

A Guide to Using Open Educational Resources (OERs) in Marketing Education

What are they? How do I develop them? And why should I bother?

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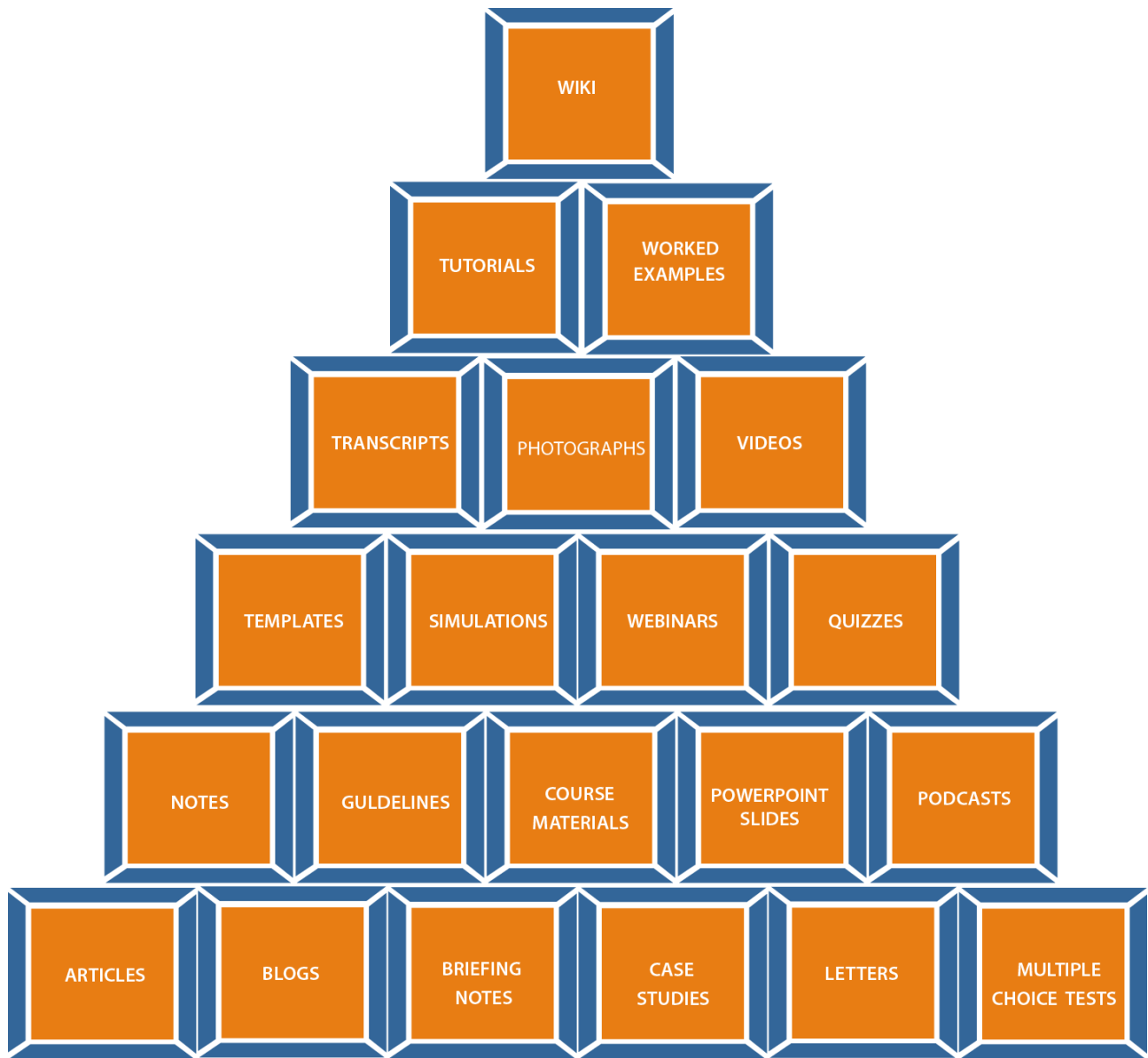
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OER Building Blocks

“The digital junk of one person may be the building blocks of knowledge and creative genius for another” (Langen, 2011, p. 213).

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ABOUT THIS GUIDE



This Guide is the outcome of the Academy of Marketing Teaching Research and Development Grants Scheme 2011-2012. It is intended to be a re-purposable resource, of relevance not only to marketing researchers, educators and professionals, but also adaptable to other subject areas and for generic application.

The content included in the Guide has been developed by the author and does not necessarily represent the views of her host institution. All errors are her own. Do let her know (P.Hunter-Jones@liverpool.ac.uk). In the spirit of OER please use it, and feel free to re-purpose or re-model it citing both the full reference as indicated on page 1, and also adding phj:010612:01liv in your attributions.



1. SUMMARY



This Guide is an example of an Open Educational Resource (OER). It is freely accessible and downloadable, has been released under an open license (Creative Commons) and is digitised to allow for ease of access, re-use and re-purposing.

It sets out to answer three questions:

- What are Open Educational Resources (OERs)?
- How do I develop OERs?
- Why should I bother with OERs?

The content covers:

- [Introduction: About this Guide](#)
- [What are Open Educational Resources?](#)
- [What types of OER exist and where can I find them?](#)
- [What are the advantages of OER engagement?](#)
- [What are the challenges with OER engagement?](#)
- [How can I develop OER?](#)
- [References](#)

Each section concludes by signposting the reader to further associated reading.

The core content of this Guide can be summarised by the acronym **OPEN ACCESS**:

OER: are defined by the William and Flora Hewlett Foundation (2008) as “teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others”. The ethos of sharing, co-creation, improvement, re-purposing and re-modeling of knowledge, lies at the heart of the OER movement. In essence you take the wheel of another and you adapt and improve, re-purpose and re-use it to meet your own contextual needs and setting.

Places: OER are commonly deposited and accessed through content sharing systems, open source platforms, portals and repositories. Some of the more popular sites worth familiarising yourself with include JORUM, Scribd, Slideshare and your own institutional repositories. Web 2.0 technologies play a pivotal role in OER. These tools include social networking sites (e.g. Facebook, MySpace, LinkedIn), collaborative tools (e.g. Wikipedia), self-expression tools (e.g. blogs, micro-blogs, vlogs, podcasts) and content tracking tools (e.g. url).

