

Pathways to Learning: creating and sharing an artefact/OER

Dr. Robert Farrow, OU UK

Wednesday, 19 August, 13:00–14:30 UTC

Zoom link: https://zoom.us/join/zoom/register/tJMIcuqvpjIqHdwq_Q0QN2rRDBIUKoCKFzop

Meeting ID: 978 5378 9078
Password: 996032

Introduction

- Welcome
- Facilitator –Rob Farrow, Open Education Research Hub, Institute of Educational Technology, The Open University (UK)
- Aims:
 1. Review and reflect on course learning outcomes
 2. Producing an artefact to help others with “tricky topics”
 3. Openly licensing your artefact as an open educational resource (OER)
 4. Using technology to share your artefact
 5. Introducing the OER World Map





- Building capacity in the OER research domain
- Conducting research into open education and OER
- Producing resources for the open education research community
- Acting as champions for open practices in research and scholarship

I. Review and Reflection

Course Learning outcomes

1. Develop a plan to incorporate ICT tools and OER into your own practice to support the learning of the teachers and student teachers you are working with
2. Explain how ICT tools can be used to enhance teacher learning and promote active learning in school
3. Engage with the TESSA OER and identify ways in which they can be integrated into your teaching
4. Collect specific examples to show how ICT can be integrated into classroom teaching to enhance learning
5. Explore and evaluate OER repositories that are relevant to your practice and support active teaching and learning
6. Collaborate with colleagues in order to review practices in your institution
7. Explain and demonstrate the values and practices that support learner-centred education.

What have you done so far?

1. I have developed a plan to incorporate ICT and OER into my practice
2. I can explain how ICT tools can be used in teaching
3. I have engaged with the TESSA OER and how to use them
4. I have collected examples of how ICT can be used to support learning
5. I have explored and evaluated OER repositories
6. I have collaborated with colleagues in order to review practices
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II. Creating an Artefact

Artefacts

- What is an Artefact?

In an educational context, an artefact is a durable construct which is created through the process of learning. This could be a physical object but increasingly creations are digital. In Constructivist pedagogy artefacts may be used to demonstrate knowledge or reveal particular world views.

- What are Artefacts used for?

Many things can be considered as Artefacts, including lesson plans, teaching materials, papers, case studies, audio and visual resources, etc. They have a life beyond their original purpose as representations of the learning that has taken place and can often be re-used in new contexts.

Reflection

What kind of artefacts have you created during this course?

Examples of Artefacts

Text documents

- lesson plans; curricula; personal reflections; insights; learning materials; handouts; papers; essays

Images

- artworks; photographs; diagrams; tables; infographics; comics

Video

- instructional video; interviews; presentations to camera; reflections; guidance/tips; animations

Audio

- podcasts, interviews, dialogues; personal reflections

Other

- presentations; software; code; data

Tricky Topics

- Identify (Gather, Brainstorm, Mind map)

This stage of the Tricky Topics process consists of a set of collaborative group activities in which teachers are encouraged to think of a Tricky Topic and break it down into component parts.

- Capture (Stumbling Blocks, Problems)

Within the capture stage the information is structured to enable use of the problem distiller to uncover and define why students find these topics “tricky”.

- Assess (Activities, Interventions, Evaluation)

This final stage of the process contains multiple activities which take place over time. It will vary depending on the type of practitioner and the learning context.

Discussion

Have you created any tools, activities, templates or other materials to address a 'tricky topic'?

How could your artefacts be useful to others?

III. Sharing your Artefact

Your Artefact(s)

- Your artefact can really be anything so long as you created or assembled it – the key criteria to think about is: how might this artefact help someone else with a “tricky topic”?
- You’ll probably have created some artefacts anyway as you’ve worked your way through the course activities. Or maybe you can think of something that you could put together for your students, or for a colleague.
- By collecting together these artefacts (e.g. 1 per person) we can create a valuable library of resources.

Discussion

How would you normally share with your colleagues and communities?

Ways of Sharing

- Communities of practice (face-to-face; print/copy; email)
- Intranet / local repository
- Personal website/blog
- Cloud storage (e.g. Dropbox; Google Drive)
- Platformization (e.g. YouTube)
- Social Media
- Repositories (institutional; commons)

IV. Open Licensing: Artefacts as OER

Using OER

Creative Commons defines OER as “teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities– retaining, remixing, revising, reusing and redistributing the resources.”

UNESCO: “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

This what you told us:

- 88% have heard of OER
- 56% have used OER in their own teaching
- 51% have adapted an OER for use in their teaching

Challenges of using OER

Challenges	Potential Solution(s)
Cultural constraints (awareness, relevance, habit, confidence, expectation)	More democratic, “bottom-up” power More autonomy for individuals More trust, more collaboration
Structural constraints (formats, technologies, languages)	More access to ICT More flexibility in the curriculum
Individuals’ constraints (time, knowledge, skills, institutional restrictions)	More opportunities for collaboration More access to ICT More flexibility in the curriculum More training opportunities More encouragement re-OER

Applying an Open Licence

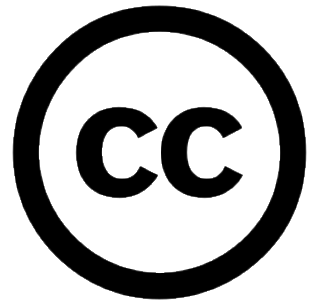
Sharing resources can be restricted by copyright. One solution to this is to use alternative licences which are open. The most common options are provided by Creative Commons

([https://en.wikipedia.org/wiki/Creative Commons license](https://en.wikipedia.org/wiki/Creative_Commons_license)) and they allow you to specify how your work can be shared and re-used by others.

