



LEEDS
BECKETT
UNIVERSITY

Citation:

Thomson, S (2010) A staff guide to Open Educational Resources. Leeds Metropolitan University. ISBN 978-1-907240-10-2

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/2805/>

Document Version:

Book (Published Version)

Creative Commons: Attribution 4.0

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

For further information contact:

Simon Thomson
Principal Lecturer, Technology Enhanced Learning
Leeds Metropolitan University
Caedmon 105
Headingley Campus
Leeds LS6 3QS
Tel: 0113 81 27425
Email: s.thomson@leedsmet.ac.uk

ISBN 978-1-907240-10-2

Disclaimer:

This booklet is intended as a guide and as such makes no claim to provide legal advice.

This booklet is released under Creative Commons and the pdf and text versions are available at http://repository.leedsmet.ac.uk/main/index_oer.php and enter the search term "unicycle".

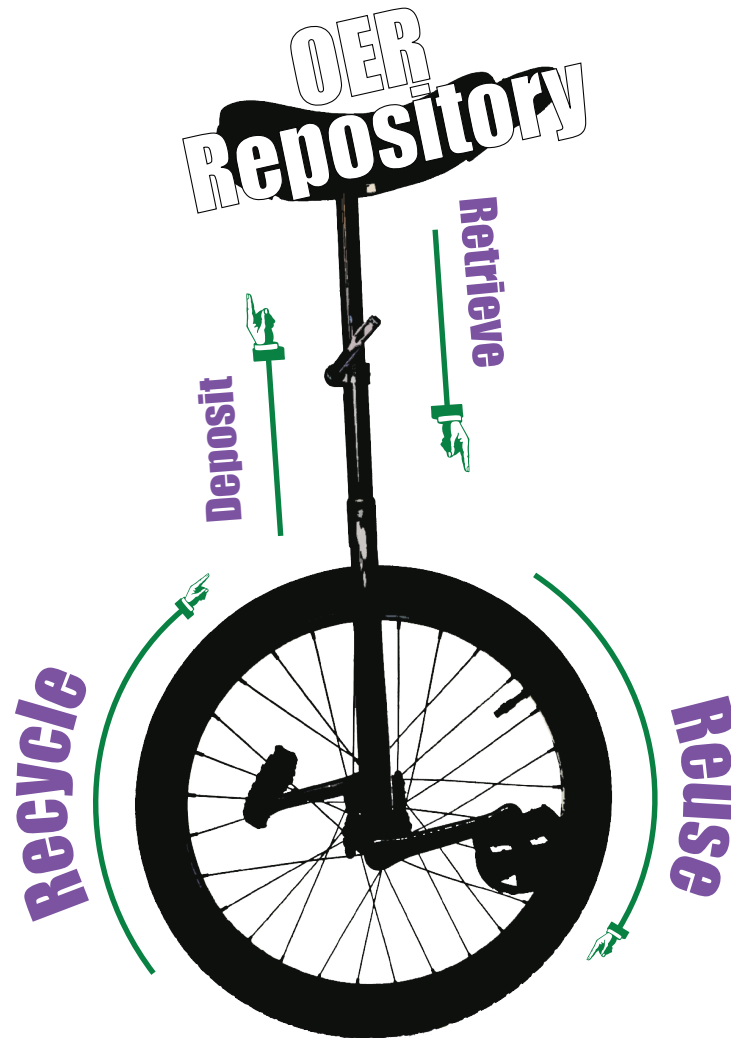
<http://repository.leedsmet.ac.uk/>



JISC



A staff guide to Open Educational Resources



<http://repository.leedsmet.ac.uk/>

Contents

1. What are Open Educational Resources?	1
2. How can OER benefit academic staff?	2
3. How can using OER benefit the student experience?	3
4. A quick guide to IPR, copyright and Creative Commons	4
5. Guidance on developing OER material	5
6. Guidance on using OER material	6
7. Examples of OER repositories	7