Exposure: In addition to personal gains, there are multiple generic benefits attached to contributing to the OER movement. These include sharing knowledge within and outside



the teaching and research community and nation, breaking down barriers to education, enhancing formal and informal learning, supporting lifelong learning, widening participation and assisting with capacity building.

Numerous stakeholders: The contribution of OER rests both within and outside the formal education arena. Stakeholders include educators, formal and informal learners, institutions (academic and non-academic), organisations, educational policy makers, funding bodies, educational repositories, governments, citizens and society within the national and international arena.

Artefacts: There are multiple examples of OER including articles, blogs, briefing notes, case studies, course development materials, full courses, guidelines, letters, multiple choice tests, notes, photographs, podcasts, powerpoint slides, quizzes, simulations, templates, transcripts, tutorials, videos e.g. student work, webinars, wikibook and worked examples.

Challenges: The OER movement is fraught with areas to be cautious about. The common challenges you will need to consider when developing, or using, OER materials include questions of quality, trust, legal, technical, economic, social, policy, marketing, underlying beliefs and sustainability.

Creative Commons: Ownership of material (copyright, intellectual property rights (IPR)) is a central question to ask when developing and releasing OER. Most material is owned by someone, even images available through Google. Seeking written permission to use such material is paramount. Open licenses such as Creative Commons help to facilitate and safeguard the release of OER.

Extra resource: OER can play an important extra resource role in our teaching and learning strategies at a time when education is increasingly expensive and the learner population is faced with having to choose one resource over another.

Shared intelligence: OER have the capacity to allow us to be frugal with our time and budgets and, importantly, they encourage us to learn from the work of others. They stop us from wasting time re-inventing the wheel and encourage us instead to take someone else's wheel and devote our energies to improving it. OER have a role to play in raising the visibility of our research at a time when the impact of our research is coming under increasing scrutiny.

Sustainability: tracking the long-term success and impact of OER remains a primary challenge facing the future development, and acceptance, of the OER movement.



2. JARGON BUSTER



| | |
|---------------------|--|
| AM | Academy of Marketing. A Learned Society catering for the needs of marketing researchers, educators and professionals. |
| API | Application programming interface. A tool used in MASHUP to create new material. |
| AVU | African Virtual University. |
| BLOG | Web Log, a personal diary others can read, add to, and comment upon. |
| BMAF | (Former) Higher Education Academy Business, Management, Accountancy and Finance Subject Centre. |
| CMS | Content management system. Typically allows for the development of typeset materials intended to be read from paper rather than a screen. |
| CONNEXIONS | An example of a collaborative content sharing system. |
| CORRE | The Content-Openness-Reuse/Repurpose-Evidence Framework. One outcome of the OTTER project. |
| CC | Creative Commons - an open license under which OER are often released. |
| DDA | Disability Discrimination Act. |
| FOLKSEMANTIC | Open source platform, developed as part of a National Science Foundation (NSF) project to build tools to help connect OpenCourseWares (OCWs) with OERs in the National Science Digital Library (NSDL). |
| GRANULARITY | The size of educational resource produced. The more granular a resource, the smaller the resource. |



| | |
|-----------------------------------|--|
| HEA | Higher Education Academy. |
| HEFCE | Higher Education Funding Council for England. |
| iTunes U | Apple's University podcasting concept. In June 2008 the Open University launched a new channel which allows students to download free video and audio recordings of Open University lectures. |
| IPR | Intellectual Property Rights. |
| ISKME | Institute for the Study of Knowledge Management in Education. |
| JISC | The UK's expert on information and digital technologies for education and research (formerly the acronym stood for: Joint Information Systems Committee). Between April 2009 and April 2010 JISC and the HEA supported £5.7 million worth of OER linked projects (Hardy, 2010). |
| JISC E-ASSESSMENT GLOSSARY | A glossary of existing pedagogic vocabularies. Useful in developing metadata (see JISC (2006) e-Assessment Glossary (Extended). Available from http://www.jisc.ac.uk/uploaded_documents/eAssess-Glossary-Extended-v1-01.pdf accessed 1st March 2012). |
| JORUM | a JISC-funded service, to collect and share learning and teaching materials, allowing their reuse and repurposing. |
| LMS | Learning management systems. |
| LOGOG | London Organizing Committee of the Olympics and Paralympic Games. |
| LOR | Learning object repository. |
| MASHUP | The combination of two, or more, often different works to create new material e.g. mashing of online crime data with Google maps. |
| MERLOT | Multimedia Resources for Online Learning and Teaching which went online in 1997 and includes both free, and for a fee, content. |
| METADATA | The term means data about data. It describes features of data e.g. in a digital image it might describe the resolution, date created and |



author. It is important for search function purposes.

| | |
|------------------|--|
| MIT | Massachusetts Institute of Technology. Commonly recognised as the original initiator in the release of OER. |
| OBJECT | Materials made available as OER e.g. images, lessons, units, assessments. |
| OCWS | OpenCourseWares. |
| OER | Open Educational Resource. |
| OLCOS | Open e-Learning Content Observatory Services. |
| OLNET | The Open Learning Network initiative, funded by the William and Flora Hewlett Foundation, comprises OER work at Carnegie Mellon University (the Open Learning Initiative) and OpenLearn, the Open University UK initiative (see http://olnet.org). |
| OMAC | Open Materials for Accredited Courses. |
| OPEN | In an OER context, free to access, use, re-use and improve. |
| OPENER | An experiment, administered by the Open Universiteit Nederland which tested the uptake of OER made freely available. |
| OPENLEARN | The Open University, UK, free access to content portal launched in 2006. By 2008 over 5400 hours of OU content were available (Hardy, 2010). |
| OTTER | The Open Transferable and Technology-enabled Educational Resources project. One of seven JISC-funded and HEA-funded OER institutional pilot projects (http://www.le.ac.uk/otter http://www.le.ac.uk/oer). One major outcome was CORRE. |
| PHORUS | Public Health Open Resources for the University Sector project. A collaborative initiative coordinated by the former Health Sciences and Practice Subject Centre and funded by JISC. |
| PODCAST | Audio or video digital media files distributed over the internet. |



