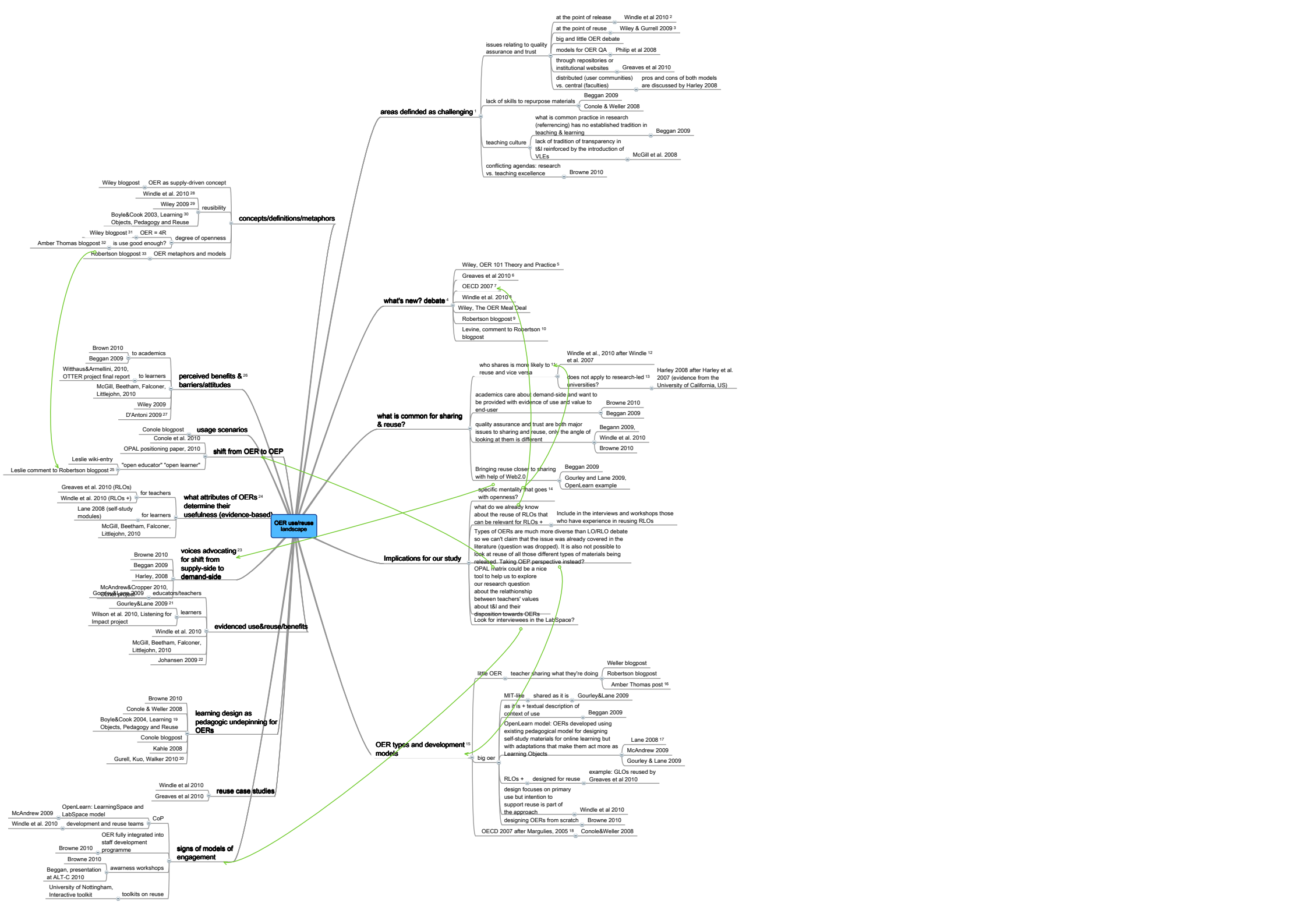
OER use/reuse landscape
areas definded as challenging [1]
issues relating to quality assurance and trust
at the point of release
Windle et al 2010 [2]
at the point of reuse
Wiley & Gurrell 2009 [3]
big and little OER debate
models for OER QA
Philip et al 2008
through repositories or institutional websites
Greaves et al 2010
distributed (user communities) vs. central (faculties)
pros and cons of both models are discussed by Harley 2008
lack of skills to repurpose materials
Beggan 2009
Conole & Weller 2008
teaching culture
what is common practice in research (referrencing) has no established tradition in teaching & learning
Beggan 2009
lack of tradition of transparency in t&l reinforced by the introduction of VLEs
McGill et al. 2008
conflicting agendas: research vs. teaching excellence
Browne 2010
what's new? debate [4]
Wiley, OER 101 Theory and Practice [5]
Greaves et al 2010 [6]
OECD 2007 [7]
Windle et al. 2010 [8]
Wiley, The OER Meal Deal
Robertson blogpost [9]
Levine, comment to Robertson [10] blogpost
what is common for sharing & reuse?
who shares is more likely to [11] reuse and vice versa
Windle et al., 2010 after Windle et al. 2007
does not apply to research-led [13] universities?
Harley 2008 after Harley et al. 2007 (evidence from the University of California, US)
academics care about demand-side and want to be provided with evidence of use and value to end-user
Browne 2010
Beggan 2009
quality assurance and trust are both major issues to sharing and reuse, only the angle of looking at them is different
Begann 2009,
Windle et al. 2010
Browne 2010
Bringing reuse closer to sharing with help of Web2.0
Beggan 2009
Gourley and Lane 2009, OpenLearn example
specific mentality that goes [14] with openness?
Implications for our study
what do we already know about the reuse of RLOs that can be relevant for RLOs +
Include in the interviews and workshops those who have experience in reusing RLOs
Types of OERs are much more diverse than LO/RLO debate so we can't claim that the issue was already covered in the literature (question was dropped). It is also not possible to look at reuse of all those different types of materials being released. Taking OEP perspective instead?
OPAL matrix could be a nice tool to help us to explore our research question about the relathionship between teachers' values about t&l and their disposition towards OERs
Look for interviewees in the LabSpace?
OER types and development models [15]
little OER
teacher sharing what they're doing
Weller blogpost
Robertson blogpost
