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Policy to Practice.

(Or Practice to Policy)

A Workshop in 3 parts.

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PART 01

Institutional Journey

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PART 02

To Policy or Not?

PART 03

Let's Build a Policy

(well.....a conversation for one)

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PART 01

Institutional Journey

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Sustaining OER activity
An Institutional Journey

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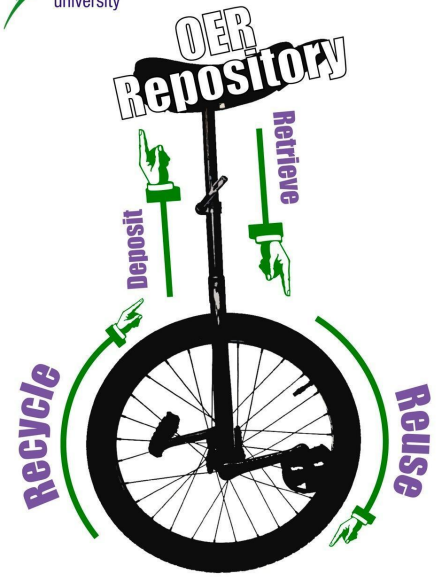
leeds metropolitan university



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

2009 – 10

- 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

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2009 2012

PRODUCER to CONSUMER

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REFOCUSING THE UNDERGRADUATE CURRICULUM

Resourcing the curriculum

LEEDS METROPOLITAN UNIVERSITY
Centre for Learning and Teaching

Commercial

Local

Open

2013 - Mixer

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“Where’s your OER policy?”

“um…we don’t have one!”

Or do we?

CLT KPI	CLT learning and development need	Planned development activities
Learning delivery modes	Blended learning, platforms/ programmes/technologies.	Internal, external and online training courses, JISC
Satisfaction with teaching	Current and emerging learning and teaching approaches.	Horizon scanning
Satisfaction with curricula	Sector approaches to NSS.	NSS networks, benchmarking
Embedding of OERs	Research informed approaches to engaging staff with OERs.	National OER networks, collaboration with LLI

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Embedding of OERs	Research informed approaches to engaging staff with OERs.	National OER networks, collaboration with LLI

| Professionalisation of teaching | UKPSF accreditation frameworks, PGCerts in academic practice. | Educational development networks, HEA events |
| Course design | Sector approaches to taught postgraduate courses; H.E. in F.E. | National symposia |

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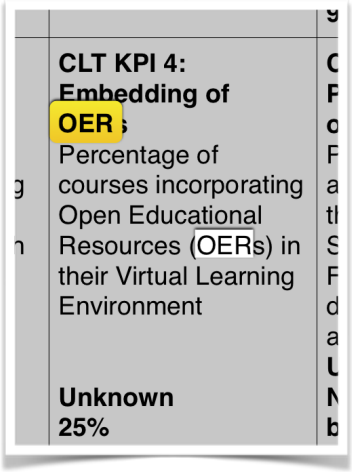
CLT KPI 4: Embedding of Open Educational Resources. Over the next four years working in collaboration with LLI, the CLT will increase staff and student use of OER across the university. Working specifically with Academic Librarians we will identify a range of OERs for each subject area and make them 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.



CLT KPI 4: Embedding of OER

Percentage of courses incorporating Open Educational Resources (OERs) in their Virtual Learning Environment

Unknown
25%

Is embedding a policy?

PART 02

To Policy or Not?

Q1: What came first ?

(Practice or Policy)

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Q2: What sustains OER?

(Practice or Policy)

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Q3: Where's your policy?

(Does your institution have one?)

