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

Erik G. Christiansen
Assistant Professor/Librarian at Mount Royal University, Calgary, Canada

Michael B. McNally
Associate Professor, School of Library and Information Studies, University of Alberta, Edmonton, Canada
HOW THIS PROJECT STARTED
It started with a NAPKIN
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?
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
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.’

Nasccimbeni 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).
FRAMEWORK OVERVIEW
Which of the OER elements do you need to consider to create your OER?

1. Choose Elements to Address

• How much work is required to create your OER?
• What aspects are you willing to rework?

2. Effort and Willingness

• What skills do you need to create your OER?
• Will you require outside expertise?

3. Skill/Knowledge Required

Copyright / Open Licensing
Accessibility / Usability
Formatting
Language
Support Costs
Assessment
Digital Distribution
File Format
Cultural Considerations

Christiansen & McNally, 2017
THREE HYPOTHETICAL SCENARIOS

1. Choose Elements to Address
2. Effort and Willingness
3. Skill/Knowledge Required

Eight OER Factors

Closed  Mixed  Most Open
CONCEPTUAL SCALES

Visualizing Openness
# Decision Factors Scale

<table>
<thead>
<tr>
<th>OER Factors</th>
<th>Closed</th>
<th>Mixed</th>
<th>Most Open</th>
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<tbody>
<tr>
<td><strong>Copyright/Open Licensing Frameworks</strong></td>
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I ran Michael’s graduate course through our framework to determine its level of ‘openness’
## Lis 598 Information Policy: How open is it?

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INSIGHTS

What we can do to guide educators
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.
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.
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?

Erik G. Christiansen
Website: erikchristiansen.net
Twitter: @eriksation
Email: info@erikchristiansen.net

Michael B. McNally
Website: bit.ly/MMcNally
Email: mmcnally@ualberta.ca


• Accessibility by Alfonso Melolonta Urbán from the Noun Project
• Compare by Bernar Novalyi from the Noun Project
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• Cost Saving by Vector Bakery from the Noun Project
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