# The New Open Education

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Background

- OER Hub

- Based in IET at the OU

- Researching different aspects of OER

- Hewlett – OER Research Hub 2012-2015
  GO-GN – OER PhD research network (go-gn.net)
  OEPS – Open Educational Practice Scotland

Interesting questions

* Where did current open education come from?

* What does it look like?

* Can we use OER research as an example?

* Is there anything generic we can take from how this field developed?

The primordial soup
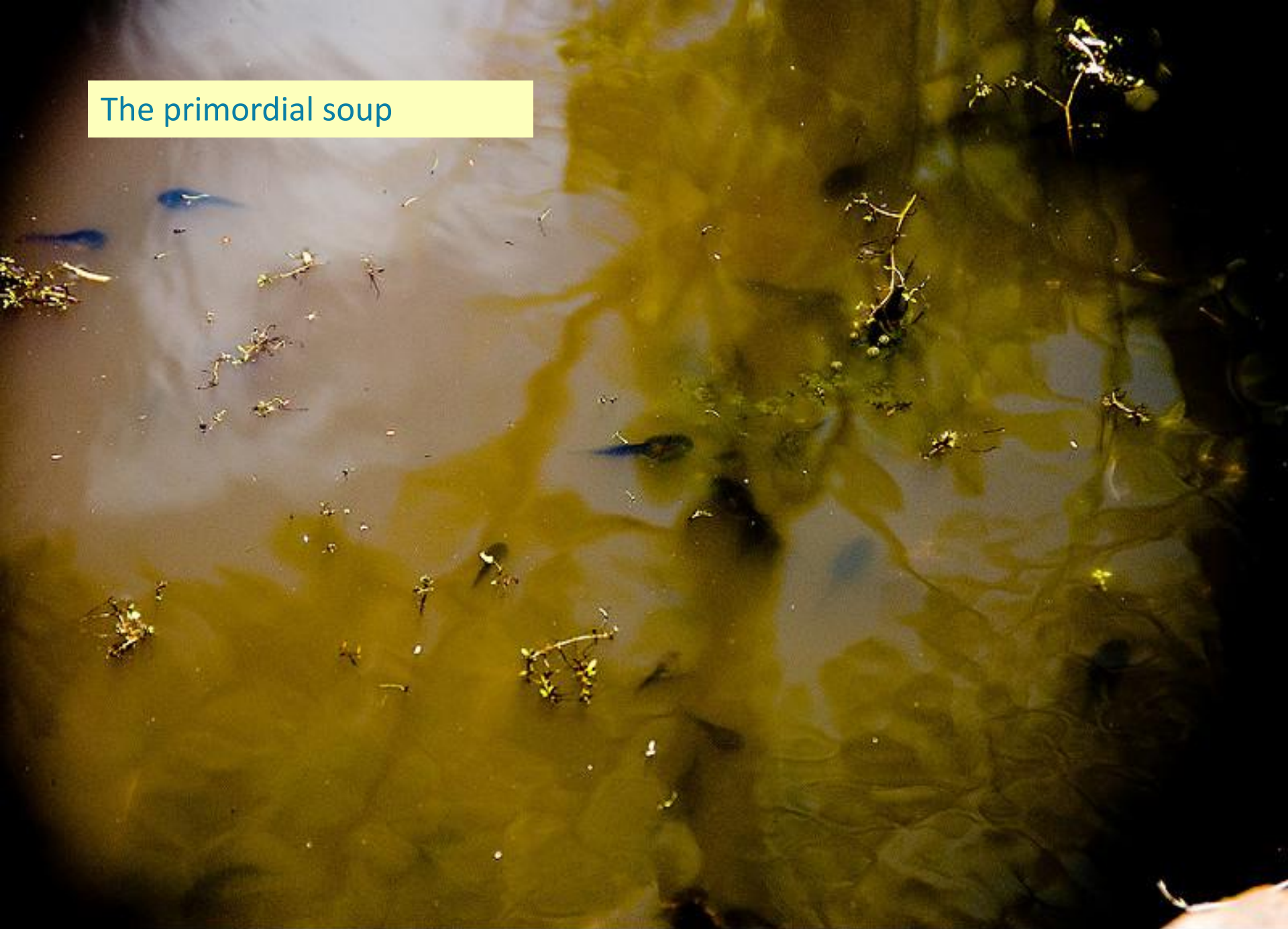
Where did it come from?