| | |
|-------------------|---|
| PORTAL | Points to, but does not house, OER. |
| PSF | Professional Standards Framework operating in the UK. |
| REF | Research Excellence Framework. |
| REMIX | Reworking of an original work. |
| REPOSITORY | A collection of OER materials e.g. Open Research Online is the repository for the Open University (http://www.oro.open.ac.uk). |
| RLO | Reusable learning object. |
| RSS | Real Simple Syndication. |
| SAIDE | South African Institute of Distance Education. |
| TAGGING | Keywords or terms used in the classification of data. Associated particularly with Web 2.0. |
| TESSA | Teacher Education in Sub Saharan Africa - research and development project to provide more qualified and skilled teachers in Sub Saharan Africa. OER development is embedded within this project (see for instance Wolfenden et al., 2012). |
| UNESCO | United Nations Educational, Social and Cultural Organization. |
| URL | A permalink which acts as a content tracking tool. |
| VLOG | Video web log, a personal diary others can read, add to and comment upon. |
| WEB 2.0 | A platform which enables an ongoing 'conversation' to take place between ad hoc communities. |
| WIKI | Derived from the Hawaiian "wikiwiki" meaning "quickly" (McMullin, 2005). Wiki is an umbrella term for a family of web-based collaborative authoring systems. Users can add to and amend content. Wikipedia (www.wikipedia.org), a web-based encyclopedia, is probably the most well known. |



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4. INTRODUCTION: ABOUT THIS GUIDE

What are the aims of this Guide?

The aims of this Guide are:

- to highlight the benefits of using and developing open educational resources (OERs) to the marketing community;
- to signpost the range and availability of OERs and suggest simple approaches to accessing them.



By doing this it is anticipated that we will be better able:

- to maximize the use of these resources in our teaching, learning and assessment strategies;
- to capitalize upon the opportunities OER offer to enhance research standing.

Why should I bother reading it?

OERs provide an important additional source of downloadable educational materials. They are currently under-utilized in the teaching, learning and assessment strategies of many academic communities, despite being housed in easily accessible platforms including institutional repositories, and wider umbrella repositories including JORUM, Scribd, Slideshare and WikiEducator. Their free and usually digitized nature makes them easy to integrate into module delivery.

Whilst this Guide most certainly does not suggest that these resources should replace other more traditional resources in module suggested reading lists, books and peer reviewed articles for instance, it is underpinned by three core beliefs:

1. OER can play an important central and **extra resource** role in our teaching and learning strategies at a time when education is increasingly expensive and the learner population is faced with having to choose one resource over another.
2. OER have a role to play in **raising the visibility of our research** at a time when the **impact** of our research is coming under increasing scrutiny.
3. OER have the capacity to allow us to be **frugal** with our time and budgets and, importantly, they encourage us to learn from the work of others. They stop us from wasting time re-inventing the wheel and encourage us instead to take someone else's wheel and devote our energies to improving it.



Where did the idea for this Guide originate from?

In 2010, the (former) Higher Education Academy Business, Management, Accountancy and Finance (BMAF) Subject Centre and Oxford Brookes University co-ordinated a project, 'Open for Business'. The project, funded by HEFCE, was part of a JISC/HEA UKOER phase 2 programme which released open educational resources linked to the UK Professional Standards Framework (PSF). This phase 2 programme was part of the UK-wide collaborative OER programme launched in 2009 by the HEA and JISC, with funds provided by the Higher Education Funding Council for England (HEFCE).

Whilst completing a phase 2 project three questions were consistently asked of the researcher:

- What are open educational resources?
- Why should we [the academic community in that context] be interested in them?
- Where can I find them?

This Guide attempts to answer these questions. It is funded through the Academy of Marketing Teaching Research and Development Grant scheme 2011-2012.

Who is this Guide intended for?

Whilst the primary audience for this Guide is intended to be the Marketing Education community, including academics, researchers, learners and practitioners, there are others audiences who might also find this Guide useful. These include researchers, academics and students within the wider educational community, non-academic institutions, national and local authorities and society more generally.

How is this Guide structured?

It works on a simple question and answer basis.

The questions and answers are derived from various sources:

- Some are factual with sources provided.
- Others, in keeping with the Guide, are based upon experience and insights. These answers are inevitably subjective and should be interpreted as such.

The content covers:

- [Introduction: About this Guide](#)
- [What are Open Educational Resources?](#)
- [What types of OER exist and where can I find them?](#)
- [What are the advantages of OER engagement?](#)
- [What are the challenges with OER engagement?](#)
- [How can I develop OER?](#)
- [References](#)

Each section concludes by signposting the reader to further associated reading.



5. WHAT ARE OPEN EDUCATIONAL RESOURCES?

How do we define OERs?

OER are about intellectual capital, the forms it takes and how we can use, re-use and re-purpose it to enhance knowledge and understanding.

Multiple definitions of what these resources constitute exist. Two frequently quoted definitions which capture the spirit of OER are:

“the open provision of educational resources, enabled by information and communication technologies, for consultation, use, and adaptation by a community of users for non-commercial purposes” (UNESCO, 2002).

“teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software and any other tools, materials or techniques used to support access to knowledge” (William and Flora Hewlett Foundation, 2008).

Is there a difference between open resources and open educational resources?

Yes there is, although the distinction is often blurred:

- Open resources may have no educational motivation attached to their release, although they may still make an educational contribution. Examples of open resources available to access today which might fall into this category include Flickr, blogs, wikis, materials available on YouTube.
- Open educational resources are resources which capture the ethos that **knowledge should be shared freely** amongst the global, academic and non-academic, community. Common examples of OER available to access today include lecture notes, commentary and courseware materials.

What are the core attributes of OER?

According to Schaffert and Geser (2008), there are four core attributes to OERs:

- Open access: content is provided free of charge.
- Open license: liberal licenses to enable re-use and re-purposing.
- Open format: produced in open-format with functionality that allows for easy re-use.
- Open software: produced with open-source software.



