



ASEAN OER INTEREST  
GROUP (OER-SIG)

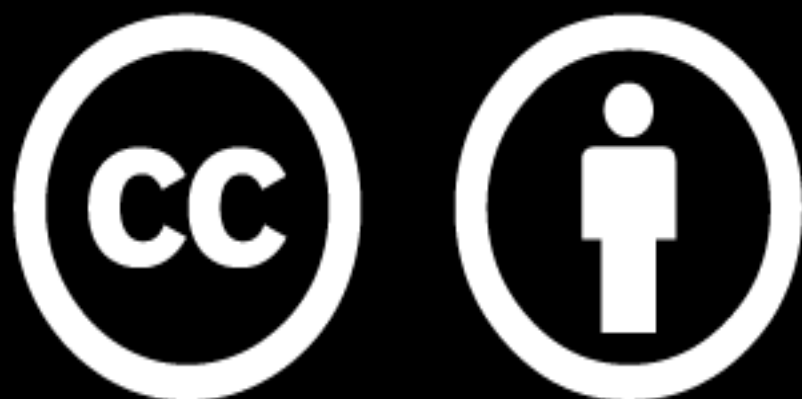
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Sept 2023

**OPEN EDUCATIONAL  
RESOURCES AND  
PRACTICES IN HIGHER  
EDUCATION:  
NAVIGATING  
CHALLENGES AND  
OPPORTUNITIES**

OER LOGO (GRAFIK: MARKUS BÜSGES, LEOMARIA,  
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# Introduction

- From Brazil
- PhD in Australia and lived there for 14 years
- Now in the UK



By [Lotte Grønkiær](#) (2009) - CC BY NC SA 2.0 Generic

# Activity 1

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Knowledge in OER

How would you rate your knowledge  
of OER?