Acknowledgments and contributors:

Simon Thomson, Leeds Metropolitan University

Alex Fenlon, Loughborough University

Isobel Brown, University of Hull

Sarah Hall, Staffordshire University

Ed Bremner, University of Plymouth

Andy Lane, Open University

Kate Bothwick, University of Southampton

Bernadette Attwell, Open University

Rose Web, Open University

From April 2009 – April 2010 Leeds Metropolitan University ran a pilot study into the development of an institutional OER repository. We aimed to build the 'Unicycle' model: a prototype mechanism for the export and import of open educational resources at Leeds Metropolitan University. This booklet is one of the outputs of that pilot project which was funded by JISC and the Higher Education Academy.

1. What are Open Educational Resources?

The William and Flora Hewlett Foundation, which has supported the development of a worldwide Open Educational Resources (OER) movement, provides the following definition for OER:

“OER are teaching, learning and research resources that reside in the public domain or have been released under an intellectual property licence 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”.

At Leeds Metropolitan University we are resourcing OER material from a range of courses. Each Faculty has contributed material and this includes whole modules, workbooks, videos, interactive media content and study support materials.

Ten key points:

1. OER are free to use and publicly available.
2. OER can be used in teaching and learning (usually with attribution to the original creator).
3. The majority of OER can be altered and adapted ('repurposed').
4. Using OER is not cheating; in fact it can improve the quality of learning experiences by building on other people's work.
5. OER development is a global movement – don't be afraid to search global OER repositories.
6. OER materials are not necessarily just teaching materials; there are a number of student support materials available as OER.
7. OER are not just for teachers to use or repurpose; students can be encouraged to use OER to support their own learning.
8. Leeds Met's OER repository is available through an X-stream powerlink for use in the Virtual Learning Environment.
9. JISC and the Higher Education Academy have developed a number of UK-based OER repositories as part of a pilot study, including specific repositories for Academy Subject Centres (see the list at the back of this booklet).
10. Don't knock it until you have tried it.

Go on, search for an OER today!

2. How can OER benefit academic staff?

Too often staff are creating learning materials for modules and courses that have already been developed elsewhere to an excellent standard. By utilising a number of OER repositories we hope to enable staff to spend more time designing the learning experience and search OER repositories to source quality learning materials which they can adapt if necessary for use within their learning design.

Personal benefits are that the materials that members of staff offer for the OER repository will include metadata that identifies them as the original author (attribution). By sharing content in and beyond Leeds Met, staff can be given recognition for their work by other practitioners and institutions. This could lead to opportunities for developing conference papers and workshops. If everyone makes their material available within Leeds Met then students can see what your course offers, aiding integration in learning design and curriculum development.

We hope that you will find satisfaction in sharing resources in a way that builds a community of sharing. The stronger we can build the OER system, the more materials will be made available for colleagues to use in return.

Within Leeds Met, academic staff can set the development of OER materials as a SMART objective in their Personal Development Review.

Ten key points:

1. Spend more time designing learning rather than creating content. (You really don't have to recreate the wheel.)
2. Get recognition for your own materials by sharing them as OER.
3. Engage in a global community of sharing and using educational resources.
4. Collaborate with colleagues to release OER materials.
5. Set yourself an OER development target and implement it as a SMART objective.
6. Spend more time working to your strengths and search for free materials where your own content may be weaker.
7. Encourage your students to search for OER materials to support their own learning. (You never know, they might find something you can use next year!)
8. Embed the use of OER as part of your module/course review process.
9. Be proud of your work and share it with others as OER.
10. Get recognition for your work by being attributed by others through OER release.

3. How can using OER benefit the student experience?

By using OER material staff are often able to use a wider range of resources and materials within a module delivery than they would by creating all of the content themselves.

We are all aware that students have a range of learning styles and yet quite often we only have a limited range of teaching styles.

