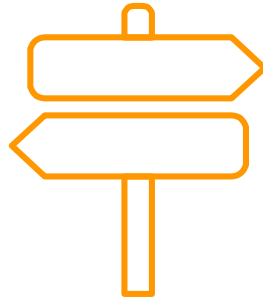


# Open Enough?

Eight Factors to Consider when  
Transitioning from Closed to  
Open Resources and Courses:  
A Conceptual Framework



# About Us

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1

# HOW THIS PROJECT STARTED

A photograph of a white ceramic plate filled with a colorful and artistic dish. The dish features segments of orange, dark roasted vegetables, and garnishes including green herbs and small round items. The plate is set on a rustic wooden table. In the background, a silver fork and knife are placed on a white napkin with blue stripes. The text 'It started with a NAPKIN' is overlaid on the image.

It started with a  
**NAPKIN**



## OUR RESEARCH QUESTIONS

What factors do educators need to consider when transitioning to OER?

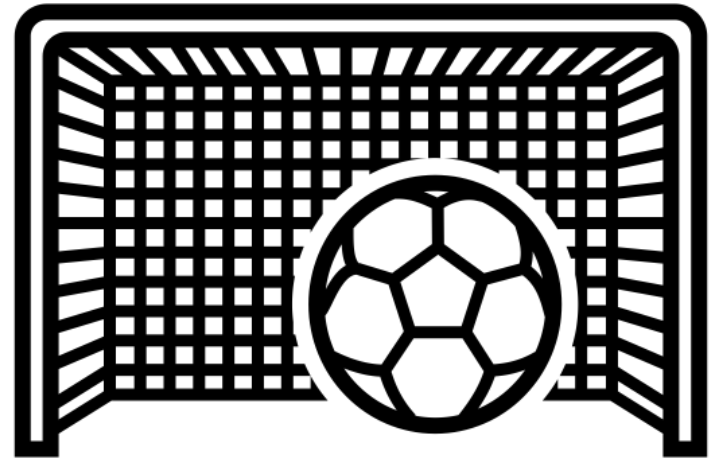
If each of these factors could be placed on a conceptual scale from “closed” to “most open”, what would be the implications?





## GOALS WITH THIS PROJECT

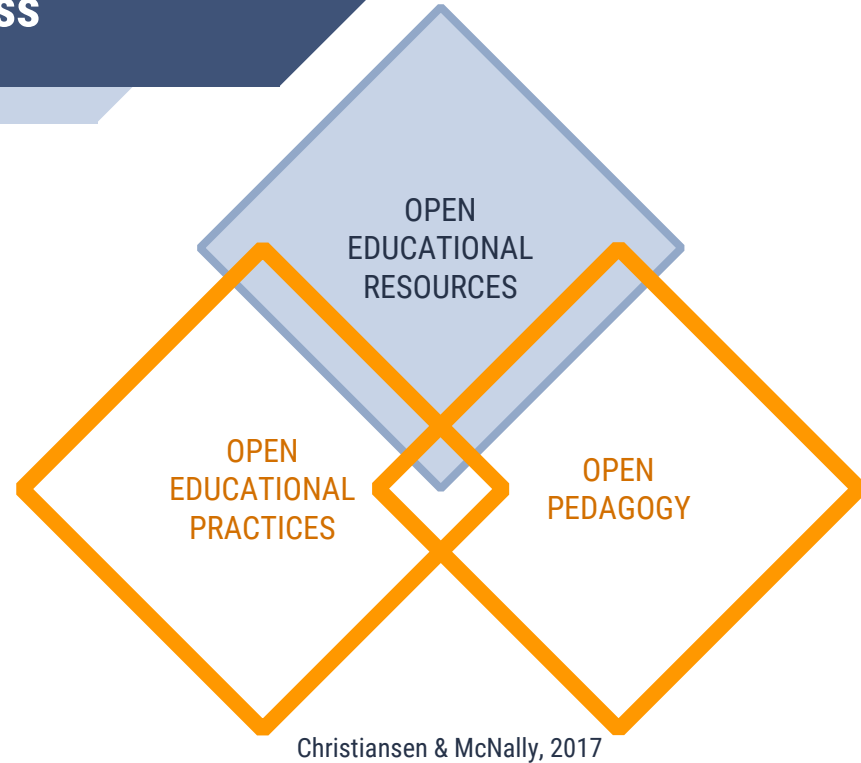
1. We want to create a framework that helps educators conceptualize OCW/OER projects
2. Determine what is 'open enough'
3. Determine if maximizing openness, in certain instances, could be problematic





