Policy to Practice.

(Or Practice to Policy)

A Workshop in 3 parts.

@digisim  #oer14  Newcastle, UK
PART 01

Institutional Journey
PART 02

To Policy or Not?
PART 03

Let’s Build a Policy

(well...............a conversation for one)
Sustaining OER activity
An Institutional Journey
Phase One Institutional Pilot

- Released 3600 hrs of material
- Aligned OER to institutional process

Focussed on:
- low cost sustainability
- faculty ownership
- institutional impact
- granular OER release
- reward & recognition
- IPR education
- JORUM integration

http://repository.leedsmet.ac.uk/
2009 PRODUCER to CONSUMER 2012
Refocusing the undergraduate curriculum

Resourcing the curriculum

2013 - Mixer
“Where’s your OER policy?”
“um...we don’t have one!”
Or do we?

<table>
<thead>
<tr>
<th>CLT KPI</th>
<th>CLT learning and development need</th>
<th>Planned development activities</th>
</tr>
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<tbody>
<tr>
<td>Learning delivery modes</td>
<td>Blended learning, platforms/programmes/technologies.</td>
<td>Internal, external and online training courses, JISC</td>
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<td>Satisfaction with teaching</td>
<td>Current and emerging learning and teaching approaches.</td>
<td>Horizon scanning</td>
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<td>Sector approaches to NSS.</td>
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<td>Professionalisation of teaching</td>
<td>UKPSF accreditation frameworks, PGCerts in academic practice.</td>
<td>Educational development networks, HEA events</td>
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<tr>
<td>Course design</td>
<td>Sector approaches to taught postgraduate courses; H.E. in F.E.</td>
<td>National symposia</td>
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</table>
CLT KPI 4: Embedding of Open Educational Resources. Over the next four years, working in collaboration with LLI, the CLT will increase staff and student use of OERs across the university. Working specifically with Academic Librarians we will identify a range of OERs for each subject area and make them accessible through the Library subject pages for staff and students to access. Alongside this we will increase the release of our own resources under an open license and deposit them in the OER.

CLT KPI 5: Professionalisation of teaching. The CLT will develop and take through HEA accreditation a full CPD Framework for academic and learning support staff. This will be supported through on-line resources, workshops & taught programmes, peer observation of teaching, and mentoring activities. Working closely with HR, we will embed key activities in PDR processes.

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<th>CLT KPI 4: Embedding of OER</th>
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<td>Percentage of courses incorporating Open Educational Resources (OERs) in their Virtual Learning Environment</td>
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<td>Unknown 25%</td>
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Is embedding a policy?
PART 02
To Policy or Not?
Q1: What came first?
(Practice or Policy)
Q2: What sustains OER? (Practice or Policy)
Q3: Where's your policy?  
(Does your institution have one?)
OER Impact Map
http://oermap.org/policy-map/
OER Policy Registry

Welcome

Welcome to the Open Educational Resources (OER) Policy Registry, a database of 90 current and proposed open education policies from around the world. Here, anyone can easily share, update, and browse open education policies and legislation. In addition, we host supporting policy resources such as case studies and guides.

Scope

We define OER policies as legislation, institutional policies, and/or funder mandates that lead to the creation, increased use, and/or support for improving OER. This registry is not a list of open projects, terms of use, or a registry of open access policies.

Popular Searches

By Status
- Current Policy - 48
- Proposed Policy - 24
- No status - 18

By Country
- France
- Mexico
- South Africa
- United States

By Jurisdiction Type
- Global
- National
- State
- Institution - Primary
- Institution - Secondary
- Institution - Tertiary
- System
Examples of OER Policies.

http://goo.gl/eDjlxU
Q4: What do these policies contain?

(5 to 10 keywords per policy)

http://goo.gl/8BOjGv
When is a policy not a policy?
When is a policy not a policy?

When it’s an intention!
PART 03

Let's Build a Policy

(well.............a conversation for one)
Chatterbox Instructions:

- Place the acronyms (OER/OEP/OAR/OCW) in the boxes (as shown left).
- As a table agree 8 key topics that are associated with OER/OEP/OAR/OCW. (1–8)
- Individually plan your “chatterbox” conversation statements based on the 8 key topics (make them work for your local context). (8 gold shaded sections).
- Try it out on your table.
- Take a pic, post it on Twitter or Instagram with #oer14 & #creativethinking
OER Manifesto (Leeds) 2012

1. We need to recognise the effort and time required to move to sustainable OER
2. Wider exposure of academic 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 incentivised.
5. Evidence of effectiveness in use would be ‘massively’ helpful
6. We need usable tools (e.g. for dissemination and deposit) which maximise the benefit for minimum effort
7. The more to OER should be widely recognised as good for UK HE
8. We need policies/practices which offer clear rewards for ‘open’ behaviour
9. Institutions need to ‘turn over stones’ even when they fear what lurks beneath
10. Be confident in your own resources, even when they are ‘dirty’ (not pristine or polished)
11. Identify and acknowledge the important risks - and prepare for them
12. Prepare for other sources/creators of OER

http://goo.gl/Epr2Xa
Q5: What really sustains OER?
A5: You Do!

People sustain OER, not policy, not practice.