By using resources that have been released under OER you are able to expand the range of learning

styles you can reach. Using a range of tools and resources can enhance a student's learning experience and in some cases it will be possible to provide the same content in a variety of formats by using OER.

Students can be encouraged to source their own OER material as a way of encouraging them to expand their own knowledge and cement their understanding of a subject.

Ten key points:

1. Engage a wider range of learners by accessing a wider range of resources.
2. Spend more time on improving the learning experience through curriculum design (rather than content creation).
3. Provide access to resources that you wouldn't be able to offer without OER (e.g. photos or videos of locations and situations you can't create/access).
4. Encourage students to access and share OER as part of their development.
5. Offer a range of learning materials to students for the same content (so as to encompass more learning styles).
6. Use OER as a way of building a range of student support resources (e.g. study skills, employability, enterprise, dissertation support).
7. Develop case study OER with students and release them.
8. Improve student feedback and assessment by using available OER materials.
9. Enable prospective students to see more detail of your course before they register.
10. Enable students to review material and refresh their knowledge and understanding after they have completed their course.

4. A quick guide to Intellectual Property Rights (IPR), Copyright & Creative Commons

Intellectual Property Rights (IPR) provide legal protection for the fruits of human imagination, skill, invention and endeavour. Subsequently, IPR issues are prevalent within the use, creation, repurposing, alteration, transaction and dissemination of content.

Most IPR require no formalities; notably, copyright is automatic. When you take a photo or create a video you have automatic copyright over that material unless you specifically declare otherwise or unless you are being employed to produce the material.

Creative Commons is a non-profit corporation dedicated to making it easier for people to share and build upon the work of others, while still maintaining ownership and copyright control.

They provide free licences and other legal tools to mark creative work with the freedom the creator wants it to carry, so others can share, remix, or use it commercially, or any combination thereof.

OER materials are generally released under a Creative Commons licence (or equivalent).

Ten key points:

1. When creating OER material it is important to ensure that any media or content you use does not have any third party copyright or IPR restrictions (or that permission has been granted and recorded for the use of such material).
2. Google is not necessarily the best place to search for images for use in OER material development. (By default it searches copyright materials.)
3. www.creativecommons.org has a search tool for a range of media content.
4. Creative Commons is not about giving up rights to your work, but making it available under certain conditions.
5. All OER materials released at Leeds Met will automatically be assigned the CC-BY-NC licence – where material is reused, you will be attributed as the author of the original material, and your material may not be used for commercial purposes.
6. Respect of copyright and IPR is beneficial to everyone's work.
7. Students are often reminded of the rules against plagiarism and proper acknowledgement of sources – staff should apply the same rules to the development of their own work, including teaching materials.
8. 'Fair dealing' (or fair use) is a copyright term that allows limited use of copyrighted material without requiring permission from the rights holders. This may apply to some instances in teaching situations but NOT for using in the development of an OER.
9. Creative Commons licences are enforceable by UK law.
10. Think Creative Commons!

5. Guidance on developing OER material

The thought of creating OER material can be daunting. However, the process should not be confused with the creation of reusable learning objects (RLOs), although the two can operate together.

Start off by identifying two or three learning resources which you have created as part of your module delivery (these could be seminars, lab sessions or lectures, for example). Revisit the material and check whether there may be any issues of copyright or IPR to sort out (ask if you are not sure).

Make any necessary changes to the work and then publish it through the institutional repository (each Faculty in Leeds Met has an OER representative).

Once you become more confident you can begin to design materials with OER release in mind – this process usually produces higher quality OER material as it is part of an embedded approach to developing material that can be further developed as reusable learning objects.