## LITERATURE – Conceptualizing Openness

- Have been several cycles of openness going back centuries (Peter and Deimann , 2013, p. 12).
- Hegarty (2015) proposes eight attributes of open pedagogy, only one of which involves OER (p. 5).
- Pomerantz and Peek (2016) reviewed 50 kinds of ‘open’ and identified several approaches to open. Authors warn of ‘open washing.’
- Nascimbeni et al. (2016) argue that becoming an ‘open educator’ is a transitional process involving multiple steps.





## LITERATURE – Gaps and Criticisms

- Lack of theorization around the concepts of openness (Knox, 2013, p. 822).
  - ▷ Weller (2014) highlights vagueness of the term makes it open to being meaningless (p. 28).
- Ehlers (2011, p. 2) argues that access issues have been over emphasized at the expense of discussions around quality and innovation in teaching and learning.
- All the concepts around openness tend toward learner centrism. Openness in education should focus on improving student learning (Pierce, 2016, p. 11).



CC photo by [Ben White](#)  
On [Unsplash](#)



# 2

## FRAMEWORK OVERVIEW

**Copyright / Open Licensing**

**Accessibility / Usability  
Formatting**

**Language**

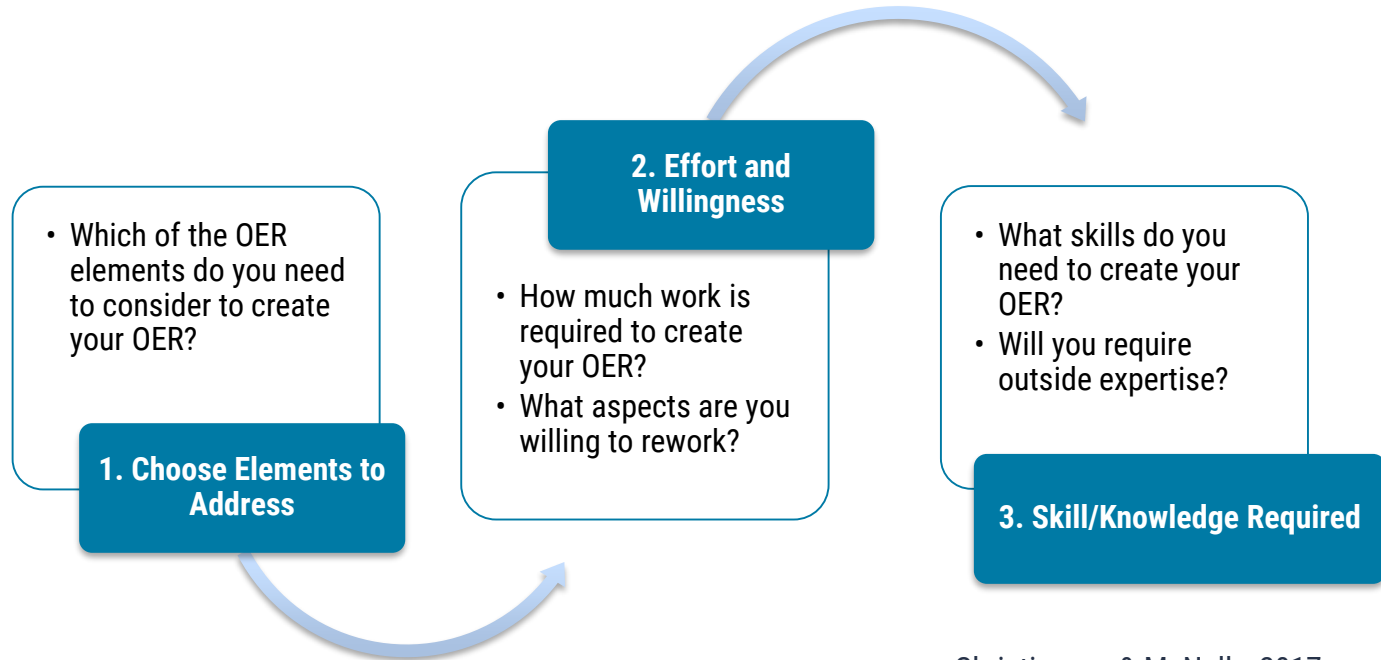
**Support Costs**

**Assessment**

**Digital Distribution**

**File Format**

**Cultural Considerations**





## THREE HYPOTHETICAL SCENARIOS

Eight OER  
Factors

1. Choose Elements  
to Address

2. Effort and  
Willingness

3. Skill/Knowledge  
Required



**Closed**



**Mixed**



**Most Open**

# 3

## CONCEPTUAL SCALES

Visualizing Openness

**STEP 1****Decision Factors Scale**

OER Factors	Closed	Mixed	Most Open
<b>Copyright/Open Licensing Frameworks</b>	Copyright/all rights reserved	Less Open CC License Terms (NC/ND and arguably SA)	CC-BY License/ Public Domain
<b>Accessibility/Usability Formatting</b>	Not formatted for accessibility	Some accessibility formatting (e.g. closed captioning)	<a href="#">Fully accessibility (e.g. compliance w/ US HHS 508 Compliant)</a>
<b>Language</b>	Single Language (usually English)	Bi-lingual or includes guides/steps for translation	Multi-Lingual or includes guides/steps for translation and is bilingual
<b>Support Costs</b>	Paid resources	Licensed library resources	Openly Licensed Resources
<b>Assessment</b>	No assessment available	Assessments made available	Assessments tailored for self-assessment