Where did the OER movement originate?

Distance education, emerging technologies, virtual universities, online education are all contributing factors in the development of the OER movement (D'Antoni, 2009).

The William and Flora Hewlett Foundation are commonly recognised as the original 'champion' of the 'OER movement' when, back in 2001, they began to support Massachusetts Institute of Technology (MIT) OpenCourseWare initiative (D'Antoni, 2009).

The OpenCourseWare initiative came about at the close of the twentieth century when MIT convened a committee to establish how the institution should respond to the changing educational landscape. They concluded that all course materials be given away on the web. OpenCourseWare, a web-based publishing venture, distinct from distance education (Vest, 2006) was the outcome of this decision.

The OER debate to date has addressed materials, tools and, more recently, philosophy. Common throughout has been the simple, yet powerful idea that "the world's knowledge is a public good" (Smith and Casserly, 2006, p. 10).

Where is the OER movement at today?

The OER movement is still primarily in its infancy. Web 2.0 technologies have significantly enhanced progress. Dohn (2009, p. 345) summarizes prominent features of these technologies which are complementary to the OER movement:

- "collaboration and/or distributed authorship;
- Active, open-access, "bottom-up" participation and interactive multi-way communication;
- Continuous production, reproduction, and transformation of material in use and reuse across contexts;
- Openness of content, renunciation of copyright, distributed ownership;
- Lack of finality, "awareness-in-practice" of the "open-endedness" of the activity;
- Taking place on the WWW, or to a large extent utilizing Web mediated resources and activities".

Who constitute OER stakeholders?

Educators, formal and informal learners, institutions (academic and non-academic), organisations, educational policy makers, funding bodies, educational repositories, governments, citizens and society within the national and international arena.



The World Bank, the Organization for Economic Cooperation and Development, the International Association of National Academies of Science, the Commonwealth of Learning, the European Union, the European Organization of Open University are supporters of this movement.

Where can I read more about the historical development of these resources?

- D'Antoni, S. (2009) Open Educational Resources: reviewing initiatives and issues. *Open Learning*, 24(1), 3-10.
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6. WHAT TYPES OF OER EXIST AND WHERE CAN I FIND THEM?



What are the most common types of OERs?

Figure 1 captures the common types of OER which exist:

- **Course materials** might include module specifications, reading lists, full courses, powerpoint slides, simulations and worked examples.
- **Tests** might include quizzes and multiple choice tests.
- **Software** might include GoogleDocs and Dropbox.
- **Case studies** might include commercial and not-for-profit studies.
- **Articles** might include papers published, with permission, from academic journals, conferences or working papers.
- **Guidelines** might include health and safety guidelines and field trip risk assessments.
- **Templates** might include checklists (e.g. see [Appendix 1](#) and [2](#)).
- **YouContent** might include blogs, vlogs, podcasts and webinars.



Fig.1 The wheel of shared intelligence.

Where might I find OERs?

There are an extensive range of sites through which you can access OER. The sites listed here are really only the tip of the iceberg. They include:

- Connexions (<http://cnx.org/>).
- Curriki (<http://www.curriki.org>).
- Edutube (<http://edutube.org>).
- Flickr (<http://www.flickr.com/creativecommons>) - online photo management website which identifies objects through creative commons licensing.
- GEM Gateway to Educational Materials (<http://thegateway.org>).
- Global news corporations e.g. BBC (<http://www.bbc.co.uk>); CNN (<http://www.cnn.com>).
- Google (<http://www.google.co.uk>).
- Higher Education Academy, UK (<http://www.heacademy.ac.uk/ourwork/teachingandlearning/oer>).
- Intute (<http://www.intute.org>).
- iTunes U service (<http://www.open.edu/itunes>).
- JISC (<http://www.jisc.ac.uk>).
- Jorum (<http://jorum.ac.uk>).
- Merlot (<http://www.merlot.org/merlot/index.htm>).
- MIT Open courseware (<http://mitworld.mit.edu/index.php>).
- OCW Finder (<http://ocwfinder.com>).
- OER Commons (<http://www.oercommons.org>).
- OLnet (<http://olnet.org>).
- Open Learn (<http://openlearn.open.ac.uk>).
- OTTER (<http://www.le.ac.uk/otter>).
- PHORUS (Public Health Open Resources for the University Sector) project. (Joint work between the Royal Society for Public Health and the HEA) (<http://www.phorus.hsaparchive.org.uk>).
- SAIDE (<http://www.saide.org.za>).
- Scribd (<http://www.scribd.com/>).
- Slideshare (<http://slideshare.net/>).
- TeacherTube (<http://www.teachertube.com>).
- TESSA website (<http://www.tessafrica.net>).
- UNESCO (<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/>).
- Wikieducator (<http://www.wikieducator.org>).
- Wikiversity (<http://en.wikiversity.org>).
- World Lecture Project (<http://www.world-lecture-project.org>).



Which sites are particularly worth a look at?

- HEA (<http://www.heacademy.ac.uk/ourwork/teachingandlearning/oer>).
- Institutional repositories (e.g. http://www.nottingham.ac.uk/toolkits/play_2588).
- JISC (<http://www.jisc.ac.uk>).
- JORUM (<http://jorum.ac.uk>).
- Scribd (<http://www.scribd.com/>).
- Slideshare (<http://slideshare.net/>).

What is a repository?

This is a site which hosts a collection of OER materials. It may be institutional, government funded, charitable or commercial. Higher educational institutions, often through their library functions, are increasingly operating an institutional repository. It is easier to ensure quality through a repository than a portal: a repository has the ability to control the material it houses, checking material before it is made available. That said, Hemingway et al., (2011) argue that few repositories employ quality control measures and those that do, for instance MERLOT (Multimedia Resources for Online Learning and Teaching), work against the principles of OER, slowing down the release of materials by subjecting them to professional review.

Do not automatically presume a repository necessarily allows open, free access to all. A repository has control over the 'openness' of the resources it houses. Educational institutional repositories for instance sometimes restrict access only to institutional staff/students. Whilst this access may be open and free to institutional partners, the need to register for an institutional programme to gain 'open' access is a hidden cost to OER.