Here are some examples of such licences:



Four licence elements



Each CC licence comprises four elements which specify the permissions of the licence.



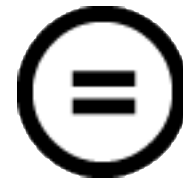
This symbol means **Attribution** and is rendered as “BY” in the human readable code. All CC licenses include this condition.



This symbol means **ShareAlike** (“SA”) which means that adaptations based on this work must be licensed under the same license as the original.



This symbol means **NonCommercial** (“NC”) and stipulates the work is only available to be used for noncommercial purposes.

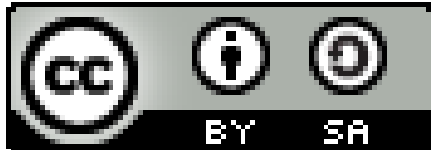


This symbol means **NoDerivatives** or (“ND”) – a restriction which means re-users cannot share any adaptations of the work.

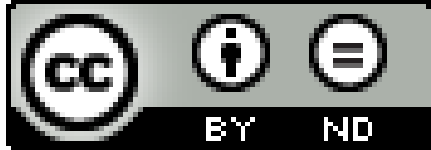
Six Creative Commons licences



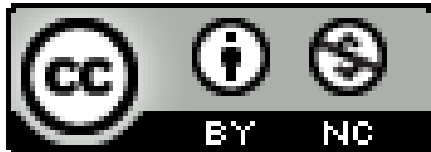
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Attribution-NoDerivs (CC BY-ND) confers the same permissions as CC BY but any adaptations or derived works may not be shared



















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Attribution-NonCommercial-NoDerivs (CC BY-NC-ND) allows others to download and share works with others but they can't change them or use them commercially

	 PUBLIC DOMAIN	 PUBLIC DOMAIN	 BY	 BY SA	 BY NC	 BY ND	 BY NC SA	 BY NC ND
 PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
 PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
 BY	✓	✓	✓	✓	✓	✗	✓	✗
 BY SA	✓	✓	✓	✓	✗	✗	✗	✗
 BY NC	✓	✓	✓	✗	✓	✗	✓	✗
 BY ND	✗	✗	✗	✗	✗	✗	✗	✗
 BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
 BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

Going Deeper with OER

- While these descriptions can be a little technical, what this determines is the extent to which others might make use (or reuse) of your copyrighted works. So the idea is that authors get more control and everyone else gets more freedom in the way they use materials in their own practice.
- It can also be useful to add metadata that describes your resource. There is a guide for doing this at <https://www.open.edu/openlearncreate/mod/page/view.php?id=129419>.

Going Deeper with OER

- If you want to learn more about the value of OER and get some practical tips, there is a free course (itself an OER!) at <https://www.open.edu/openlearn/education-development/introduction-open-educational-resources-oer/content-section-0?active-tab=description-tab>

Guidance on open licensing:

- An introduction to Open Educational Resources (OER) <https://www.open.edu/openlearn/education-development/introduction-open-educational-resources-oer/content-section-0?active-tab=description-tab>
- Get Up To Speed with OER <https://subjectguides.esc.edu/oeruptospeed>
- The OER Starter Kit <https://iastate.pressbooks.pub/oerstarterkit/>

V. Introducing the OER World Map

<https://oerworldmap.org/>

5388 entries found

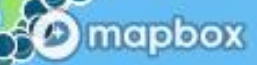
List

Map

Statistics



0 Entries per Country 0



Imprint & Privacy

© Mapbox © OpenStreetMap Improve this map

Adding to OER World Map

- Create an account / Add yourself as a “person”
- Add your institution if it doesn’t already exist on the map
- Connect your OER to the Pathways for Learning “project”
- Add metadata (languages, education level, subject, etc.)
- Connect your OER to the Pathways for Learning “project”

 Project (Initiative) last modified 9 days ago |  Login to edit



Pathways for learning: support for educators moving online

Operator: [The Open University](#)

Description

The pandemic has accelerated the need for educators to provide online teaching. The Open University (UK) has a range of OER and platforms for activities that can help teachers to obtain the skills to move online. However, we lack understanding of how these courses and activities can be delivered in a supported way to help educators achieve meaningful learning outcomes. IDO, IET and TESSA are working with the African Council for Distance Education (ACDE), on this project to devise and deliver courses for educators in the African context, about delivering online learning and teaching, using a range of OER and the innovative learning platforms and processes that IET have created. These include nQuire, Our Journey, Evidence Cafes, and Tricky



Likes (1)

Project type

[Initiative](#)

Start

July 13, 2020 – August 21, 2020

OER World Map: Further Activity

- Explore!
- “Like” interesting projects, OER and other entries
- Tell your story
- Share your publications
- Share your OER policies
- Raise the profile of your projects
- Publicise events
- Consider becoming a “country champion” for your area if there is a vacancy

Final Reflections

Many thanks!

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<https://scholar.google.co.uk/citations?hl=en&user=j3-x3WwAAAAJ@philosopher1978>