open
→ Copyright/Open Licensing Frameworks	Closed by default	Minimal willingness / effort	Some willingness Minimal effort
Accessibility/Usability Formatting	Closed by default	Some willingness / effort	More willingness / effort
Language	Closed by default	More willingness / effort	More willingness / effort
→ Support Costs	No willingness Minimal effort	Some willingness / effort	More willingness / effort
→ Assessment	Closed by default	Some willingness / effort	More willingness / effort
Digital Distribution	No willingness Minimal effort	Some willingness / effort	Some willingness / effort
File Format	No willingness Minimal effort	Minimal willingness / effort	Minimal willingness / effort
Cultural Considerations	Closed by default	Some willingness / effort	More willingness / effort

STEP 3**Skill / Knowledge Scale**

OER Factors	Closed	Mixed	Most Open
Copyright/Open Licensing Frameworks	None	Some skill / knowledge	Some skill / knowledge
➔ Accessibility/Usability Formatting	None	More skill / knowledge	More skill / knowledge
➔ Language	None	More skill / knowledge	More skill / knowledge
Support Costs	None (an awareness problem; still need to pick resources regardless of cost)	Some skill / knowledge	More skill / knowledge
Assessment	None	Some skill / knowledge	More skill / knowledge
Digital Distribution	None	Some skill / knowledge	Some skill / knowledge
➔ File Format	None	Some skill / knowledge	Some skill / knowledge
➔ Cultural Considerations	None	More skill / knowledge	More skill / knowledge



EXAMPLE COURSE: LIS 598 INFORMATION POLICY

The screenshot shows the ERA Repository interface. At the top, there is a search bar with the text "Search ERA..." and a "Q Search" button. To the right of the search bar are links for "Collections", "Deposit", "About", and "Erik Christiansen". Below the search bar, the page title is "LIS 598 Information Policy, Winter 2017". A paragraph of text states: "This collection contains the lectures/presentations for LIS 598 Information Policy (Winter 2017 online offering) and related course materials. These materials are made available in an open as possible for students, lifelong or self-directed learners, and use and adaption by other educators." Below this text, there is a section titled "Items in this Collection" with a "Deposit Item" button. A search bar for the collection is present with a "Search Items" button. On the left, there is a "Filter" sidebar with two sections: "Author / Creator / Contributor" and "Subject / Keyword". The "Author / Creator / Contributor" section has two items: "McNally, Michael B" with a count of 25 and "McNally, Michael B." with a count of 2. The "Subject / Keyword" section has two items: "Information Policy" with a count of 25 and "LIS 598" with a count of 25. The main content area shows two items. The first item is "International Copyright Protection Presentation" by McNally, Michael B, dated 2017-03-29. It includes a small thumbnail image and a "Download" button. The description for this item is: "This presentation provides a brief overview of international copyright protection including the Berne Convention, the Agreement on Trade Related Aspects of Intellectual Property, and Post TRIPS agreements. It was delivered in LIS 598 Information and Libraries in the International Context in the...". The second item is "LIS 598 Info Policy - Winter 2016 - Open Data Interview with Kirk MacLeod (HD video)" by McNally, Michael B, dated 2017-03-07. It includes a document icon and a "Download" button.

I ran Michael's graduate course through our framework to determine its level of 'openness'



OER Factors	Closed	Mixed	Most Open
Copyright/Open Licensing Frameworks	Copyright/all rights reserved	Less Open CC License Terms (NC/ND and arguably SA)	CC-BY License/ Public Domain
Accessibility/Usability Formatting	Not formatted for accessibility	Some accessibility formatting (e.g. closed captioning)	Fully accessibility (e.g. compliance w/ US HHS 508 Compliant)
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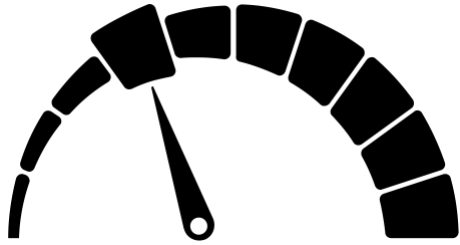
4

INSIGHTS

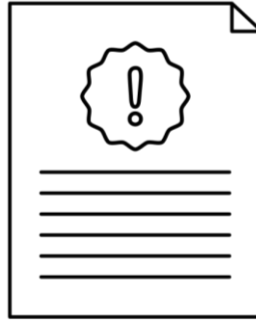
What we can do to guide educators



INSIGHTS



Huge range in difficulty among the eight factors when maximizing openness



Copyright is the most critical factor and the easiest option

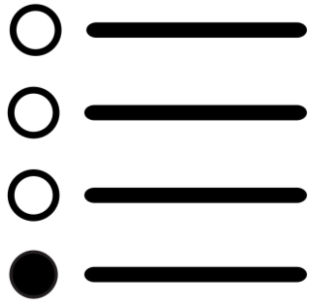


Support costs can be approached in different ways

“ *The ‘most open’ scenario can be pedagogically problematic and can place unreasonable expectations on the educator*



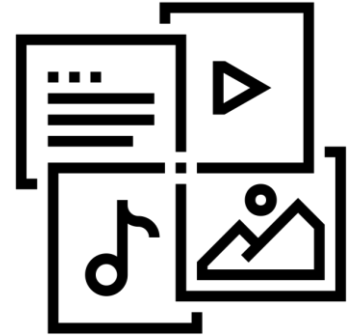
INSIGHTS



Openness has pedagogical tradeoffs for assessment



Maximizing openness for multiple languages and cultures is very difficult and unrealistic



Maximizing openness for file format isn't clear cut

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FUTURE RESEARCH

Where do we go from here?



FUTURE RESEARCH AND RECOMMENDATIONS



1) Empirical testing of this framework



2) Interactive online resource to Generate OER project plans



3) Financial funding for translation of resources



Thanks for attending

Any questions?

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FURTHER READING

Christiansen, Erik. G., & McNally, Michael. B. 2017, October 12. Open enough? Choices and consequences when transitioning from closed to open resources and courses. Poster session presented at the International Society for the Scholarship of Teaching and Learning, 2017 Conference, Calgary, Alberta. Retrieved from <http://hdl.handle.net/11205/352>

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For an editable version of this document, please contact Erik Christiansen using the link below.

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