How should I search for OER?

According to Clements and Pawlowski (2012), the five top methods users employ to find resources are:

1. Browsing on topics and subjects (89%).
2. Recommendations from colleagues (82%).
3. Recommendations from personal friends (71%).
4. Searches within an organization with a good reputation e.g. MIT (58%).
5. Searches through well ranked resources (56%).

Where can I read more about accessing OER?

Multiple links to **open** universities, textbooks, courseware, libraries, e-journals, open publishing, repositories and digital libraries, digital resources, photo galleries, video streaming, open software and games can be found in the work of Creed-Dikeogu, G. (2009) The Open Education Resource Phenomenon: Free Educational Resources for All. SIDLIT Conference Proceedings. Paper 32. Available at: <http://scholarspace.jccc.edu/sidlit/32> (accessed 30th May 2012).



7. WHAT ARE THE ADVANTAGES OF OER ENGAGEMENT?

Why should I engage with OER use and development?

"By publishing your materials as open educational resources, their educational benefits have the potential to be felt by learners far beyond their original learning contexts. It's impossible to predict how big an impact a resource can have, but it's almost unethical not to share it and deprive other learners of its potential" (Katy Jordan, The University of Cambridge <http://community.jorum.ac.uk/course/view.php?id=42>, accessed 12 June 2012).



There are multiple benefits attached to OER engagement. Whilst many benefits might be stakeholder dependent, the majority actually relate to more than one stakeholder. They include:

- Sharing knowledge within and outside the teaching and research community and nation.
- Breaking down barriers to education.
- Enhancing formal and informal learning.
- Supporting lifelong learning.
- Widening participation.
- Capacity building.
- Quality enhancement.
- Financial - the leveraging of taxpayers' money through the resource sharing function. Indeed some go as far as to claim that "every taxpayer has a reasonable expectation of access to curriculum materials and research products whose creation their tax dollars supported. All tax payer-funded educational and research materials should be OER" (Wiley et al., 2012).
- Impact - students and other external bodies may be attracted to institutions through resources available and/or awareness of staff activities.
- Inspiration - enabling access to often creative, exciting, innovative sources in bite-sized chunks.
- Reputation - enhancing individual and institutional reputations.
- Marketing – attracting new students.
- Publishing - instant, and free, publishing opportunity.
- Challenging thinking – many OER are posted on sites which allow not only their display, but which allow others to post commentary.
- Public good.
- Efficiency.
- Altruism.
- Ethics.
- Values.



- Networking and connectivity – wider dissemination of work likely to result in the development of new networks

What role might these resources play in my teaching, learning and assessment activities?

- Supporting teaching and learning is a central function of OER.
- The range of OER available today means that often there is little need to begin to develop materials from scratch.
- A number of projects have explored how OER can make a difference to teaching and learning strategies including the Open e-Learning Content Observatory Services (OLCOS) project.
- This project which ran from January 2006 to December 2007, was a collaboration between Germany, Hungary, Finland, Spain and Austria.
- It “produced a roadmap to provide educational decision makers with orientation and recommendations on how to foster the further development and use of OER and free online tutorials for practitioners” (Schaffert and Geser, 2008, p. 3).

What role might these resources play in my research activities?

- The value of research is maximized when it is articulated somewhere for other/s to engage with, question and learn from.
- OER portals/repositories allow us to share our research in a much more timely way than many publishing houses can facilitate.
- What is interesting about the OER debate at present is that the considerable literature which documents OER development, past, present and future challenges, almost exclusively consider them solely within the context of the academic teaching and learning function. Browne et al., (2010), a useful article, provides a classic example of this focus.
- This focus overlooks the role of OER in enabling us to disseminate our research outputs to a wider audience and enhance our chances of achieving impact for as Wicaksono (2012) acknowledges, “impact is gained through sharing” (available at <http://community.jorum.ac.uk/course/view.php?id=42> accessed 12th June 2012).

Where can I read more about aspects of OER linked to teaching, learning and assessment?

- The OLCOS project findings can be downloaded freely from www.olcos.org. This report provides recommendations to multiple stakeholders on how to promote, and support OER. These stakeholders include: educational policy makers; funding bodies; boards, directors and supervisors of educational institutions; teachers.
- Kehrwald, B. and Danaher, P. (2010). *Wikis as open educational resources in higher education: Overcoming challenges, realizing potential*. In: Luppicini, R. and Haghi, A. (eds.) *Cases on digital technologies in higher education: issues and*



challenges. IGI Publishing (IGI Global), Hershey, Pennsylvania, pp 64-80 discusses the use of wikis as a teaching and learning presentation tool.

- Berk, R.A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.
- O'Reilly, N.J., Rahinel, R., Foster, M.K. and Patterson, M. (2007). Connecting in megaclasses: The netnographic advantage. *Journal of Marketing Education*, 29(1), 69-84, discuss the contribution of online forums/discussion groups in managing large class sizes. These forums can provide important opportunities to embed/hyperlink OER.
- The Open University, in conjunction with Anne Arundel Community College, MIT and the University of Maryland developed the B2S project to improve college readiness and completion. The project is discussed in Lascu, D. (2011) Open Educational Resources: The Bridge to Success Project. *EDUCAUSE Quarterly*, 34(4) available at <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolume/OpenEducationalResourcesTheBri/242799> (accessed 30th May 2012).
- Nikoi, S. Rowlett, T. Armellini, A. and Witthaus, G. (2011). CORRE: a framework for evaluating and transforming teaching materials into open educational resources. *Open Learning*, 26(3), 191-207.



8. WHAT ARE THE CHALLENGES WITH OER ENGAGEMENT?

What are the disadvantages of developing and/or using this type of resource?