Open universities – open access, entry. Focus on methods, removing barriers, not free

**Free software – emphasis on rights
Open source – emphasis on efficiency**

https://flic.kr/p/9Qqr3k

Web 2.0 - culture of sharing, open practice

Superlekker 2011

Open ed is a set of coalescing principles

But some are more important to some people than others

What does it look like?

The openness landscape

Open Access

- Open access – free and openly licensed access to published works
- National policies and funder policies.
- Green and Gold routes
- The role of publishers.
- If the formal mandates don't do it then sci-hub and #icanhazpdf will

OER

- Funding form the likes of Hewlett and JISC led to many good projects. These didn't always survive beyond the initial funding.

- In North America projects like OpenStax and BC Campus providing open textbooks.

- Demonstrating big savings for students and as good if not improved student performance. Where textbook costs account for ¼ of degree cost this provides a strong motivation

- In Europe open textbooks less important – OpenLearn at OU has sustainable model, but JISC closed down JORUM.

- OER Hub – looked at 11 hypotheses around Oer and found good use by students thinking about study and those already in study.
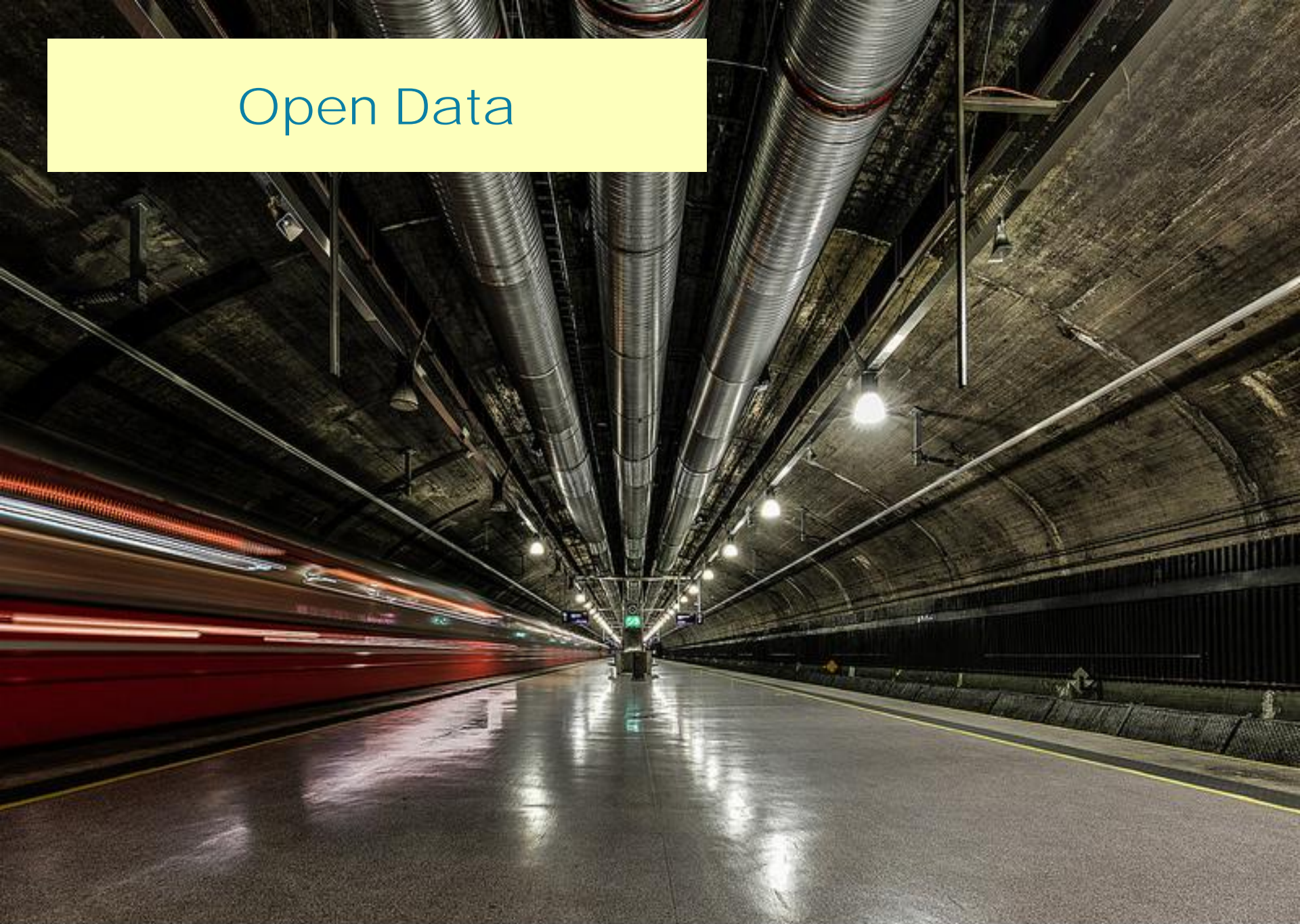
MOOCs