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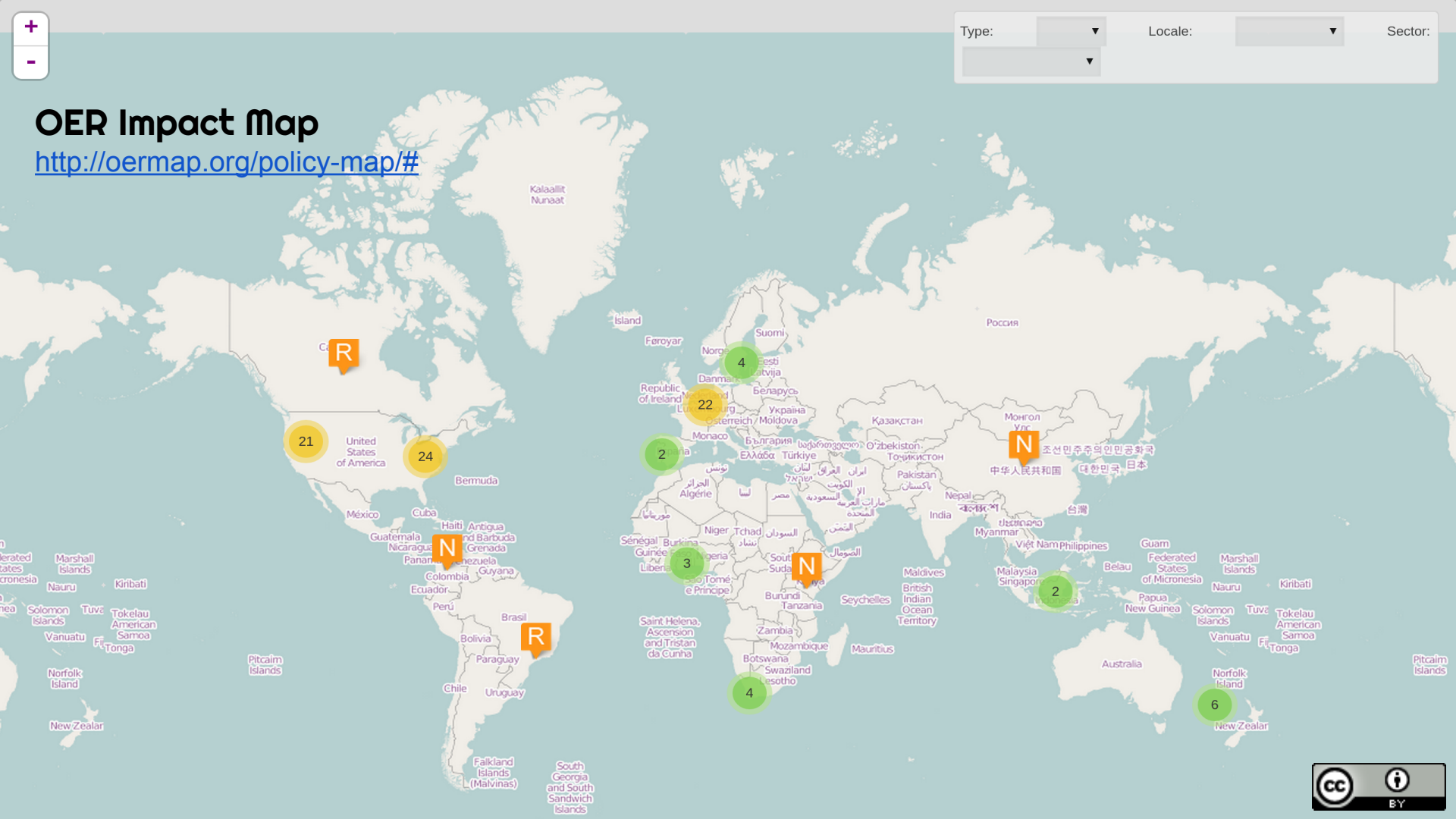
OER Impact Map

http://oermap.org/policy-map/#


Type:
Locale:
Sector:
21
24
22
4
2
3
4
2
6
R
N
R
N
N
United States of America
México
Cuba
Haiti
Antigua and Barbuda
Grenada
Guatemala
Nicaragua
Panamá
Venezuela
Guyana
Colombia
Ecuador
Perú
Brasil
Bolivia
Paraguay
Chile
Uruguay
Bermuda
Falkland Islands (Malvinas)
South Georgia and South Sandwich Islands
Pitcairn Islands
Norfolk Island
New Zealand
Marshall Islands
Nauru
Kiribati
Solomon Islands
Tuvalu
Tokelau
American Samoa
Vanuatu
Fiji
Tonga
Kalaallit Nunaat
Island
Føroyar
Suomi
Eesti
Latvija
Danmark
Беларусь
Україна
Moldova
Polska
Deutschland
Monaco
България
Ελλάδα
Türkiye
Algérie
تونس
ليبيا
مصر
Niger
Tchad
السودان
Sénégal
Guinée
Liberia
Nigeria
São Tomé e Príncipe
Saint Helena, Ascension and Tristan da Cunha
Zambia
Mozambique
Botswana
Swaziland
Lesotho
Mauritius
Seychelles
Burundi
Tanzania
Maldives
British Indian Ocean Territory
Россия
Қазақстан
Монгол Улс
O'zbekiston
Тоҷикистон
Pakistan
India
Nepal
Myanmar
中华人民共和国
조선민주주의인민공화국
대한민국
日本
台灣
Việt Nam
Philippines
Malaysia
Singapore
Guam
Federated States of Micronesia
Belau
Papua New Guinea
Australia
Republic of Ireland
Ireland
Cymru
Scotland
Alba
Northern Ireland
Österreich
Slovenija
Hrvatska
Bosna i Hercegovina
Crna Gora
Shqipëria
Србија
Slovenská republika
Česká republika
Magyarország
România
Lietuva
Latvija
Eesti
Ísland
Norge
Sverige
Suomi
Danmark
Nederland
België
Luxembourg
France
Andorra
Portugal
España
Italia
Malta
Schweiz
Liechtenstein
Österreich
Deutschland
Polska

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)

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Sustaining OER: Document 1 – The Current Position (2012)

http://goo.gl/8BOjGv

When is a policy not a policy?