- Time without obvious reward.
- Quality – lack of quality assurance standards and processes prompt a questioning of whether OER represent trustworthy resources. There is also a concern that the quality of a resource may not reflect academic capabilities (Hemingway et al., 2011).
- Legal – Copyright “virtually everything is owned by somebody” (Pearce, 2011 available at <http://www.slideshare.net/outvision/creating-oers-ipr-accessibility-metadata> accessed 11th June 2012). Confusion is rife regarding who owns what. This is accentuated by the risks attached to releasing the work of others without permission.
- Technical – lack of hardware, software and broadband access.
- Economic – lack of resources; commercial publishing houses.
- Social – inability at an individual level, to access/use digital resources. Lack of understanding about processes of re-using and re-purposing materials.
- Policy – lack of recognition of the value of OER at institutional/governmental level. Lack of status or reward mechanisms linked to their production. Do they play any clear role in the UK Research Excellence Framework (REF), or similar international exercises for instance?
- Marketing – lack of awareness of OER and coherent way of disseminating information including: what they are; what role they can play; where they can be found.
- Belief – not everyone is comfortable with the open release of academic content.
- Academic – unknown author; resource developed in an anonymous contextual setting; difficulties in editing and re-purposing.



Is quality necessarily absent in OER?

A number of authors question whether quality is necessarily absent in OER. For instance, commenting upon the value of Wikipedia in learning, McMullin (2005, p. 72) observes:

“A common reaction of many people, on first encountering Wikipedia, is to respond that surely, if there is an editing “free for all”, the quality of the articles must therefore be completely unreliable”.

To the contrary... **peer review:**

“The empirical evidence is an experiment in which a number of Wikipedia articles were deliberately corrupted, introducing a variety of errors, ranging from gross to subtly. In all cases these were corrected within a couple of hours, revealing an



extraordinary capacity for self-repair – which no conventional, centrally controlled, encyclopedia can possibly deliver” (McMullin, 2005, p. 72).

Similarly, commenting upon the quality of OER as a teaching resource Hemingway et al., (2011, p. 41) observe:

“Organizational investment and control, the desire to maintain professional reputation and ongoing updating and repurposing by the OER community could be seen as effective in ensuring high-quality resources”.

How can I fund the development of these resources?

There is no single model which financially underpins the development of OER. Downes, S. (2007). Models for sustainable open educational resources. *Interdisciplinary Journal of Knowledge and Learning Objects*, 3, 29-44 provides a useful review of the variety of models currently in place. These include the:

- Endowment model: project obtains base funding.
- Membership model: a coalition of interested parties contributes funds.
- Donations model: donations from the wider community are managed by a not-for-profit foundation.
- Conversion model: OER is given away for free encouraging the customer then to purchase fee payable resources.
- Contributor-pay model: contributors pay for the cost of maintaining the contribution.
- Sponsorship model: ranges from intrusive commercial television advertising to educational partnerships.
- Institutional model: the institution assumes responsibility for the OER initiative. The MIT project is an example of this.
- Governmental model: funding is made available through governmental agencies.
- Partnership and exchanges: here the currency is not a financial exchange, but rather an exchange of OER.

Where can I read more about current and future OER challenges?

- Hylén, J. (2006). Open Education Resources: Opportunities and Challenges. Available at: <http://www.oecd.org/dataoecd> (accessed 30th May 2012).
- Langen, F.de (2011). There is no business model for open educational resources: a business model approach. *Open Learning*, 26(3), 209-222.
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9. HOW CAN I DEVELOP AN OPEN EDUCATIONAL RESOURCE?

Can I share anything I want as an OER?

NO, absolutely not! Be very careful. You have to consider copyright, intellectual property laws and privacy laws. The area most of us often forget is that these laws also cover images.



Which type of resource might I develop?

If you are considering releasing an OER you might not necessarily need to develop anything new. You may already have multiple resources available which are suitable for release. If you are interested in re-using or re-purposing existing OER, the five stage model suggested by Clements and Pawlowski (2012, p. 5) would be useful to consider:

1. Search phase: Where are resources? How do I access them?
2. Evaluation phase: How suitable are existing resources? Can I adapt them to my contextual needs?
3. Adaptation phase: How can I mix these resources to effectively meet my needs?
4. Use phase: How effective are the newly purposed resources in my contextual setting?
5. Share phase: How and where should I share these newly purposed resources?

How can I maximise the re-use capacity of an OER?

There are a number of ways in which you might re-use or re-purpose an existing OER. Popular ways include: making visual or technical changes to the material; undertaking general editing of the material; re-finishing the content and subsequently updating the metadata and tagging; translating the OER into multiple languages; improving the accessibility of the OER.

Which decisions must I consider in developing an OER?

- For ALL material you are proposing to release you **MUST** ask yourself **DO I OWN IT?**
- Most written material is owned by someone, usually the author.
- Ownership is often a function of publishing or institutional (including your employer) agreements. Multiple agreements exist. You must explore each and every one of them.
- Images, graphs and maps are also usually owned by someone, even those available through Google.
- To use material you must seek permission, **prior to use**. To do this you will need to trace the owner of the material and seek their permission for it to be released as an OER under a Creative Commons (CC) license (there are six categories of this license to consider), or similar open license . You need to explore copyright of



material and Intellectual Property Rights (IPR). IPR are usually owned by the organization that employs the producer of OER.

- Seek permissions to use materials in writing and keep all your requests, and responses, regarding permissions in a secure location, indefinitely.
- There are usually very strict rules governing the use of **logos**. For instance, your institutional logo will need to be displayed in a particular size, font, colour, place etc. The same is the case for other logos. Check out the specific rules and seek permissions prior to using them.
- In designing your resource consider accessibility – make sure you make reasonable adjustments to your OER as outlined in the UK Disability Discrimination Act.
- Your selection of technology, to develop, base upon, or release through, will play a key role in maximizing the reach and impact of your resource.
- If you are happy for the OER to be re-purposed then take care to release it in a format that allows this. Releasing it as a pdf makes it difficult to re-purpose.
- Consider which platform e.g. Scribd, WikiEducator is most appropriate to release the resource through.
- Consider releasing the resource through multiple platforms, but be consistent with the metadata you use so that you can track the number of hits/downloads.
- The inability of current search mechanisms to effectively locate OERs (Abeywardena et al., 2012) is a current challenge facing the OER movement. Careful selection of your metadata and resource description will help this.
- When choosing metadata and tagging consider educational level, prerequisites, context, learning outcomes. Check out JISC (2006) e-Assessment Glossary (Extended). Available from http://www.jisc.ac.uk/uploaded_documents/eAssess-Glossary-Extended-v1-01.pdf accessed 1st March 2012_for existing pedagogic vocabularies.
- Do not invent your own metadata and tagging vocabulary. To do so will compromise the discoverability of your OER.
- Consider issues of sustainability. For instance if your OER will require updating, plan for how you will manage this.
- Think about how you might package the materials to brand your offering.