- Massive Open Onlin3 Courses – 2012 the year of the MOOC.
- Attracted lot of media attention and venture capital funding
- After initial excitement now facing difficult questions

Open Educational Practice

- OEP is more about individuals.
- The ways that openness can influence the manner in which academics conduct their practice – teaching, research, public engagement etc.
- Open pedagogy
- Includes social media, blogging, etc
- More nebulous

Open Data

- Allied with open access. Many mandates now stating research data to be released
- Opens up world of new research possibilities
- Also questions around who owns data, learning analytics, student data
- Links into bigger picture of government data also

Open Citizenship

OER as an example?

OER history

- Late 90s – learning objects
- 80s-90s – Open source licences
- 2001 – Creative Commons
- 2001 – MIT OpenCourseWare
- mid-2000s – OER repositories, projects, funding
- 2012 – UNESCO OER declaration
- 2011 onwards – open textbook movement in N. America
- 2012 – Year of the MOOC(!)
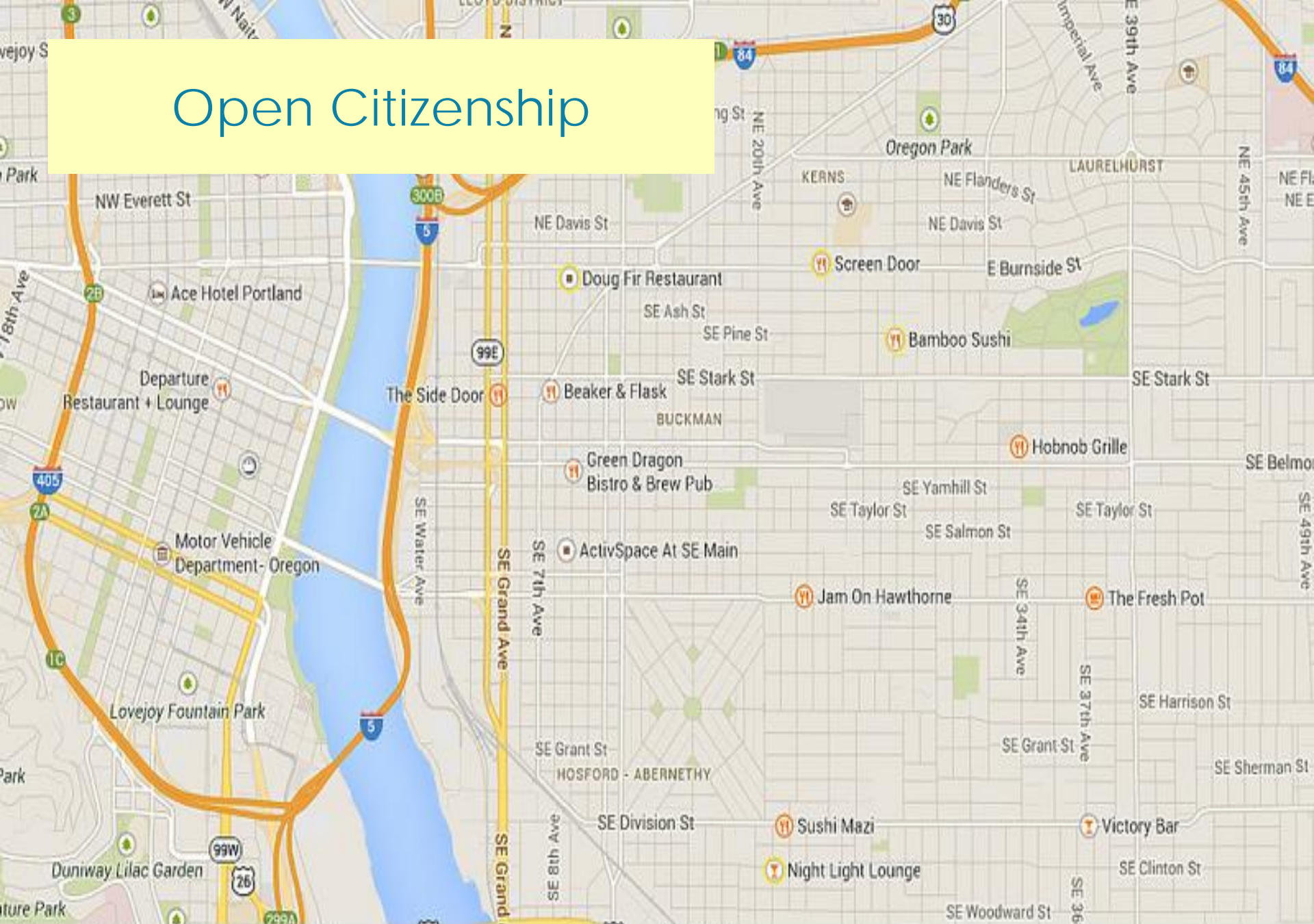
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Method