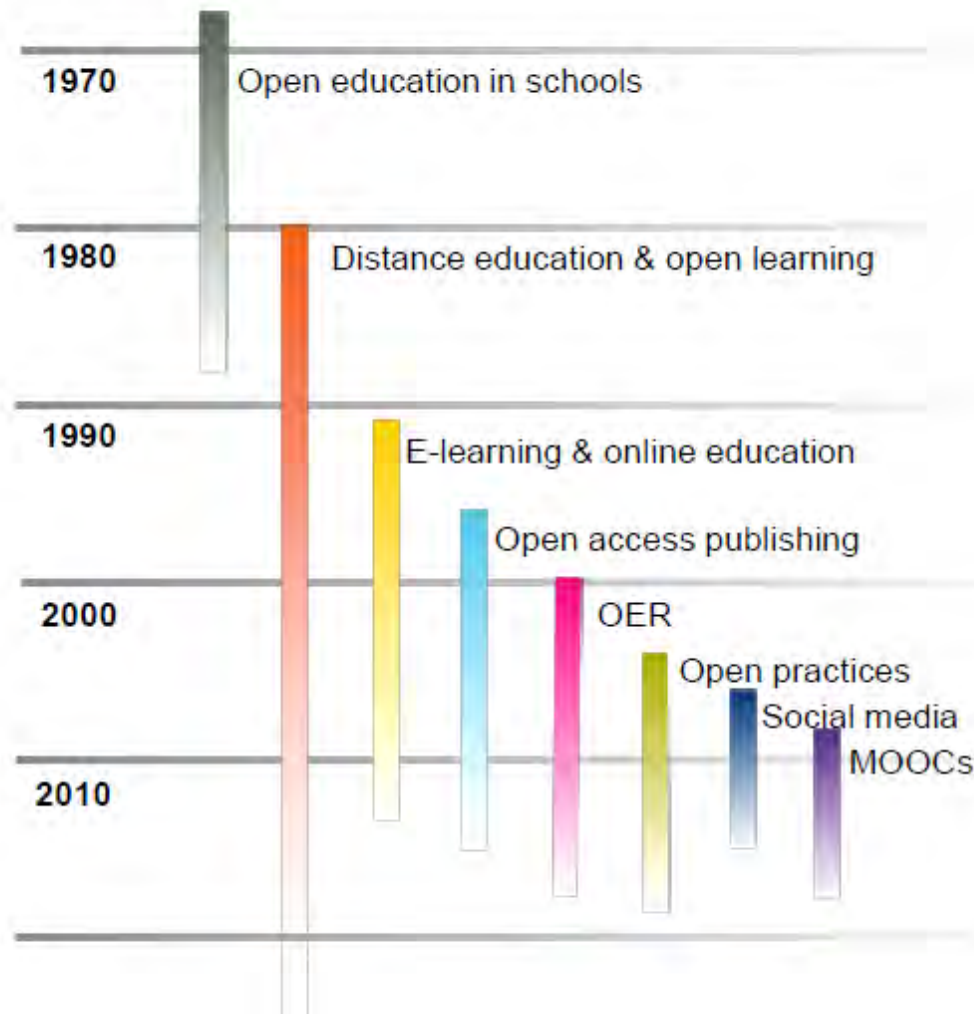
# Openness

- sharing freely;
- preventing duplication;
- avoiding restrictive (copyright) practices;
- promoting economic efficiencies; and
- improving access to wide groups of stakeholders.



CC-BY by opensourceway (2010) at  
<http://www.flickr.com/photos/opensourceway/6555466069/>

# Not a new concept



Jordan, Katy and Weller, Martin (2017). Openness and education: a beginner's guide. Global OER Graduate Network.  
<https://oro.open.ac.uk/53028/1/openreclaim-171102172851.pdf>

# Activity 2



What does the term  
'Open Educational Resources'  
mean to you?

# Definitions

There is a diverse range of opinion on the specific requirements of what constitutes an open education resource.

The word "open" can have different meanings in different contexts and in practice it is a continuous (not binary) construct.

In nurturing the development of a sustainable open education ecosystem, there is growing consensus that a definition of OER ideally needs to incorporate three interrelated dimensions:

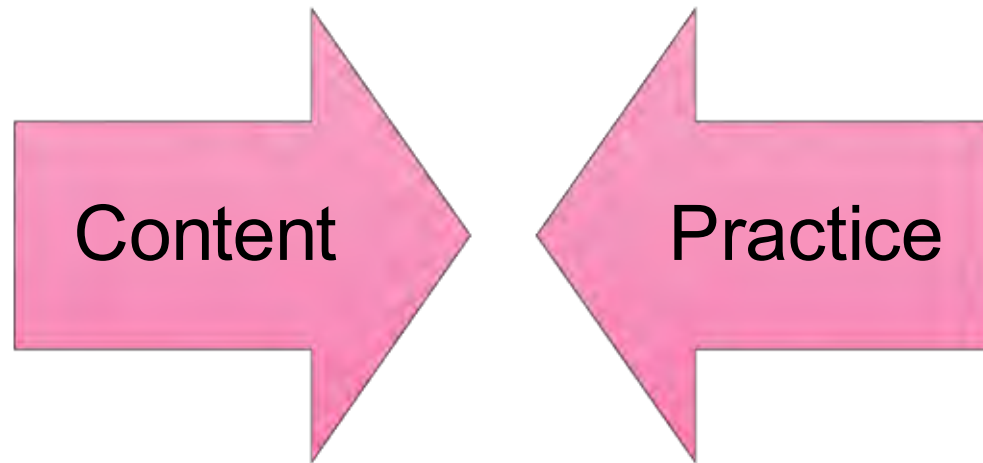
- **Educational values:** OER should be *free*;
- **Pedagogical utility:** OER should embed the permissions of the 4Rs (reuse, revise, remix and redistribute); and
- **Technology enablers:** Technology and media choices should not restrict the permissions of the 4R framework.



CC-BY By Sunshine Connelly, 2008  
<http://wikieducator.org/File:Recyclethis-185807557.jpg>



# Open Educational Practices



## Three important dimensions of OEP

- An engagement with all of the stakeholders in the OER process (authors, users, managers and policy makers).
- Ensuring that there is support to guide creation and use of OER, and technologies to assist storage and dissemination.
- An understanding of the context in which OER are used

# Open Educational Practices

How do we make content available?



How do we create an environment in which OER are created and used?

How can resources be made available?



How are OER best used in an educational context?

How do we open up content to be used for education?



How do we create a curriculum where resources are not the **sole focus**?

