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The dissemination and discovery of Open Educational Resources. A case study of research methods.

Graham R Gibbs

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Open Educational Resources

- **Definitions**
- "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others"
  - The Hewlett foundation
- "digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research"
  - OECD

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Literature on OER use/creation

- **Lots of looking**. Teachers in education (Petrides 2008).
  - 92% searched for materials,
  - 67% willing to deposit,
  - 25% actually did
- Health staff **reluctant** to put stuff on the web. Shared internally, not externally Rolfe (2012)
- Resource **context matters** (discipline, topic etc.) **BUT** more specific resource means harder to adapt for use (Wiley 1999, Calverley & Shephard 2003)
- **Sustainability issue**. OER repositories have short life. 11 repositories discontinued in noughties, only 2 over 5 years old. Freisen (2009)

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UK resources - examples

- [National Centre for Research Methods](#)
- [ESDS](#) & [ESDS Qualidata](#)
- [Realities](#)
- [Methods@Manchester](#)
- [You Tube](#) and [Vimeo](#)
- iTunes University & [YouTube EDU (University)](#)
- [V-Resort](#)
- [TQRMUL](#)
- [RLO-CETL](#)
- [Jorum](#)
- [CAQDAS Networking Project](#)
- [Exploring Online Research Methods](#)
- [Online QDA](#)

Research Methods OER Dissemination - Project Overview

- Key objective: to improve the discoverability of OER materials to support research methods teaching

- Two parts:

  1. Explore how teaching staff search and use methods resources through:

    » Online survey of practices

    » Expert workshops & user groups

  2. Development of 'Front End' web site which incorporates elements identified as important

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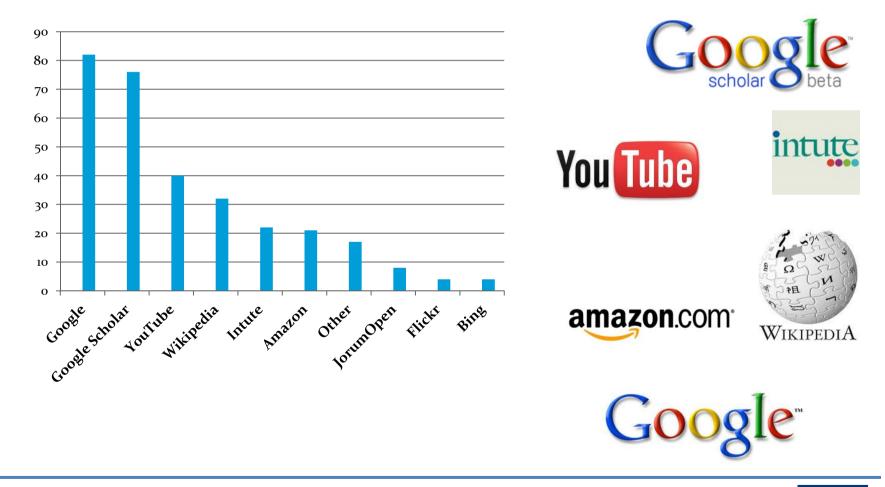Inspiring tomorrow's professionals

Online Survey, Key Findings (n=99)

- Most academics make specific searches for resources rather than engage in general searches on an ongoing basis

- Who created the resource is important

- Knowing the disciplinary context of a learning resource is useful

- Quality is more important than format

- Mixed views on user ratings (e.g. Amazon style stars)

- Copyright not regarded as important if used for educational purposes

- Most popular sites/search methods are Google, Google Scholar, YouTube and Wikipedia

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Sites used most often to search for resources

Key Findings of Expert Workshops

- Trust is key issue – people prefer in-house or resources from known universities (or publishers)
- Own data sets preferred for teaching methods
- Licensing not seen as an issue within academic institutions
- Disciplinary origin of resources less relevant than using examples that connect to students
- Most participants not keen to submit OERs

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Key Findings of User-Testing

- User problems with all OER sites
- Number of irrelevant results weakened trust
- Presentation of sites was confusing
- Not enough information given about resource author etc.
- Slow download time of resource plus additional barriers
- Google considered more effective for finding resources

What academics want

- **Teaching Research Methods and Using Open Resources**

- 10 min 12 sec onwards (for 5 mins 18 secs)

Solutions

- [Methods](#)
- [EdMediaShare](#)
- [Cloudworks](#)
- **BUT**
- How long will they last?
- Who curates them?

[Methods](#)

- Customised Google Search

- Collection of videos

- Reviews of OERs

[EdMediaShare](#)

- Collection of videos

- Only embeddable videos

- Recommended and with some meta data

[Cloudworks](#)

- Recommended sites

- Some commentary but not standardised.

- Project now finished?

Solution No. 2

- Use University Repositories for OERs
  - Most universities now using them for research
  - Repositories will be around for a long time
  - Library staff tend to curate (and add meta-data)
  - Licensing in place
  - Accessible to Google – can use customised search
- **BUT**
- Excludes good stuff on YouTube etc.
- Still no quick and easy way to inspect the resource.

Summary

- Discovery
  - Reputation/trust
  - Quality
  - Few Depositors
  - Google – to see relevance quickly
- Needs Portal
  - Current solutions
  - Sustainability