- OER Knowledge Cloud (https://oerknowledgecloud.org/)
- Content analysis of abstracts
- 2015 (most recent full year - 119)
- 2007 (1st year with double digits – 24)
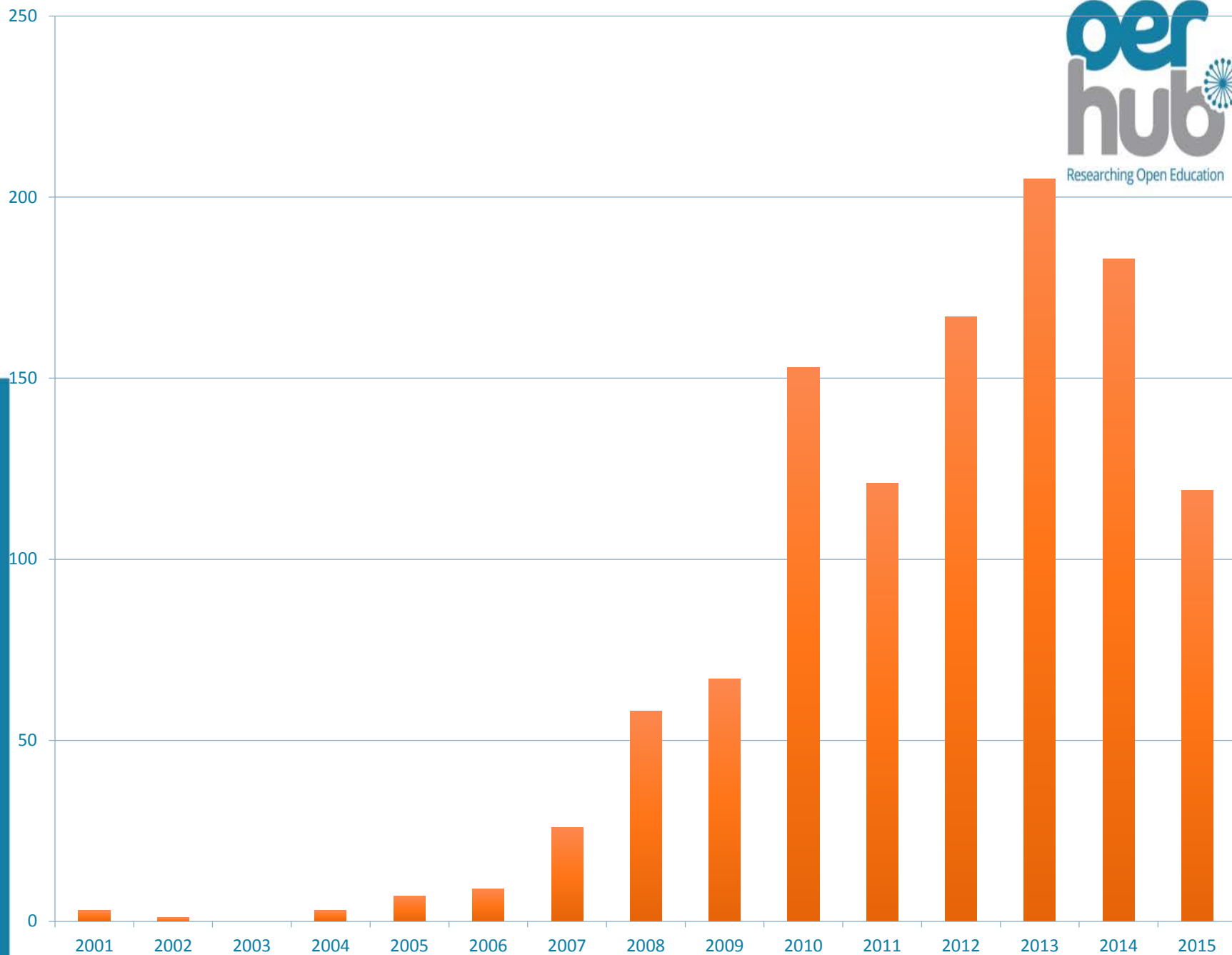
2007