Where can I read more about developing an OER?

Internal

Check out your institutional support for OER. The library would be a good starting place if there is no clear OER support office. In his study of the relationship between institutional libraries and OER Robertson (2010) identifies five key areas you may gain library support on:

- Metadata and resource description.
- Information management and resource dissemination.
- Digital or information literacy (finding and evaluating OERs).



- Subject-based guides to finding resource.
- Managing intellectual property rights and promoting appropriate open licensing.

General

Online tutorials to assist with developing OER can be found at:

- www.olcos.org (the OLCOS project) (plan the use of OER; search and find OER; produce and remix OER; share OER; choose a license; use open source tools).
- Kehrwald, B. and Danaher, P. (2010). *Wikis as open educational resources in higher education: Overcoming challenges, realizing potential*. In: Luppincini, R. and Haggi, A. (eds.) *Cases on digital technologies in higher education: issues and challenges*. IGI Publishing (IGI Global), Hershey, Pennsylvania, pp64-80 discusses how to create OER.
- Conole, G. and Weller, M. (2008). Using learning design as a framework for supporting the design and reuse of OER. *JIME* available at: <http://jime.open.ac.uk/2008/05> accessed 30th May 2012 This article outlines a Learning Design tool which is intended to maximize not only the development of OER, but also address issues linked to reuse and re-purposing of materials, the latter an area the authors believe to be currently under-developed.
- The Open University provides an introductory course entitled “Creating open educational resources” available at <http://openlearn.open.ac.uk/course/view.php?id=3636>
- <http://www.jisc.ac.uk/whatwedo/projects/ipr.aspx>
- As part of the JISC/HEA funded BERLin project, run by the University of Nottingham, an OER on-line resource was produced, which covers 1) discover or source Creative Commons educational resources and images 2) use and attribute creative commons resources appropriately 3) explore the process and license s involved in creating and publishing OERs as well as their own attitudes and perspective on this topic. This resource is available at: http://www.nottingham.ac.uk/toolkits/play_2588

Useful Websites

Granitz and Koernig (2011) provide an **excellent list of Web 2.0 websites**, their URL and purpose to get you started on OER. These websites include reference to social networking sites, collaborative tools, self-expression tools, content tracking tools, bookmarking sites and mash-up tools:

- Granitz, N. and Koernig, S.K. (2011). Web 2.0 and Marketing Education: Explanations and Experiential Applications. *Journal of Marketing Education*, 33(1), 57-72.



Legal

The transcript by Pearce (2001) provides important insights into the legal context of OER release and the need for metadata:

- Pearce, R. (2011). *Creating OERs, problems and solutions: The law, accessibility, metadata – webinar transcript*. Available at: <http://www.slideshare.net/outvision/creating-oers-ipr-accessibility-metadata> accessed 11th June 2006.

In the UK, publications produced by The UK Copyright Service are useful. See for instance:

- The UK Copyright Service (n.d.). *Copyright Law: Understanding Fair Use Factsheet*. Available at: www.copyrightservice.co.uk

Lessig (2004) provides a questioning analysis of issues of intellectual property and copyright in the digital world:

- Lessig, L. (2004) *Free Culture: How Big Media Uses Technology and the Law to Lock Down Culture and Control Creativity*. New York: The Penguin Press.

Pappalardo (2008) provides a detailed guide for authors on how to develop OERs. Chapter 3 tackles the complex issues linked to copyright:

- Pappalardo, K. (2008) *Understanding Open Access in the Academic Environment: A Guide for Authors*. June. Available at: <http://www.oaklaw.qut.edu.au> accessed 30th May 2012.

JISC provides advice and toolkits on how to approach IPR:

- JISC (2009). IPR Toolkit. Available from: <http://www.jisc.ac.uk/media/documents/publications/scaiprtoolkitoverview.pdf> accessed 1st June 2012
- <http://www.jisclegal.ac.uk/ipr/IntellectualProperty.htm>

Information about open licenses can be found at

- Creative Commons (CC) licenses – <http://search.creativecommons.org>
- Google, Flickr, Jorum, Scribd and Slideshare – have search facilities which limit your search to items available under a CC license.

Sustainability

Pegler, C. (2010). Building a manifesto for OER sustainability: UK experiences. In *Open Educational 2010 Proceedings*. Barcelona: UOC, OU, BYU available at: <http://hdl.handle.net/10609/5141> accessed 30th May 2012) provides a twelve point manifesto to address in making OER sustainable:

1. Recognize the effort and time required to move to OER.
2. Wide exposure of staff to OER (building awareness of supply) is important.
3. Staff development – ideally accredited by HEA is key, especially for new academic staff.



4. Sector-wide sharing needs to be encouraged and if possible incentivized.
5. Evidence of effectiveness in use would be massively helpful.
6. Usable tools (e.g. for dissemination and deposit) to maximize benefit for minimal effort.
7. The move to OER should be widely recognized as good for UK HE.
8. Policies and practices which offer clear rewards for 'open' behavior.
9. Institutions need to 'turn over stones' even when they fear what lurks beneath.
10. Confidence in our own resources, even when these are 'dirty' (not pristine or polished).
11. Identify and acknowledge the important risks – and prepare for them.
12. Prepare for other creators of OER content.

Evaluating your OER

Achieve and the Institute for the Study of Knowledge Management in Education (ISKME) have developed a tool to rate the quality of OER for teaching and student learning: <http://www.achieve.org/files/AchieveOERRubrics.pdf>.