<b>Digital Distribution</b>	Closed/available only to insiders (e.g. via LMS)	Open but low discoverability (e.g. institutional repository)	Open and high discoverability (e.g. YouTube or broadly available repository (e.g. Merlot, BCcampus))
<b>File Format</b>	PDF or other non-editable format	Editable format but proprietary software (e.g. Word)	Fully open format (e.g. html)
<b>Cultural Considerations</b>	No consideration for outside cultural users/includes culturally specific materials/content	Some considerations for outside cultural users	Generally devoid of culturally specific material

**STEP 2****Effort and Willingness**

OER Factors	Closed	Mixed	Most Open
→ <b>Copyright/Open Licensing Frameworks</b>	Closed by default	Minimal willingness / effort	Some willingness Minimal effort
<b>Accessibility/Usability Formatting</b>	Closed by default	Some willingness / effort	More willingness / effort
<b>Language</b>	Closed by default	More willingness / effort	More willingness / effort
→ <b>Support Costs</b>	No willingness Minimal effort	Some willingness / effort	More willingness / effort
→ <b>Assessment</b>	Closed by default	Some willingness / effort	More willingness / effort
<b>Digital Distribution</b>	No willingness Minimal effort	Some willingness / effort	Some willingness / effort
<b>File Format</b>	No willingness Minimal effort	Minimal willingness / effort	Minimal willingness / effort
<b>Cultural Considerations</b>	Closed by default	Some willingness / effort	More willingness / effort

**STEP 3****Skill / Knowledge Scale**

OER Factors	Closed	Mixed	Most Open
<b>Copyright/Open Licensing Frameworks</b>	None	Some skill / knowledge	Some skill / knowledge
➔ <b>Accessibility/Usability Formatting</b>	None	More skill / knowledge	More skill / knowledge
➔ <b>Language</b>	None	More skill / knowledge	More skill / knowledge
<b>Support Costs</b>	None (an awareness problem; still need to pick resources regardless of cost)	Some skill / knowledge	More skill / knowledge
<b>Assessment</b>	None	Some skill / knowledge	More skill / knowledge
<b>Digital Distribution</b>	None	Some skill / knowledge	Some skill / knowledge
➔ <b>File Format</b>	None	Some skill / knowledge	Some skill / knowledge
➔ <b>Cultural Considerations</b>	None	More skill / knowledge	More skill / knowledge