Ten key points:

1. Start small – offer a small element of your work as OER first to get a feel for the process (and to allay any fears you may have).
2. Check your material for IPR or copyright (ask your Faculty rep for advice or contact the University's central copyright clearance team).
3. Think of resources that you have found difficult to find – could you create one and share it as OER? Usually your needs are an indication of what others might also need.
4. Could you work with colleagues to produce your first OER? Often there is safety in numbers and the support that this offers.
5. Plan long-term OER release. Consider setting goals of releasing a certain number of OER learning hours in an academic year.
6. Tagging and keywords: these are an important part of finding OER content. We recommend a minimum of five keywords as well as listing by JACS code and Higher Education Academy Subject Centre.
7. Attribution – be sure to make it clear who the author(s) is/are. Don't forget this is your chance to get recognition.
8. Undertake a range of OER staff development workshops at Leeds Met to help you get started.
9. Explore the development of reusable learning objects (RLOs) and release them as OER.
10. Consider releasing a whole module as OER. Work with the module team to release all of the materials as an example of the teaching on your courses.

6. Guidance on using OER material

Open educational resources are developed with a sense of sharing and, as such, build communities of like-minded people. The communities help to encourage users to create OER material as well as use it.

First you will need to search within an OER repository (there are a number listed at the end

of this booklet). Often you will find ones relating to specific subject areas or it may be a larger repository that has a range of materials. You will eventually find ones that you value and trust.

Use OER as part of your wider learning design. Sometimes that design may be born from the inspiration of an OER.

Ten key points:

1. Although OER are free, be mindful of the licence under which they have been released. Most importantly, be sure to attribute the original authors.
2. Some OER allow for modification and repurposing. If so, consider releasing that material as a new OER even if that isn't a licence requirement.
3. It can sometimes take a while to find suitable materials, but experience has shown that the time spent finding a resource is usually less than it would take to develop it.
4. Bookmark your favourite repositories: you will begin to build up a useful list of where you can get relevant OER. Be sure to share that with colleagues.
5. Do contact authors of materials if their contact details are available – it's nice to know others have found value in your work.
6. Don't use materials outside the scope of their licences.
7. Spread the word – if you find a good resource let others know.
8. Consider setting a goal of using a certain percentage of OER material in your module delivery.
9. Respond to people who contact you about your OER. It may lead to new collaborations.
10. Use your students to help evaluate OER you use or to help you develop further improvements.

7. Examples of OER repositories

There are numerous open educational resource repositories in the UK and throughout the world. Below is a list of UK repositories.

<http://openlearn.open.ac.uk/>

Managed by the Open University, this is one of the largest OER repositories in the UK, funded initially by the Hewlett Foundation. Many of the learning materials are suitable for open and distance learning.

<http://repository.leedsmet.ac.uk/main/index.php>

Leeds Met's OER repository brings together materials from all six Faculties and student support services. Materials range from single lectures to whole modules. Future developments we hope to include are "request an OER" as well as offering whole courses.

www.humbox.ac.uk

The HumBox is an inspiring collection of free Humanities teaching and learning resources contributed by over 15 UK higher education institutions. The site contains over 1,000 videos, images, lecture notes, presentations, and podcasts on diverse topics within the Humanities. Using HumBox is not only about downloading resources: when you join the site you become part of a community which is committed to showcasing its work by publishing, sharing, re-using and also reviewing Humanities teaching resources. HumBox will let you post comments on resources, contact authors and keep a track of the impact your own resources are having on the world by recording views, downloads and comments – and contacting you to let you know this!

www.jorum.ac.uk/

Jorum provides access to free learning and teaching resources, created and contributed by staff from UK further and higher education institutions. Jorum is a JISC-funded service, run by the two national data centres Mimas and EDINA, and collects and shares learning and teaching materials, allowing their re-use and repurposing.

Jorum offers two collections for search and deposit:

- JorumOpen provides access to learning and teaching resources made available for sharing under Creative Commons (CC) licences, free to anyone, worldwide
- JorumUK provides access to resources from those creators/owners who prefer to share their work only within UK further and higher education institutions.

The full list of projects funded under the JISC OER programme can be found at: www.jisc.ac.uk/oer.

List of OER I have used

List of OER I have submitted