This rubric measures eight areas against a scale of 0-3:

- 3:** Superior
- 2:** Strong
- 1:** Limited
- 0:** Very Weak/None
- N/A:** Rubric Not Applicable

- Rubric I.** Degree of Alignment to Standard.s
- Rubric II.** Quality of Explanation of the Subject Matter.
- Rubric III.** Utility of Materials Designed to Support Teaching.
- Rubric IV.** Quality of Assessment.
- Rubric V.** Quality of Technological Interactivity.
- Rubric VI.** Quality of Instructional and Practice Exercises.
- Rubric VII.** Opportunities for Deeper Learning.
- Rubric VIII.** Assurances of Accessibility.

Multiple references have been hyperlinked through the JISC Synthesis and Evaluation Project. Information available covers: evaluating OERs; learner-centred evaluation; institutional transformation:



- JISC (n.d.) OER Synthesis and Evaluation Project Wiki: Main/OER Evaluation Resources available at <http://www.caledonianacademy.net/spaces/oer/index.php?n=Main.OEREvaluation> (accessed 30th May 2012).

Nikoi, S. Rowlett, T. Armellini, A. and Witthaus, G. (2011). CORRE: a framework for evaluating and transforming teaching materials into open educational resources. *Open Learning*, 26(3), 191-207 provide a five point framework for evaluation:

1. Operational: time and effort.
2. Pedagogical: suitability and usability in learning design.
3. Legal: copyright frameworks.
4. Technical: tools, systems, formatting, standardization.
5. Sustainability: production processes, impact.

Further Reading

Hemingway, A., Angell, C, Hartwell, H., and Heller, R. F. (2011). An emerging model for publishing and using open educational resources in public health. *Perspectives in Public Health*, 131(1), 38-43. This article provides a very useful analysis of key issues to consider at an author level, in developing and releasing OER

- Nikoi, S. Rowlett, T. Armellini, A. and Witthaus, G. (2011). CORRE: a framework for evaluating and transforming teaching materials into open educational resources. *Open Learning*, 26(3), 191-207. This article provides 6 excellent checklists for developing and releasing OER:
 - **Appendix 1:** Indicative questions for gathering and screening existing teaching materials as OERs.
 - **Appendix 2:** Indicative questions for Intellectual Property Rights (IPR) clearance.
 - **Appendix 3:** Indicative questions for transformation of content.
 - **Appendix 4:** Indicative questions on formatting and standardization.
 - **Appendix 5:** Indicative questions for reality checking by internal and external stakeholder.
 - **Appendix 6:** Indicative questions for tracking use of OER.



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<http://www.jisclegal.ac.uk/ipr/IntellectualProperty.htm>.
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1. APPENDICES



APPENDIX 1: EVALUATING OER QUALITY CHECKLIST

| Questions | Notes |
|--|-------|
| <p>OWNERSHIP:</p> <p>Who is/are the author/s?</p> <p>Where was the resource produced?</p> <p>What legal context has this OER been released in e.g. Creative Commons?</p> <p>Are permissions indicated where they are needed?</p> | |
| <p>QUALITY:</p> <p>Is the OER appropriately sourced?</p> <p>Is the OER current/relevant?</p> <p>Is the OER content accurate?</p> <p>Has the OER been subject to any form of peer review?</p> <p>Is it specific to any accreditation process?</p> | |
| <p>ACCESSIBILITY:</p> <p>Is the resource accessible in terms of:</p> <ul style="list-style-type: none">• Terminology?• Functionality?• Technology?• Formatting?• Standardisation? <p>Has the OER been produced in a format that is easy to re-use/re-purpose?</p> <p>Does it require specific software to run it?</p> | |
| <p>DISCOVERABILITY:</p> <p>Is the resource description appropriate?</p> <p>Is the metadata and tagging appropriate?</p> | |



**APPENDIX 2:
OER DEVELOPMENT CHECKLIST**

| Questions | Notes |
|---|-------|
| <p>OWNERSHIP:</p> <p>Do I own all the content I want to release?</p> <p>Have I been granted permission to use the content I do not own?</p> <p>Is this permission in writing? Logged? Where?</p> <p>Have I checked any rules regarding any logos I wish to use?</p> <p>Are all the sources I have drawn upon correctly acknowledged or referenced?</p> | |
| <p>ACCESSIBILITY:</p> <p>Has the information contained within the OER been checked for accuracy?</p> <p>Has the information contained within the OER been proof read?</p> <p>Is the OER accessible in terms of:</p> <ul style="list-style-type: none"> • Terminology? • Functionality? • Technology? • Formatting? • Standardisation? <p>Does it require specific software to run it?</p> | |
| <p>DISCOVERABILITY:</p> <p>Have I been consistent with the metadata and tagging?</p> <p>Have I used terms that are commonly understood and likely to be searched for?</p> <p>Is my resource description clear and appropriate?</p> | |



| | |
|--|--|
| <p>Which platforms will maximise the chances of this OER being discovered:</p> <ul style="list-style-type: none"> • Institutional repository? • Jorum? • Scribd? • Slideshare? • Other? | |
| <p>SUSTAINABILITY:</p> <p>Will this OER require regular updating?</p> <p>Have I a plan in place to accommodate any updating which is needed?</p> | |



APPENDIX 3: ATTRIBUTIONS



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This resource was created by Dr Philippa Hunter-Jones at the University of Liverpool as part of a successful Academy of Marketing Teaching Research and Development Grant 2011/12 Award.

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Item Metadata

| | |
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| Title | A Guide to Using Open Educational Resources (OERs) in Marketing Education. What are they? How do I develop them? And why should I bother? |
| Date Created | 1 st June 2012 |
| Description | This Guide aims to highlight the benefits of using and developing open educational resources (OERs) to the marketing community. OERs are an excellent source of downloadable educational materials. They are currently under-utilised in the teaching, learning and assessment strategies of many academic communities, despite being housed in easily accessible platforms including institutional repositories, and wider umbrella repositories including JORUM, Scribd, Slideshare. Their free and usually digitised nature makes them a particularly useful resource for the marketing community which is often faced with large student cohorts who are increasingly coping with an expensive higher educational offering. |
| Educational Level | HE/ HE in FE |
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