# Activity 3

Have you adopted any concepts of OEP in your practice?





# Benefits

- Pedagogical innovation
- Collaboration between teachers and students
- Professional development
- Increased access to information

# Challenges



Find what you're looking for/need



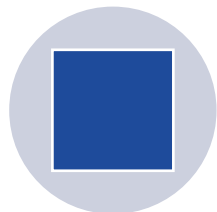
Understand open licenses and Creative Commons



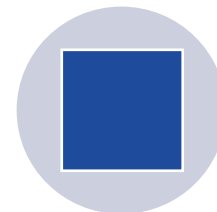
Fear of exposing content



Access to appropriate technologies



Lack of time due to workloads



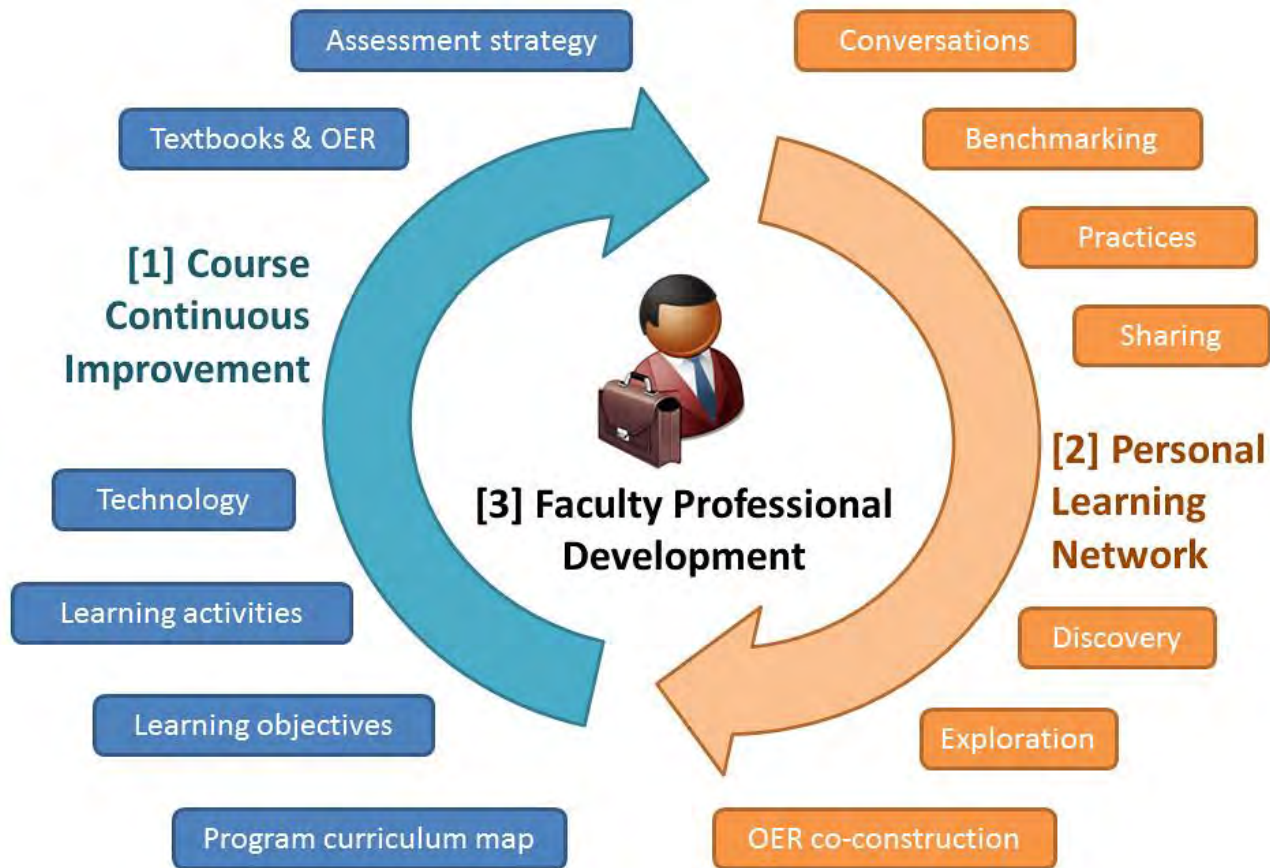
Lack of rewards

# How to overcome some of the challenges

- Create opportunities for capacity building
- Offer support
- Develop institutional policies that recognise and reward OEP engagement
- Review existing ones
- Develop focused initiatives to create momentum
- Start small