Amber Thomas post [16]
big oer
MIT-like
shared as it is
Gourley&Lane 2009
as it is + textual description of context of use
Beggan 2009
OpenLearn model: OERs developed using existing pedagogical model for designing self-study materials for online learning but with adaptations that make them act more as Learning Objects
Lane 2008 [17]
McAndrew 2009
Gourley & Lane 2009
RLOs +
designed for reuse
example: GLOs reused by Greaves et al 2010
design focuses on primary use but intention to support reuse is part of the approach
Windle et al 2010
designing OERs from scratch
Browne 2010
OECD 2007 after Margulies, 2005 [18]
Conole&Weller 2008
concepts/definitions/metaphors
Wiley blogpost
OER as supply-driven concept
Windle et al. 2010 [28]
Wiley 2009 [29]
reusibility
Boyle&Cook 2003, Learning Objects, Pedagogy and Reuse [30]
Wiley blogpost [31]
OER = 4R
Amber Thomas blogpost [32]
is use good enough?
degree of openness
Robertson blogpost [33]
OER metaphors and models
perceived benefits & barriers/attitudes [26]
Brown 2010
Beggan 2009
to academics
Witthaus&Armellini, 2010, OTTER project final report
to learners
McGill, Beetham, Falconer, Littlejohn, 2010
Wiley 2009
D'Antoni 2009 [27]
usage scenarios
Conole blogpost
Conole et al. 2010
shift from OER to OEP
OPAL positioning paper, 2010
Leslie wiki-entry
"open educator" "open learner"
Leslie comment to Robertson blogpost [25]
what attributes of OERs [24] determine their usefulness (evidence-based)
Greaves et al. 2010 (RLOs)
Windle et al. 2010 (RLOs +)
for teachers
Lane 2008 (self-study modules)
for learners
McGill, Beetham, Falconer, Littlejohn, 2010
voices advocating [23] for shift from supply-side to demand-side
Browne 2010
Beggan 2009
Harley, 2008
evidenced use&reuse/benefits
McAndrew&Cropper 2010, Cetis project
Conole 2009
educators/teachers
Gourley&Lane 2009 [21]
learners
Wilson et al. 2010, Listening for Impact project
Windle et al. 2010
McGill, Beetham, Falconer, Littlejohn, 2010
Johansen 2009 [22]
learning design as pedagogic undepinning for OERs
Browne 2010
Conole & Weller 2008
Boyle&Cook 2004, Learning Objects, Pedagogy and Reuse [19]
Conole blogpost
Kahle 2008
Gurell, Kuo, Walker 2010 [20]
reuse case studies
Windle et al 2010
Greaves et al 2010
signs of models of engagement
OpenLearn: LearningSpace and LabSpace model
McAndrew 2009
Windle et al. 2010
development and reuse teams
CoP
OER fully integrated into staff development programme
Browne 2010
Browne 2010
awarness workshops
Beggan, presentation at ALT-C 2010
University of Nottingham, Interactive toolkit
toolkits on reuse