When is a policy not a policy?

When it's an intention!

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PART 03

Let's Build a Policy

(well.....a conversation for one)

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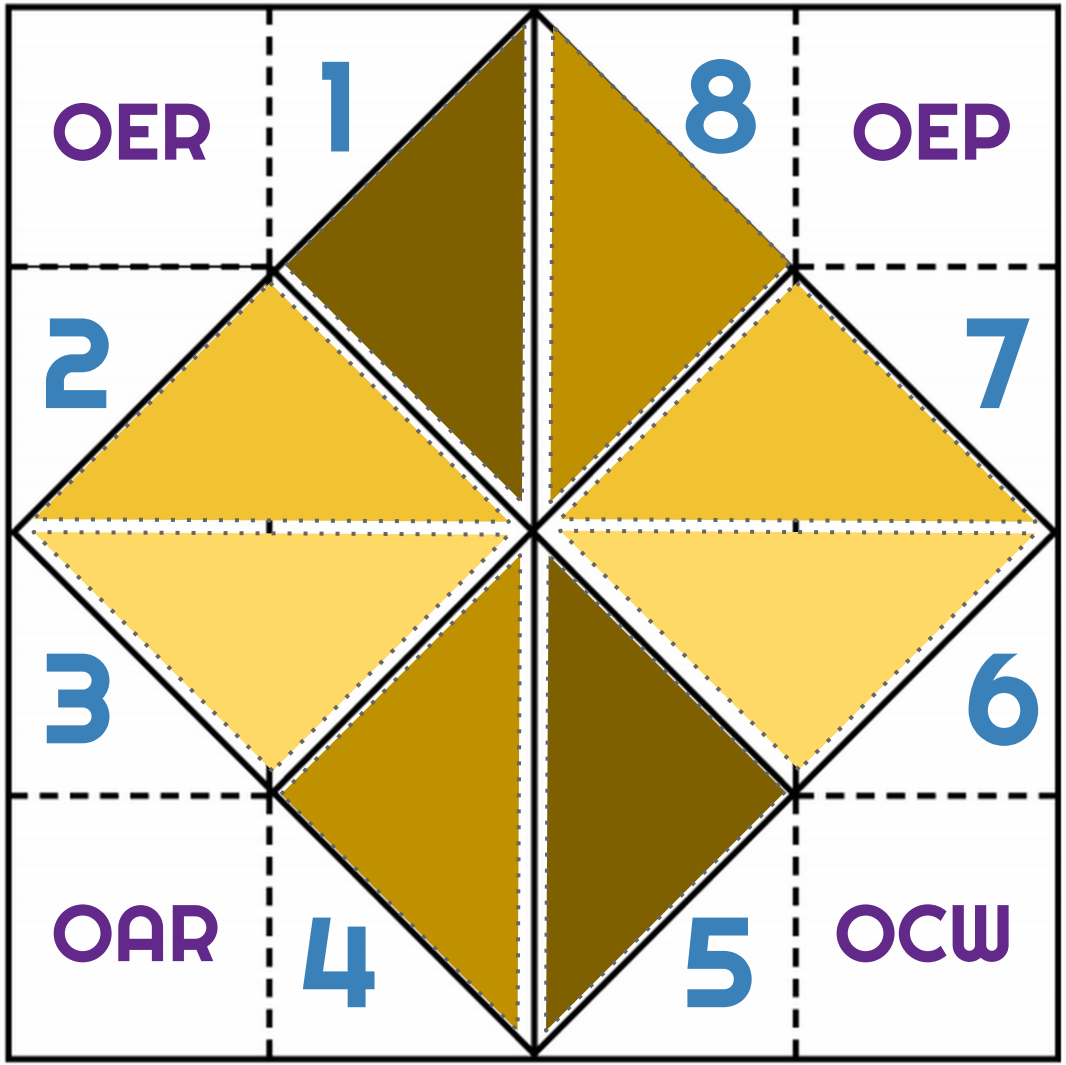

Chatterbox Instructions:

- 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

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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

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http://goo.gl/Epr2Xa

Q5: What really sustains OER?

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A5: You Do!

People sustain OER, not policy, not practice.

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