# Capacity Building



OER as a catalyst for faculty development

CC BY - Created by Mathieu Plourde (2011)

# Openness is constantly evolving



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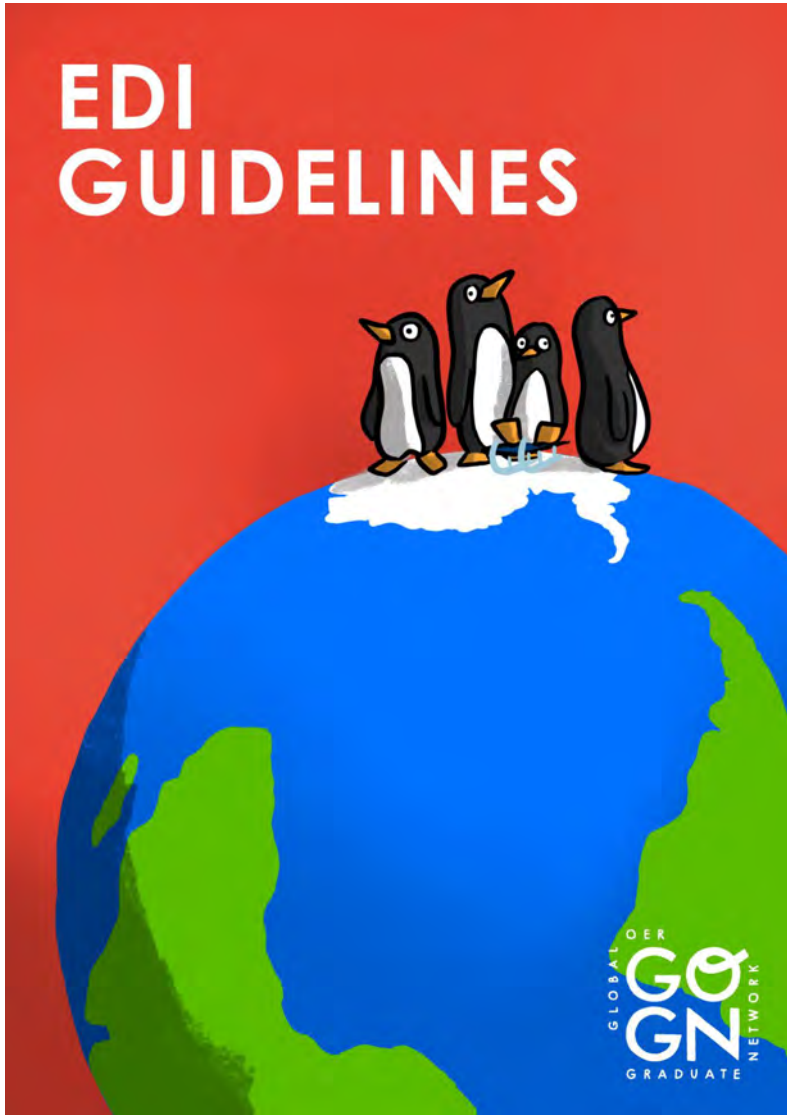


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## WHAT IS OPEN EDUCATION?





<https://go-gn.net/project-outputs/>

# Additional Resources

This is not an exhaustive list of OER resources, but below are some of the resources that I mentioned in my talk.

- Open Access Publisher – [Ubiquity Press](#)
- Guidelines on how to Create Open Textbooks – [BCcampus](#)
- Author and Publish OER (including textbooks) - [University of Washington Libraries](#)
- Free course in [Open Education in Open Learn](#)
- [OER Capability Toolkit](#) – A Book created by RMIT Librarians, Australia.
- International Organisations that research and publish about OER
  - [Commonwealth of Learning](#)
  - [Open Education Global](#)
  - [UNESCO OER](#)
- A book on the OER Fellowship in a South African university, about [Contextualising OEP](#), which includes 3 examples of OER co-creation



Questions?

Thanks!

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