Notes

1) areas definded as challenging

highly debated subjects that relate directly to reuse (but also to sharing)

2) Windle et al 2010

Windle advocates for quality assurance to be acertain at the point of release.

3) Wiley & Gurrell 2009

Wiley, D., & Gurrell, S. (2009). A decade of development. Open Learning: The Journal of Open and Distance Learning, 24(1), 11-21.

The authors advocate that quality has only meaning in the context of reuse where user "meets" the resource

4) what's new? debate

discussions revolving around the added value over other materials availale on the web

5) Wiley, OER 101 Theory and Practice

Added value OER lies in its reuse: "if you can't make revisions to your matertrials were necessary, you are limited in your ability to get better at what you do over time"

6) Greaves et al 2010

benefit of CC over Free and Linkable evidenced in a case study:

Academic Phrasebank (free webbased resource form the university of Menchester) was used as supplementary material for students. Based on the feedback from students auhors decided to get permission to redesign this resources to better suit students' needs

7) OECD 2007

RLOs with CC are only one part of OERs

8) Windle et al. 2010

Windle lists CC licencing among the main drivers for the world-wide reuse of SONET OER materials (feedback from users collected via surveys)

9) Robertson blogpost

Robertson provides an explaination on how RLOs differ from OER from the technical perspective: RLOs as intentionaly designed for sharing, context neutral, rich metadata, packaged, stored in repositories, media rich. First made by specialists, than with tools like GLO maker - lowered technical barriers. = creating sth with intention to share

OERs - any edu resource, of any format that some though of as being valuabel to share. = sharing sth that sb is doing with an open licence. OERs can but not necessarly have to be context neutral, rich in metadata, media rich, packaged etc.

So and RLO can be OER but not all OERs are RLO (form the tech perspective)

"People sharing what they're doing vs. people creating particular stuff to share"

Robertson also refers to big and small OERs. The difference relevant to REMIXING - small OERs are created by individuals (like teachers), low cost production, web native = easier to reuse and remix BUT reputation, quality and location issues

10) Levine, comment to Robertson blogpost

Levine approaches the problem from a different perspective concentrating rather on the similarities than differences: intention to share the content that was created for learning.

He also argues that the differences between RLOs and OERs have to be seen in the context of times: RLOs arose in times of Web1.0 and with tools limitations (such that would enable anyone to mess around and remix)

"The difference is now I guess that it is left to us, the finders of OERs to assemble or link."

11) who shares is more likely to reuse and vice versa

Robertson provides an explaination on how RLOs differ from OER from the technical perspective: RLOs as intentionaly designed for sharing, context neutral, rich metadata, packaged, stored in repositories, media rich. First made by specialists, than with tools like GLO maker - lowered technical barriers. = creating sth with intention to share

OERs - any edu resource, of any format that some though of as being valuabel to share. = sharing sth that sb is doing with an open licence. OERs can but not necessarly have to be context neutral, rich in metadata, media rich, packaged etc.

So and RLO can be OER but not all OERs are RLO (form the tech perspective)

"People sharing what they're doing vs. people creating particular stuff to share"

Robertson also refers to big and small OERs. The difference relevant to REMIXING - small OERs are created by individuals (like teachers), low cost production, web native = easier to reuse and remix BUT reputation, quality and location issues

12) Windle et al., 2010 after Windle et al. 2007

"Evidence suggests that those who feek empowered to reuse are more likely themselves to share and vice versa

13) does not apply to research-led universities?