Category	No Publications
Project case study	6
Technical	6
OER as subject	11
Research with impact data	3

2015

Category	No Publications
Project case study	8
Technical	7
OER as subject	18
Research with impact data	7
Policy	15
Practitioner	11
OER in developing nations	2
MOOCs	36
Pedagogy	9
Open data/practice	6

Categories (1)

- Project case study –reports on the findings of a particular case study, or announces the implementation of a project.

- Technical focus on the technical specification of a particular project such as an OER repository

- OER as subject - focused on the OER field itself, the nature of openness, the direction for OER, suggestions for adoption, etc

- Research with impact data –undertakes evaluation of the impact of OER implementation, using educational research methodology such as control groups, pre and post test, etc.

- Policy - report on existing OER policies, the need for policy or standardized approaches, national frameworks, etc.

Categories (2)

- Practitioner – the use of OER by practitioners in a particular context, for example teachers or librarians.

- OER in developing nations – the use of OER in the context of developing nations eg projects such as TESSA

- MOOCs –This group could be categorized as an emerging field of its own, or MOOCs could be interpreted as OER and reclassified under the other categories.

- Pedagogy – several articles focus specifically on the possible impact of OER on pedagogy, or as a vehicle for change in teaching practice.

- Open data/practice/access- an intersection with other aspects of open practice that have varying degrees of relevance to the OER community..

What does OER research look like now?

- Practitioner is a large group
- MOOC contamination
- Impact research is quite rare

How has it changed?

* Four categories from 2007 still relevant
* Reflective practice
* Move away from project case studies
* Policy reflects maturing of field
* Diverging into other areas?

Is there anything generic we can take from how this field developed?

The (English) urban renaissance

A dodgy analogy

- Urban Renaissance in 18th Century
- Characterized by uniform house design, street planning, a growing middle-class population and increased leisure facilities
- Requires number of conditions including economic prosperity, the desire for social status, and the pre-existence of towns to build upon

Does this pattern apply?

Conditions → Similar patterns emerge independently

Common conditions

Requirement for growth
Technological opportunities
Social attitudes inherited from the Internet
Existing work in education as a foundation

Emerging patterns

- Arrival of new commercial interests,
- Establishment of new conferences and journals,
- Development of a new research agenda
- Identifiable communities.

Some discussion points

- Is current open ed fundamentally different from previous incarnation?
- Does this constitute a movement, discipline, field, etc?
- Does it matter?
- Does the development of open ed tell us anything about its future?
- Does the development of open ed tell us anything about other such movements?