# EXAMPLE COURSE: LIS 598 INFORMATION POLICY

The screenshot shows the ERA Repository interface. At the top, there is a search bar with the text "Search ERA..." and a "Q Search" button. To the right of the search bar are links for "Collections", "Deposit", "About", and "Erik Christiansen". Below the search bar, the page title is "LIS 598 Information Policy, Winter 2017". A paragraph of text states: "This collection contains the lectures/presentations for LIS 598 Information Policy (Winter 2017 online offering) and related course materials. These materials are made available in an open as possible for students, lifelong or self-directed learners, and use and adaption by other educators." Below this text, there is a section titled "Items in this Collection" with a "Deposit Item" button. A search bar for the collection is present with a "Search Items" button. On the left, there is a "Filter" sidebar with two sections: "Author / Creator / Contributor" and "Subject / Keyword". The "Author / Creator / Contributor" section has two items: "McNally, Michael B" with a count of 25 and "McNally, Michael B." with a count of 2. The "Subject / Keyword" section has two items: "Information Policy" with a count of 25 and "LIS 598" with a count of 25. The main content area shows two items. The first item is "International Copyright Protection Presentation" by McNally, Michael B, dated 2017-03-29. It includes a small thumbnail image and a "Download" button. The description for this item is: "This presentation provides a brief overview of international copyright protection including the Berne Convention, the Agreement on Trade Related Aspects of Intellectual Property, and Post TRIPS agreements. It was delivered in LIS 598 Information and Libraries in the International Context in the...". The second item is "LIS 598 Info Policy - Winter 2016 - Open Data Interview with Kirk MacLeod (HD video)" by McNally, Michael B, dated 2017-03-07. It includes a document icon and a "Download" button.

I ran Michael's graduate course through our framework to determine its level of 'openness'





OER Factors	Closed	Mixed	Most Open
<b>Copyright/Open Licensing Frameworks</b>	Copyright/all rights reserved	Less Open CC License Terms (NC/ND and arguably SA)	<b>CC-BY License/ Public Domain</b>
<b>Accessibility/Usability Formatting</b>	Not formatted for accessibility	<b>Some accessibility formatting (e.g. closed captioning)</b>	<a href="#">Fully accessibility (e.g. compliance w/ US HHS 508 Compliant)</a>
<b>Language</b>	<b>Single Language (usually English)</b>	Bi-lingual or includes guides/steps for translation	Multi-Lingual or includes guides/steps for translation and is bilingual
<b>Support Costs</b>	Paid resources	<b>Licensed library resources</b>	Openly Licensed Resources
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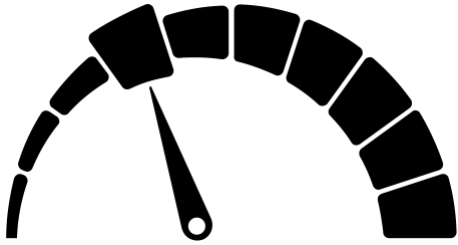
# 4

## INSIGHTS

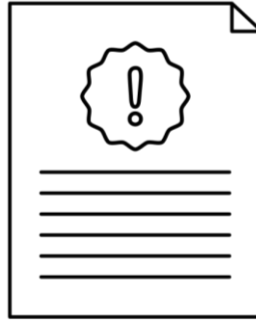
What we can do to guide educators



## INSIGHTS



Huge range in difficulty among the eight factors when maximizing openness



Copyright is the most critical factor and the easiest option

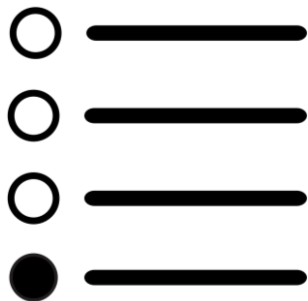


Support costs can be approached in different ways

“ *The ‘most open’ scenario can be pedagogically problematic and can place unreasonable expectations on the educator*



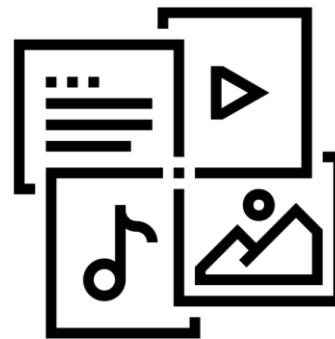
## INSIGHTS



Openness has pedagogical tradeoffs for assessment



Maximizing openness for multiple languages and cultures is very difficult and unrealistic



Maximizing openness for file format isn't clear cut

# 5

## FUTURE RESEARCH

Where do we go from here?



## FUTURE RESEARCH AND RECOMMENDATIONS



1) Empirical testing of this framework



2) Interactive online resource to Generate OER project plans



3) Financial funding for translation of resources



# Thanks for attending

**Any questions?**

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