"Our previous work suggests that faculty in research university environments

14) specific mentality that goes with openness?

Many barriers that are relevant to sharing seem to be also relevant to reuse even if the angle of looking at the barrier is slightly different. Therefore we should keep an eye on what literature and stakholders have to say on sharing.

15) OER types and development models

different types = different benefits to different audiences/for different purposes/in different contexts

16) Amber Thomas post

About little OER: a by-product of their teaching. Openess as a way of working (=mindset): we shouldn't try to enforce models; let the by-product be by-product

17) Lane 2008

Lane 2008 describes 4 types of support build into OU Programmes, first 3 of which are built into OpenLearn materials as much as possible: 1) pedagogic support 2) personal support 3) peer support 4) professional support (page 156)

18) OECD 2007 after Margulies, 2005

OECD report (after Margulies, 2005): OER can be tools, content, implementation resources

19) Boyle&Cook 2004, Learning Objects, Pedagogy and Reuse

Boyle, T., & Cook, J. (2003). Learning Objects, Pedagogy and Reuse. Learning Technology in Transition. In J. K. Seale (Ed.), Individual Enthusiasm to Institutional Implementation (pp. 31–44). Lisse, Netherlands: Swets & Zeitlinger.

20) Gurell, Kuo, Walker 2010

Gurell, S., Kuo, Y.-C., & Walker, A. (2010). The pedagogical enhancement of open education: An examination of problem-based learning | Gurell | The International Review of Research in Open and Distance Learning. The International Review of Research in Open and Distance Learning, 11(3). Retrieved from http://www.irrodl.org/index.php/irrodl/article/viewArticle/886/1633

21) Gourley&Lane 2009

surveys and observations (OpenLearn, Learning Space and LabSpace)

22) Johansen 2009

Wiley, D. (2006). On the sustainability of open educational resource initiatives in higher education. Paris, 9pp, retrieved August, 26, 2008. Retrieved from http://www.oecd.org/dataoecd/33/9/38645447.pdf.

23) voices advocating for shift from supply-side to demand-side

A considerable amount of authors highlight that understanding the user and reuse is important. Efforts are being made to develop tools and approaches that will help to understand "why" and "what for" the materials are being downloaded

24) what attributes of OERs determine their usefulness (evidence-based)

this question was dropped and therefore not in scope of our literature search.

25) Leslie comment to Robertson blogpost

Scott advocates for trying to look for models and metaphors from the perspective of users.

26) perceived benefits & barriers/attitudes

data collected form interviewes and focus groups with academics and learners

27) D'Antoni 2009

D'Antoni, S. (2009). Open Educational Resources: reviewing initiatives and issues - Open Learning: The Journal of Open and Distance Learning. Open Learning: The Journal of Open, Distance and e-Learning, 24, 1, 3-10. doi:10.1080/02680510802625443

28) Windle et al. 2010

two definitions of the word "reusibility": something is made available for others to reuse vs. something is designed with intention to support reuse.

There is also a third strand where reuse is seen more broadly - in this strand getting inspiration from one material to create another is already understood as reuse.

29) Wiley 2009

impact of Lego metaphor on the understanding of the word "reuse" => reuse is understood as assambling because: "you don't melt lego down, cut them into two etc."

30) Boyle&Cook 2003, Learning Objects, Pedagogy and Reuse

Boyle, T., & Cook, J. (2003). Learning Objects, Pedagogy and Reuse. Learning Technology in Transition. In J. K. Seale (Ed.), Individual Enthusiasm to Institutional Implementation (pp. 31–44). Lisse, Netherlands: Swets & Zeitlinger.

31) Wiley blogpost

According to Wiley for a resources to be OER it must be 4R (only 3 CC licences!) and must use technology that does not interfere with 4R! Example: you publish a scanned material under 4R - how can others easily remix it?

32) Amber Thomas blogpost

"How important is the edibility of OER? Is use good enough?"_ We have to collect more evidence on how OER is used - reused - repurposed (all three metter, not only the last one)

33) Robertson blogpost

Robertson provides a short summary of OER models and metaphors in use by the research community